



MEMORANDUM

TO: President Edward T. Foote II

FROM: *GEA* Dr. George C. Alexandrakis *GEA*  
Chairman, Faculty Senate

DATE: December 21, 1989

SUBJECT: Faculty Senate Legislation #89005(B) -  
Establishment of the International and Comparative  
Studies Major in the College of Arts and Sciences

The Faculty Senate, at its meeting of December 11, 1989, voted to approve Faculty Senate Legislation #89005(B) - Establishment of the International and Comparative Studies Major in the College of Arts and Sciences. The text of the legislation is attached.

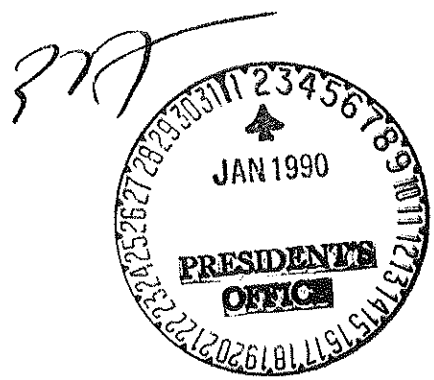
This legislation is now forwarded to you for your *(C)* action.

*George,*  
*✓ approved.*  
*long in discussion!*

GCA/b

Attachment

cc: Provost Luis Glaser  
Dean Duane Kujawa  
Dean Ambler H. Moss, Jr.  
Dean David Wilson



CAPSULE:

Faculty Senate Legislation #89005(B) -  
Establishment of the International and Comparative  
Studies Major in the College of Arts and Sciences

RESPONSE BY THE PRESIDENT:

DATE: 6/4/90

APPROVED: Yes ST

OFFICE OR INDIVIDUAL TO IMPLEMENT OR PUBLISH: Provost

EFFECTIVE DATE OF LEGISLATION: \_\_\_\_\_

NOT APPROVED AND REFERRED TO: \_\_\_\_\_

REMARKS (IF NOT APPROVED): \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Executive Vice President and Provost

M E M O R A N D U M

December 4, 1989

TO: Professor Michael Carlbach  
School of Communication

FROM: Luis Glaser  
Executive Vice President  
and Provost

A handwritten signature in dark ink, appearing to read "Luis Glaser", written over the printed name.

SUBJECT: Undergraduate Program in International Studies

I am very sympathetic to the notion that the program needs some financial support, but also please be aware that it is very difficult to mortgage undergraduate tuition for specific programs.

I would like to suggest that we agree on the following:

1. We will support the administrative costs for the director as listed in your memorandum, and as soon as the program is in place, we will support an addition to a library budget of \$10,000 in the first year and \$20,000 a year thereafter, assuming that the enrollment is at least 20 students a year.
2. In addition we will commit 10% of the net tuition of students in their sophomore year and beyond in this program for programmatic support, this sum to be divided among the departments which teach the core courses for the Undergraduate Program in International Studies. The total commitment should not exceed \$100,000 a year and is dependent upon the overall budgetary health of the University.

We will review these commitments with the program director and the deans of the participating schools after five years to see how the program is progressing.

LG:nh

cc: Dean Duane Kujawa  
Dean Ambler H. Moss, Jr.  
Dean David L. Wilson

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December 1, 1989

PROPOSAL TO ESTABLISH A MAJOR IN INTERNATIONAL AND  
COMPARATIVE STUDIES

PRECIS

The College of Arts and Sciences proposes to establish a major in International and Comparative Studies (ICS). The major, if approved, will be open to freshmen entering the college in or after the fall of 1989.

The major in ICS will be a second major, consisting of 24 credit hours not including 12 hours of required language courses.

Students will take five required "core" courses. One of these, "International Relations," is an existing course; the other four will be new offerings designed to serve the major.

Each student enrolled in the major will take, in addition to the five required core courses, three core electives, to be chosen from carefully designed lists of related, existing courses. There are two possible tracks for the three elective courses; one in international studies and one in comparative studies. The elective component of the major also allows students to develop a geographic concentration (e.g., Latin America) or a functional area specialization (e.g., Environmental Problems) within one of the two tracks.

The major will be administered by an Oversight Committee. This Committee will consist of individuals who teach, or are expected to teach, in the core program, plus representatives from teachers of elective courses in the comparative and international tracks. The committee members will be selected by the Dean of the College of Arts and Sciences, but will include faculty from other schools. All members of the oversight committee will be appointed in consultation with the Deans of the participating schools.

The Dean of the College of Arts and Sciences will appoint a Director for the program. The Director will Chair the Committee. A half-time secretary will be provided and will support the work of the Director and the Oversight Committee.

The Committee will function with regard to undergraduate majors in the program in the same way as a department. It will provide advisors for the undergraduate International and Comparative Studies major, but regular academic advising and overall requirements for graduation will be those applicable to the student's first major.

New core and elective courses involving faculty from several

departments will be given a new interdisciplinary designation (such as ICS). The description of these courses will be developed by the Committee and approved by the Curriculum Committee of the College of Arts and Sciences. Core courses to be developed by single departments (HIS XXX, "The Contemporary World," and ECO XXX, a new 300-level "International Economics course") will be listed under their respective departments.

#### A. RATIONALE

Because of its location and image as a global institution, the University of Miami is expected to be strong in international and comparative studies. Many prospective students are disappointed to learn that we have no undergraduate major in this area. Many of them enroll elsewhere.

Other students with less well-defined career or graduate study goals matriculate at the University of Miami but are later frustrated in their attempts to take full advantage of one of our faculty's obvious strengths. What students find, dispersed among numerous departments and even schools, are professors who, taken together, amount to a critical mass of experts in the international and comparative studies area. But the courses offered by those faculty members cannot be "taken together," except as electives--or within existing majors.

The proposed ICS major will allow undergraduates to structure, with the help of an ICS advisor, a coherent curriculum providing an education that cuts across departmental and school lines. A potentially rewarding second major for all students seeking a broad, liberal arts education, ICS should prove especially attractive to the student considering careers with international dimensions (i.e. law, communications, foreign service, etc.).

Our proposal seeks to reconcile the traditional emphases of international studies majors found at some liberal arts colleges with a newer approach focusing on global issues and resolutions. Core courses such as "Global Issues" will introduce problems the solution of which will require international diplomacy and bargaining. These students will be given the opportunity to examine issues that inextricably involve international economics and the natural sciences; political science and biology.

Comparative and International Studies will offer students the opportunity to study in a coordinated fashion with faculty in several departments and schools. It will also encourage collaborative efforts by professors who, prior to the creation of the proposed major, had few opportunities to interact. The major promises to bring together students and faculty who, though in different departments or schools, share common academic interests. It may allow us to develop our curriculum, our

students, our faculty, and their research and teaching--all at once.

## B. COMPARATIVE MATERIALS

### 1. Course Offerings

None of our peer institutions in Florida offers anything like the proposed International and Comparative Studies major. Somewhat similar majors are available only at F.I.U.--which offers a B.A. in International Relations--and at Rollins College, where the International Studies program enrolls the largest number of majors in the institution.

At Rollins the emphasis is on international business. (Students pursue internships in the summer with firms and agencies involved with international commerce.) A more useful comparison, therefore, can be made between our proposed major and the International Relations major at F.I.U..

At F.I.U., in addition to satisfying a foreign language requirement and taking basic courses in the social sciences and statistics, students must satisfy a "Core Requirement" and a "Breadth Requirement," as outlined below:

Core requirement: 12 hours in World Regional Geography, plus International Relations (3 hours), International Relations Theory, (3 hours), and Approaches to International Relations (3 hours).

Breadth Requirement: 27 hours (18 are earned in 6 area studies courses on Europe, the Caribbean, Latin America, Africa, Asia, and the Soviet Union; the other 9 may be earned in Population Studies, International Law, and Issues and Problems in International Relations).

International Relations at F.I.U. encompasses more credit hours than the proposed U.M. major in International Studies. However, at F.I.U. International Studies may be taken as the student's sole major. Also, many courses that would be taken in completing the U.M. major have prerequisites. (Three of the five required core courses have two prerequisites, and one of the five has one; many if not most of the core electives that students will choose from among in designing their geographic concentrations or their functional area specializations have prerequisites as well.) The UM major in ICS is, then, essentially a junior-senior major, to be begun after our students have: a) filled our relatively rigorous and prescriptive social science and humanities requirements; b) taken a number of prerequisites to courses required by the ICS major, and, in most cases; c) begun work in another, primary major.

At Duke University, which offers a major in Comparative Studies, students prepare for the major much as they will at U.M.--by taking 30 hours of basic humanities and social science courses (including courses in cultural anthropology, world literature, economics, history, political science, religion, sociology, etc.). The major then consists of 14 courses, as follows:

two courses emphasizing comparative approaches from each of two departments, including Anthropology, Comparative Literature, Economics, History, Political Science, Public Policy, Religion, and Sociology);

four courses in a language (one year of literature in translation or general linguistics may be substituted if a student demonstrates language proficiency through the second year or if a second year of the selected language is unavailable);

four non-language courses chosen in one of the following geographic areas: Africa, Canada, the Middle East, Russia and Eastern Europe; South Asia, and Western Europe;

three "concentration" courses ("Perspectives on Food and Hunger," etc.) or three courses in a second geographic area;

one comparative methods course ("Strategies of Comparative Analysis," etc.) or a senior honors seminar.

The Duke Comparative Studies major is a ten-course major when language is excluded; our proposed ICS major is an eight-course major. Again, though, the Duke major may be taken as a student's only major. Also, beyond Duke's basic courses in the humanities and social sciences (courses not unlike those that will be taken by our students in fulfillment of distribution and prerequisite requirements), there is no required common core to compare with our required, five-course core. Instead, Duke students have options in choosing from among "comparative approaches" courses, "comparative methods" courses, and "concentration" courses. Duke requires a geographic specialization, whereas we allow students to design, from lists of "core electives," either a geographic concentration or a functional area specialization. Duke places slightly more stress on comparative courses than we plan to, and yet it is not clear that they have any interdisciplinary courses involving the sciences (in the way that our "Global Issues" course will involve biology as well as geography and economics).

George Washington University, American University, and Georgetown University offer majors along the School of Foreign Service model, a model quite different from the Comparative Studies approach taken by Duke. At Georgetown, which will serve as an

example of the Foreign Service Model for international studies majors, students spend their first two years taking four courses in government, three in history, three in economics, two each in English, philosophy, and theology; four in a foreign language; and one faculty seminar in current issues and problems in international affairs.

These two years parallel, roughly, the first two years at Miami, where ICS majors would have to take four foreign language courses, courses in Literature and Philosophy/Religion (in fulfillment of distribution requirements), a two-semester history sequence, a two-semester Politics and Public Affairs sequence (prerequisite to the core course in "International Relations"), a two semester Economics sequence (prerequisite to the core course in "International Economics"), between one and three Geography courses, plus additional courses in Anthropology and/or Sociology.

The junior and senior years at Georgetown are spent taking 12 "structured electives" within a Division and one of its Fields of Study. An example of a Division and its component Fields of Study would be:

Division I: History and Diplomacy

- Field A: United States History and Diplomacy
- Field B: European History and Diplomacy
- Field C: Non-Western History and Diplomacy

The other Divisions in which students may concentrate are:

- Division II: International Politics
- Division III: International Economics
- Division IV: Regional and Comparative Studies
- Division V: The Humanities in International Affairs

Georgetown thus covers many of the same areas covered by our required core courses on one hand and our optional core electives on the other. The differences lie in what is required by--and what is left optional in--each major. For instance, our majors would all have to study some subjects that at Georgetown have been placed in optional divisions ("International Economics"). On the other hand, Georgetown students choosing the "International Economics" Division probably will, by the time they have finished 36 credits in the Division and its component Fields of Study, gone into that subject in greater depth than graduates of our required core course who have gone on to complete their three core electives in functional areas such as "International Business" or "Development."

The University of Michigan offers an interdisciplinary concentration in International Studies that is like our proposed



major in that is open only to students who complete what amounts to a double major. However, whereas under the terms of our proposal students would be free to choose any major recognized by the College as their primary major, Michigan students are only designated as having fulfilled the concentration in International Studies once they have completed, in addition to a "Foreign Language and Culture Component," a "Professional Component" in one of the following areas: Business and Management, Computer and Information Science, Economics, Public Administration, Political Science, Environmental Studies, a Natural Science, or Engineering. These Professional Components look very much like traditional majors; as for the Foreign Language and Culture Component, it involves 14 hours of foreign language study, plus 18 hours as follows:

- 6 hours in advanced conversation and composition;
- 3 hours in Language of Business
- 6 hours in upper-level language, civilization, culture, or literature
- 3 hours of additional language study or study abroad.

The Michigan model, compared to our proposed major, is more professionally oriented in terms of its primary major requirement, but more humanities oriented in its international studies component.

#### Other Programs (Briefly Described)

Colgate University offers an International Studies major that requires nine 3-credit courses, including the following core offerings: Introduction to Political Science II; Contemporary U.S. Foreign Policy; Fundamentals of International Relations; International Economics. Students are strongly urged to spend one semester on a study abroad program, and also must complete the university's foreign language requirement by the junior year. To count for credit toward the major, students must earn a grade of "C" or better in all core courses.

Princeton University offers interdepartmental programs in specific fields: East Asian Studies; Latin American Studies, European Civilization; and Near Eastern Studies. There is also an undergraduate version of the graduate program housed in the Woodrow Wilson School of International Affairs. Each of these programs is administered by a revolving panel of faculty appointed for specific terms of service.

Juliard has a music history program that involves international studies, though on a smaller scale and through courses tailored to the pre-professional orientation of its students. A broadened core program has been introduced that stresses Japanese, African, Indian, and Pacific Islands music in addition to the traditional curriculum in classical European music.

The California State Universities, in cooperation with the State Board of Regents' mandate to broaden international studies at all curriculum levels, now requires study not only of traditional Western Civilization but also of the ancient civilizations of China, India, and Africa, the growth of Islam and the development of sub-Saharan Africa. Another innovation in the California State system is to offer American Studies in the larger experience of the Americas, linking and contrasting themes in the history and culture of the United States with the history and culture of Canada, Mexico, the Caribbean, and Latin America.

In all of these examples, the vast majority of courses taken to satisfy requirements for the major are selected from lists of courses already offered by departments and programs, that is to say, courses that are open to students other than international studies majors. Each program described above maintains a language requirement that is similar to the one we propose.

If one trend may be said to characterize current thinking across the United States about international studies curricula, it is the effort--sometimes criticized bitterly, at other times advocated enthusiastically--to make curriculum less Eurocentric, or European-centered. This trend lies behind the Stanford University debate over non-Western "great books," and the treatment of Columbus' relationship with the New World as an "encounter," not a "discovery."

Because of--or contributing to--the general trend away from Western-centered or Eurocentric education, more and more undergraduate programs around the country (Bowdoin College, Hamilton College, Clark University, Pomona College, UC Santa Cruz) are requiring that all students take six or more credits in non-western subjects. Our international studies major would offer students significant exposure to truly global issues and problems.

## 2. Faculty

As can be seen from the list of faculty provided under section F (FACULTY), our proposed ICS major would draw on the talents of a large number of faculty from numerous departments in our college. In addition, we would hope for--and feel we may reasonably expect--participation by a number of faculty holding appointments in other schools, including Architecture, Business, Communication, Law, Music, and the Graduate School of International Studies. It would be virtually impossible to compare the talents of all those individuals with those of individuals involved in similar, interdisciplinary programs at places like Georgetown and Duke, Rollins and Colgate. Suffice it to say that our proposed major, housed as it will be at a comprehensive university, will have available to it faculty

resources unavailable to programs at four-year liberal arts colleges. Faculty here in areas as diverse as Medical Anthropology and Marine Sciences would all be directly or indirectly involved with our program. They would be involved directly should they wish to participate in the required core courses, indirectly by virtue of the fact that their courses will appear on lists of core electives. Thus, their offerings will be available to all ICS majors who have met the prerequisites and wish to take such courses in satisfaction of the core elective requirement.

There is another sense in which our university's faculty is particularly suited--and ready--to teach students majoring in International Studies. We are fortunate in having attracted, in recent years, professors well-equipped to offer coverage of non-Western subjects. Professor Thomas Abercrombie is an ethnohistorian whose research examines the impact of the conquest of the New World from the Amerindian perspective, using documents in the Aymara language and applying the techniques used by anthropologists to study non-literate societies. As constituted, our program in Afro-American and Caribbean Studies offers interesting possibilities for comparative study in a cross-cultural dimension focusing on the black experience. Richard Weiskopf is very interested in development economics, in the role of education in economic growth, and in economic problems of the Middle East.

Most existing programs treat international studies traditionally, i.e., by concentrating on Western history, problems, culture. Most UM students are more comfortable with this kind of traditional, Eurocentric education, a fact mirrored by their preference to meet distribution requirements by taking HIS 131-132 (Western Civilization), not HIS 121-122 (Asian Civilization) or HIS 161-162 (Latin American Civilization). The new director of ICS will have an opportunity to try and convince students to expand the scope of their interests, and to try to encourage departments and programs to expand the scope of their coverage, beyond what the New York Times has referred to as the old "Western and European bias."

### 3. Library

The University of Miami's library collections in International and Comparative Studies are strong in some areas but need strengthening in other areas. Our collections, though weaker than those at Princeton, Duke, Georgetown, and Michigan, are more than adequate to support an undergraduate major in ICS, and in a few areas are quite strong (Latin American Studies, Caribbean, etc.).

#### 4. Research and Secretarial Support

The University of Miami offers a relatively impressive roster of grants available to faculty for research, equipment, travel, and the improvement of teaching. Indeed, there is probably more in-house assistance available here than at any institution listed above.

Within G.S.I.S. and to a somewhat lesser degree within the College of Arts and Sciences and the Schools of Law and Business, staff (and budgetary support) for International Studies faculty is generous.

The proposed, half-time secretary would provide initially adequate staff support for the operation of the undergraduate major itself. Once the major gets "up to speed," however, it will need the same staffing as is in place in small departments (e.g., Religious Studies and Geography) and active programs (such as Judaic Studies).

#### C. PHYSICAL RESOURCES

##### 1. Library Holdings

For an interdisciplinary major involving so great a range of subjects and areas, it would be pointless to attempt to offer even a cursory listing of library holdings. A list of monographs, periodicals, and serial publications would likely exceed hundreds of pages. Suffice it to say that International Studies has always been a priority and strength not only of the Richter Library but also of many colleges and schools at the University. Because of the interests of some of those faculty teaching in the several interested departments and schools, the library has several significant special collections that enrich the undergraduate International and Comparative Studies major.

a. Among special collections, possibly the most useful is the Cuban collection. Cuban exile material is some limited interest. The Cuba data base being supported by U.S. government funding supplements the library's Cuban holdings. There is a still largely-uncataloged repository in special collections.

b. and c. Little in the way of additional library resources will be needed to support the work of undergraduates majoring in ICS. We require \$20,000 in initial investment and a permanent increment of \$3,000/year in the library's budget.

d. Library resources for faculty working in the ICS area are not fully adequate, although the new 5-year Strategic Plan offers hope in this direction. Frank

Rodgers, the Director of Libraries, said in April 1989 that this increment represents the most significant recognition of library needs since he joined the University.

As the library goes about improving its resources available to faculty doing research in ICS, it should make a more determined effort to add suppliers of new books in major Latin American countries. (Currently, many if not most foreign books are acquired from suppliers in third-party countries, the result being that many important publications do not arrive on the shelves of our library--if they arrive at all--until years after their publication.)

While library resources for faculty working in International Studies could be far better than they are, it should be noted that no new faculty will have to be "recruited" to make the undergraduate ICS major viable. As stated elsewhere, faculty will be drawn from existing departments, programs, and schools.

e. Laboratory equipment and facilities: n.a.

#### D. CURRICULUM

##### 1. Graduate Degree Work

The ICS major is a second, undergraduate major; no graduate degree work will be offered.

##### 2. Curricular Structure

Because most courses that will be taken by majors currently are being offered by existing departments and schools, the present curricular structure is entirely adequate for the degree proposed. The curriculum--except for four of the five core courses--is, in other words, already in place; the "new" major might almost be defined as an advising tool, one that can be used to shape a variety of course offerings into various kinds of coherent units.

##### 3. Additions to Existing Curricular Structure

Of the four core courses that are new, two would be team-taught: Course #2 (see below)--would most likely be offered by faculty from several social science areas, including Anthropology (and/or another social science department) and GSIS. It should also include a statistics component as well. Course #5--"Global Issues" (see below)--will be team-taught by members of our Biology, Geography, and/or Geology departments as well as GSIS. Course #3 "The Contemporary World" (see below)--will be offered by our History department. The fourth new core course, Course

#4--"International Economics" is a new, 300-level course that the Economics department has expressed a willingness to design and develop. (An existing "International Economics" course, ECO 441, is too specialized to be ideal for the proposed, International and Comparative Studies major.)

Below find the proposal for a major in International and Comparative Studies.

#### REQUIREMENTS OF THE UNDERGRADUATE MAJOR IN INTERNATIONAL and COMPARATIVE STUDIES

The Undergraduate International and Comparative Studies major will be part of a double-major and consist of the following courses:

##### A. Core Courses 15 hours

Course #1. International Relations (PPA 391): how nations formulate and conduct foreign policy, with an emphasis on topics of bilateral and multilateral relations, war and peace, nuclear and conventional conflict, and defense and security strategy. Prerequisites: PPA 211, 212.

Course #2. Methods of Comparative Social Analysis (ICS 3XX; a new, 300-level course). Comparative approaches and modes of inquiry for analysis of world-wide or regional phenomena. Methods of cross-cultural investigation of the causal factors affecting cultural change and the interactions among differing societies. Examples of cross-cultural data analysis. Prerequisites: (to be identified by the teachers of this team-taught course).

Course #3. The Contemporary World System: (HIS XXX) a new, comparative twentieth century world history course, focusing on such issues as the impact of technology and modernization, post-colonialism, religion and culture, bloc politics, and the emergence of the Third World. Prerequisites: (6 hours of History; development of a 100-level genuine World History sequence by the History Department would be desirable).

Course #4. International Economics (a new, 300-level course in Economics, ECO 330). How nations achieve a position in the international division of labor; how and why they trade with and invest in each other; what the rules are of the international trade (GATT) and banking (IMF, World Bank), communities. Prerequisites: ECO 211-12.

Course #5. Global Issues (ICS XXX, a new senior level course).  
The world as the unit of analysis; a survey of contemporary global conditions emphasizing environmental and ecological problems, famine and food production, nuclear contamination and terrorism, the poverty and wealth of nations, international migration, and the quality of life in different areas of the world. Prerequisites: GEG 105 or GEG 110 and BIO 103 or GEG 370.

B. Core Electives  
9 hours

Three courses: to be chosen from a list of courses proposed by individual faculty and/or departments, and approved by the Oversight Committee on Undergraduate International Studies. Two of the three may be double counted toward the degree. No more than two may be taken in the same department. All core electives must be taken at the 300-level or above. Three hours of senior honors thesis may count as one course. Core electives will emphasize one of two tracks, comparative studies or international studies, and may be grouped in "functional" (substantive) or "geographic" (area) specializations or packages. (See Appendix, "Examples of Elective Packages"). The packages will be constructed individually with the students in consultation with the Committee.

C. Foreign Language

In addition to the twenty-four hours in the major, students will take twelve hours of foreign language or will demonstrate their competence past level 4. Language studies will be related to area specialization where appropriate.

D. Study Abroad

One year recommended, not required (core courses may be taken abroad by permission only).

E. Minimum GPA

Note: A minimum GPA of 2.75 will be required in the first three courses of the major in order to receive approval to continue, and must be maintained in the major in order to graduate.

The Major: A Four Year Outline

First Semester, Freshman Year

Foreign Language 1  
GEG 105 or 110  
ENG 106 (or equivalent)

HIS 121, 131, or 161

Second Semester, Freshman Year

Foreign Language 2  
HIS 122, 132, or 162  
Math 101 or above

First Semester, Sophomore Year

Foreign Language 3  
ECO 211  
PPA 211

Second Semester, Sophomore Year (Possible Study Abroad)

Foreign Language 4  
PPA 212  
ECO 212

Note: During the sophomore year, one course in statistics and the sophomore survey of world literature are highly recommended.

Summer, Sophomore Year (End/begin Study Abroad)

First Semester, Junior Year

PPA 391 (Core Course #1) International Relations  
HIS XXX (Core Course #3) The Contemporary World

Second Semester, Junior Year

ECO 330 (Core Course #4) International Economics  
International Studies Core Elective

Summer, Junior Year (Optional Study Abroad)

First Semester, Senior Year

Core Course #2 Comparative Cultural and Social Systems  
Core Course #5 Global Issues

Second Semester, Senior Year

International Studies Core Elective  
International Studies Core Elective (or senior honors thesis)

Examples of Core Elective Packages

Note: The three courses would be selected with an emphasis on either comparative studies or international studies and typically will emphasize a geographic or functional area. Courses must be from at least two departments.



## Geographic Concentrations (illustration)

APY	382	Latin American Culture
APY	385	Caribbean Cultures
ARH	241	Andean Art
ARH	242	Meso-American Art
CAAS	201	Africanisms in the Americas
ECO	371	Economic Problems of Latin America
GEG	305	Geography of Middle America and the Caribbean
GEG	306	Geography of South America
GEG	501	Geographic Problems of South America
HIS	368	Social History of Latin America
HIS	561	Studies in Latin American History
INS	504	Latin American Political Thought
PPA	346	U.S. Latin American Relations
SPA	505/506	Survey of Spanish American Literature (I and II)
SPA	405/406	Brazilian Literature and Civilization (I and II)

Note: Emphases in Western Europe, Eastern Europe and the Soviet Union, the Middle East, Asia, and Africa would also be available.

## B. Functional Areas (illustrations)

### International Communication

CCS	545	Intercultural Communication
CNJ	510	Analysis of Latin American News Media
CTC	408	Comparative Broadcasting

### Comparative Religion

REL	331	Religions of the World: Oriental
REL	332	Religions of the World: Occidental
REL	334	Judaism and Islam

### Ethics of Peace and War (TBA)

### Comparative Studies

ECO	542	Comparative Economic Systems
INS	511	Studies in . . . Latin American Societies
INS	512	Studies in . . . Latin American Societies
PPA	380	Comparative Political Analysis
PPA	385	Government and Politics of Latin America
SOC	342	Contemporary Latin American Societies

### Comparative World Literature (Contemporary)

FRE/GER/SPA	401-402	(Literature Surveys)
ENG	493	The European Novel (in translation)
FRE/SPA	532	The Contemporary Novel

## Development

ECO 351 Economic Problems of Less Developed Countries  
ECO 371 Economic Problems of Latin America  
ECO 442 International Economic Policy  
PPA 582 Political Economy of Latin American Development  
PPA 592 International Developmental Organizations

## Environmental Problems

BIO 324 Ecology  
BIO 326 Tropical Plant Biology  
BIO 328 Tropical Field Biology  
GEG 304 World Economic Geography  
GEG 341 Population Geography  
GEG 530 Economic Geography  
MSC 314 Ocean Law  
MSC 321 Marine Geography (identical to GEG 320)  
MSC 330 Marine Pollution

## International Business

ACC 531 International Accounting and Taxation  
FIN 431 International Financial Management  
FIN 532 International Banking  
GBM 349 International Business  
GBM 459 International and Multinational Management  
INS 551 International Business Enterprise  
MKT 360 International Marketing  
MKT 467 Marketing in Developing Countries  
MKT 469 International Marketing Management  
PPA 594 International Project Management and Development

## International Law and Organizations

BSL 512 International Business Law  
INS 571/PPA 591 International Political Organizations  
MSc 313 Coastal Law  
MSc 314 Ocean Law

## International Relations

HIS 367 History of Inter-American Relations  
HIS 507 Selected Topics in U.S. Foreign Relations  
INS 571/PPA 595 North-South Relations  
INS 572 Domestic Determinants of Soviet Foreign Policy  
PPA 345 The United States and Asia  
PPA 346 U.S. Latin American Relations  
PPA 348 U.S. Foreign Relations in the Middle East  
PPA 392 International Politics: International Terrorism  
PPA 544 Chinese Foreign Policy  
PPA 547 Soviet Foreign Policy

## PPA 593 International Relations of the Middle East

### E. STUDENTS

#### 1. Numbers

The goal of the College is to attract a dozen or so students into the ICS major the first year that it is offered and to allow the program to grow until, at the end of the first four years, a total of 60-70 students are involved in the major.

This goal should not be difficult to meet. For one thing, we already have at the University an HPIS (Honors Program in International Studies Program) that is modeled on our HPME program and that allows students to gain both a bachelors degree and a doctorate from GSIS in about 7 years. We would expect a good percentage of students involved in the HPIS program to choose our ICS major. Additionally, we expect some students who currently major in subjects like Economics, Foreign Languages and Literatures, History, and Politics and Public Affairs to choose International Studies as a second major.

But there is a third source of students for an ICS major: those students who currently do not apply to--or do not enroll at--the University because of our lack of an undergraduate major in ICS. As evidence that this new major promises to attract incremental students, one need only point to what is going on locally at Sunset Elementary School, Carver/Ponce de Leon Middle Schools, and Coral Gables High School. These schools, together, offer a 12-year International Baccalaureate program that is an exemplary version of so-called "IB" programs growing in popularity in school systems around the country--and among some of the nation's brightest students.

The problem, clearly, will not be one of attracting students to an ICS major. It will more likely be of keeping the major small and personalized in face of student demand.

#### 2. Criteria for Admission, Retention

Students coming to the University with an interest in International and Comparative Studies will be subject to the same admissions criteria that all students are subject to who apply for admission to the College of Arts and Sciences.

However, because we expect ICS to be a small, elite program, a minimum GPA of 2.75 will be required in the first three courses of the major in order to receive approval to continue, and maintained in the major in order to graduate.

#### 3. Graduate Students, Teaching and Research Assistants

No graduate students or teaching or research assistants will be required by or utilized in this program.

F. FACULTY

1. Arts and Sciences Faculty with Interests in International and Comparative Studies

Department of Anthropology

Ann Brittain	Caribbean Anthropology
John Gifford	Marine Archeology
Robert Halberstein	Anthropology
John Hall	Anthropology
Edward LiPuma	Anthropology

Department of Art and Art History

William Betsch	European Art History
Marcilene Wittmer	African Art

Department of Biology

Theodore Fleming	Tropical Forest Ecology; Bats
Steven Green	Endangered Species Research, Animal Behavior in Tropical Forest, Conservation Models
Carol Horvitz	Neotropics: Plant/Animal Interactions
David Janos	Tropical and Temperate Plant Ecology
Doyle McKey	Tropical Ecology; Plant/Insect Interactions
Jay Savage	Tropical Biogeography and Systematics

Department of English

Bernard Benstock	Comparative Literature; Joyce Studies
Shari Benstock	French Literature
Zack Bowen	Joyce Studies
Robert Casillo	European Literature
Hermione DeAlmeida	European Literature
Patrick McCarthy	Joyce Studies
Frank Palmeri	European Literature
John Paul Russo	European Literature
Mihoko Suzuki	British Literature

Department of Foreign Languages and Literatures

Gordon Browning	Spanish Language and Literature
Jane Connolly	Spanish Language and Literature
Gerald Curtis	Spanish Language and Literature; Portuguese Language
Charles Javens	Spanish Language and Literature
Robert Kirsner	Spanish Language and Literature
Celita Lamar	French Language and Literature

Frank Norris	Spanish Language and Literature
Albert Raffanel	French Language and Literature
Christine Raffini	French Language and Literature
Donald Randolph	Spanish Language and Literature
Gemma Roberts	Spanish Language and Literature
Joaquin Roy	Spanish Language and Literature
Michael Ruggerio	Spanish Language and Literature
Kessel Schwartz	Spanish Language and Literature
Benjiman Webb	German Language and Literature
Barbara Woshinsky	French Language and Literature
Vladimir Zborilek	Russian Language and Literature

#### Department of Geography

Thomas Boswell	Middle and South America
Donald Capone	Africa
Harm DeBlij	Africa
Peter Muller	Urban/Suburban Studies; the U.S. in the World
Ira Sheskin	Middle East; World Economic Geography
John Stephens	South America

#### Department of Geological Science

Cesare Emiliani	Marine Geology
Frederick Nagle	International Studies in Geology

#### Department of History

Thomas Abercrombie	Latin American History
Edward Dreyer	Chinese History
David Graf	Ancient History
Andrew Handler	Middle East/Eastern Europe
Michael Krenn	U.S. - Latin American Relations
Robert Levine	Brazilian History /Latin American History
Janet Martin	Russian History
Peggy Phillips	French History/Modern Europe
Steve Stein	Peruvian History/Latin American History
Jaime Suchlicki	Cuban History
Hugh Thomas	Medieval History

#### Department of Philosophy

Alan Goldman	Ethics of International Relations
John Knoblock	Chinese Philosophy

#### Department of Psychology

Leonard Jacobson	Cross-Cultural Studies
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#### Department of Religious Studies

John Fitzgerald	Greek, Hebrew, Ancient Religion
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Henry Green	Judaic Studies
Marvin Sweeney	International Religions
Thomas Tweed	History of Western Views of Asia and Asian Religions

Department of Sociology

David Cartano	Socio-Economic Development of Latin America
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G. ADMINISTRATION

A half-time secretary would be needed to support the work of the Chair and Oversight Committee, plus minimal space, equipment, and supplies. Additional administrative costs would be minor.

ESTIMATED EXPENSES

General:

One new junior faculty line, to be added @ 20 student majors	\$28,000 plus CFB
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FY 1990-91

A Budget

Administrative stipend for Director	\$3,000
Half-time secretary	8,000 plus CFB

B Budget

Telephone, copying, office supplies, etc.	3,000 per year
Library	20,000 first year*, 3,000/yr. thereafter
Audio-visual costs, other teaching materials	2,000

\* Available to departments expected to be involved in teaching in the program.

FY 1991-92

1991 base plus 100% of tuition of 1991 freshmen

FY 1992-93

1991 base plus 100% of tuition of 1992 freshmen plus 1991 freshmen who remain in the program

FY 1993-94

1991 base plus 100% tuition of 1993 freshmen plus 1991, 1992 freshmen who remain in the program

FY 1994-95, and thereafter

1991 base plus 70% of tuition for all majors in the program.

This funding should allow for several new, regular faculty appointments in departments contributing to the major.

Faculty reimbursement for teaching of core courses in program based on average FTE x UM average salary for rank.

Revised 12/1/89

PROPOSED BULLETIN LANGUAGE FOR  
PROPOSED MAJOR IN INTERNATIONAL AND COMPARATIVE STUDIES

International and Comparative Studies is an interdisciplinary program which draws upon the resources of faculty and departments across the University to merge a liberal arts emphasis with the study of international issues, problems and resolutions. It is a double major; students majoring in International and Comparative Studies must complete an additional major. Students structure their International and Comparative Studies majors under the guidance of a faculty advisor. The major can be structured so as to allow students to emphasize functional areas or issues (e.g. economic and political development; environmental issues and problems; international law, communication, business, or relations) or geographical regions of particular interest. The major should be particularly attractive to the student considering either graduate studies or a career with an international dimension.

The major consists of 24 credit hours, not including 12 hours of required language courses. Majors must take five required core courses plus three elective core courses. The three elective courses can be taken in an international studies track or a comparative studies track. Only courses passed with a grade of "C" or better may be counted toward the major. Students must achieve a minimum GPA of 2.75 in their first three courses in the major in order to receive approval to continue, and must maintain a GPA of 2.75 in order to graduate with the major.

Required core courses: PPA 391, ICS 3XX, HIS XXX, ECO 330, ICS XXX (details on p. 11).

Core Electives: [9 credit hours; applicable courses approved by Oversight Committee] to be taken in a comparative studies track or an international studies track. Core electives may also be grouped in "functional" (substantive) or "geographic" (regional) emphases.

Two of the three core electives may be double counted toward the degree. No more than two may be taken in the same department. All three must be taken at the 300-level or above. Three hours of senior honors thesis may count as one course.

Foreign Language: In addition to the twenty-four hours in the major, students must take twelve hours of foreign language or must demonstrate their competence past level 4. Language studies should be related to area specialization where appropriate.

Study Abroad: One year recommended, not required (core courses may be taken abroad by permission only).



CAPSULE: Faculty Senate Legislation #89005(B) -  
Establishment of the International and Comparative  
Studies Major in the College of Arts and Sciences

RESPONSE BY THE PRESIDENT: DATE: \_\_\_\_\_

APPROVED: \_\_\_\_\_

OFFICE OR INDIVIDUAL TO IMPLEMENT OR PUBLISH: \_\_\_\_\_

EFFECTIVE DATE OF LEGISLATION: \_\_\_\_\_

NOT APPROVED AND REFERRED TO: \_\_\_\_\_

REMARKS (IF NOT APPROVED): \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



PERSONAL AND CONFIDENTIAL  
M E M O R A N D U M

TO: Edward T. Foote, II  
President

THROUGH: Dr. Luis Glaser  
Executive Vice President and Provost

FROM: Ambler H. Moss, Jr., Dean *AHM*  
Graduate School of International Studies

SUBJECT: Undergraduate Major in International Studies

DATE: March 28, 1989

It has come to our attention that a committee in the College of Arts and Sciences is presently drafting an undergraduate major to be operated under the authority of the College. This alternative would be completely unacceptable to us, and, I would think, to the University's sense of academic credibility and responsibility. It would, in effect, advertise a major in our field, directed by persons in disciplines outside of the mainstream of such field.

We are distressed to hear that even the Provost's solomonic compromise plan for an undergraduate major failed to pass muster with the faculty of Arts and Sciences.

As you know, we have always been enthusiastic about the creation of such an undergraduate major. We see it as essential for the University and also valuable to this school as a source of students. We have always thought that it would bring an entire new body of students into the University, not simply redistribute present students, as some apparently fear.

At the same time, you will recall that we have believed, and our Visiting Committee stated this most strongly, that the program's content and direction should be under the Graduate School of International Studies. There is a commonly accepted body of subject-matter which constitutes the field of International Studies. The most recent evidence I can offer of such fact is the attached International Studies newsletter, which outlines the program for the joint annual convention of the British International Studies Association and the International Studies

Memorandum  
March 28, 1989  
Page two

Association (a U.S. organization) in London this week. Three of our professors are participating. The subjects all fall within the framework of contemporary political, economic and legal issues in International Relations.

In an effort to help gain support for the major, Enrique Baloyra dedicated a tremendous amount of time and effort to work with an inter-departmental committee, operating on a consensus basis, to design a curriculum. We are pleased with that result.

Given the practical difficulties of getting the major started, we were willing to explore a number of compromises involving an oversight committee appointed by the Provost, even though we continued to have severe reservations about a program in this field not under GSIS direction.

Our faculty continue to believe, very strongly, that because International Studies is our field and because you decided to create this school to make it a successful reality at the University, it makes no real sense (other than that of political expediency) to have the program directed from anywhere but GSIS. This is also necessary to maintain the field's academic credibility at the University of Miami. The only possible exception would be governance by an inter-school oversight committee appointed by the Provost, operating by consensus, in which GSIS would have a prominent role. But I question again how much initiative, drive and responsibility such management by consensus might accomplish. I am enclosing a brief description of a program which would meet our criteria.

AHM:svc

## The International Studies Major

1. The International Studies major is a second major consisting of 24 credit hours not including language training.
2. The International Studies major will be administered by a director who shall serve as chair of the International Studies Oversight Committee. The director will be appointed by the Dean of GSIS in consultation with the deans of Arts and Sciences, Business and Communication.
3. The Oversight Committee, including the director, will consist of two members appointed by the Dean of Arts and Sciences, two members by the Dean of the Business School, two members by the Dean of the Graduate School of International Studies and one member by the Dean of the School of Communication, with understanding that all will have expertise in International Studies. The Committee will operate by consensus.
4. The Committee will function vis-a-vis undergraduate majors in the same way as a department.
5. Regular academic advising and overall requirements for graduation will be those applicable to the first major. The Oversight Committee will select advisors for the international studies major.
6. The University will provide a half-time secretary who will support the work of the Director and Oversight Committee.
7. Revenue credit for the core courses will be given to the school of the faculty member who teaches the course. Where there is more than one faculty member teaching in a core course, the revenue credit will be distributed as agreed to by the deans involved (or by the Provost in the event of a disagreement).

## FACULTY SENATE MEETING

December 11, 1989

The meeting was called to order at 3:10 P.M. by Chairman Alexandrakis. Excused absences were approved for Professors Gelabert-Navia, Posnak and Ugarriza. The Chair reviewed the format of the meeting and requested that the two listed agenda items be considered to be followed by an update by the President on budget considerations.

### Proposal for International Studies Major

Professor Michael Carlebach, Chair of the Ad Hoc Committee to review the International Studies major, summarized the discussions between members of the Committee and representatives from the Graduate School of International Studies, the College of Arts and Sciences and the School of Business. The Committee recommended approval of the proposed International and Comparative Studies major following receipt of a detailed statement of financial support committed to this program by the Administration and the addition of an oversight committee to be appointed in consultation with the Deans of the participating schools. It was *moved* and seconded to approve the proposal as amended. The *motion carried unanimously*.

### ~~Executive Session~~

### Proposal for Distinguished Professor Designation

Professor Eugene Eckstein, Chair of the Ad Hoc Committee to review the file of a faculty member being proposed for the designation of Distinguished Professor, summarized the deliberations of his committee. The full report from Professor Eckstein was presented in Executive Session.

The remainder of the meeting was held in Executive Session.



November 22, 1989

Mr. Ambler H. Moss, Jr.  
Dean, Graduate School of International Studies  
University of Miami

Dear Dean Moss:

Thank you for your memorandum regarding the "Proposal to Establish a Major in International and Comparative Studies." As you know, the debate over a major in international studies is now in its third year. In fact, until recently there seemed to be little chance that such a major could be put in place this year. However, at the last meeting of my committee it appeared that there was consensus on the principle aspects of the proposal, and I plan to present it in its present form to the Faculty Senate at the next meeting.

Since you still disagree with this proposal I urge you to attend the meeting of the Senate on December 11 and make your views known.

Sincerely,

A handwritten signature in cursive script that reads "Michael Carlebach".

Michael Carlebach  
Associate Professor and Director  
News Editorial/Photocommunication

cc: Dr. Luis Glaser  
Dr. David Wilson  
Dr. George Alexandrakis

## FACULTY SENATE MEETING

November 13, 1989

### Call to Order and Approval of Minutes

The meeting was called to order at 3:30 P.M. by the Chairman. Excused absences were approved for Professors Awad, Burgess, Gelabert-Navia, Lopez-Gottardi, Seiler, and Ullmann. The minutes of September 11 were approved as submitted. The minutes of October 16 were approved subject to the addition of the amendment describing the meaning of the Bylaw, Sections 2.7.2, 2.7.3, and 9.6.4, incorporating a portion of the history of the Bylaw.

### Remarks by the President

Professor Alexandrakis announced that the President had signed the Charter and Bylaw legislation. He recognized former Chair Knoblock as the architect of the changes and mentioned the contributions of Professors Swan and Clasby as well as those of Vice Provost Sugrue and General Counsel Dee.

President Foote announced that funding would be made available to implement the Senate Library Committee's strong recommendation for the computerization of Richter Library.

In response to an inquiry from one of the Senators regarding the General Education Requirements legislation, the President stated that an implementation issue still needed to be resolved. The Provost stated that he favored appointing a committee, including Deans, which would be replaced in two years by another committee whose membership will be determined at that time. Several Senators spoke to the President about the faculty's role on this matter.

### Proposed Name Change for the Division of Biology and Living Resources

Professor Peter Lutz, Chairman of the Division of Biology and Living Resources, presented the proposal to change the divisional name to the Division of Marine Biology and Fisheries. The proposal was brought to the Senate with the recommendation of the Council. The *motion carried unanimously*. It was *moved* and seconded to waive the second reading. The *motion carried*.

### Proposal for International Studies Major

Professor Alexandrakis summarized the history of the proposal for an International Studies Major in the College of Arts and Sciences. Professor Carlebach, Chairman of the Ad Hoc Review Committee, explained the problems encountered by the committee in resolving the issues of curriculum and governance for the program. He mentioned that the title of the proposed major has been changed to International and Comparative Studies. Following discussion, it was *moved* and seconded that the second reading be delayed until the Ad Hoc Review Committee's report is available. The *motion carried*.

## FACULTY SENATE MEETING

October 16, 1989

### Call to Order and Approval of Minutes

The Chairman called the meeting to order at 3:30 P.M. The minutes of March 21, March 28, October 17, November 7, November 14, 1988, and February 6, 1989 were approved as submitted. Excused absences were approved for Professors Augenstein, Burgess, DeSantis, Herbert, Lopez, Steinfatt and Swan.

### Proposal for International Studies Major (Second Reading)

Professor Alexandrakis summarized the sequence of events leading to the present status of the proposal from the College of Arts and Sciences for an International Studies major. Dean Wilson mentioned that the changes suggested at the first reading of the proposal have been agreed on by the Council's committee and the Dean. Professor Carlebach, Chair of the committee, reported that his committee supported the idea of the major and, in principle, recommended its approval. Dean Moss, of the Graduate School of International Studies, and members of his faculty presented several concerns they have with regard to the proposal. The Provost requested that the second reading be postponed to the next Senate meeting to allow representatives from several schools to discuss the proposed structure of the major. It was *moved* and seconded to approve in principle the proposal for an International Studies major in the College of Arts and Sciences, subject to review and recommendation from a committee appointed by the Senate Council to discuss the objections and comments which have been made on the proposal and a letter of support from the Administration. The *motion carried* by a vote of 21 in favor, 7 abstentions.

### Reporting of SAT Scores

Dean Deborah Perry of Enrollments, informed the Senate that, by an open letter to the education community, the American Council on Education and The College Board had requested that institutions report ranges of the middle of the incoming class rather than a single mean. The range would be the 25 -75 percentile on the SAT. The proposal had been recommended by the Academic Standards Committee and was presented to the Senate with the recommendation of the Senate Council. The *motion carried*.

### Ad Hoc Committee Report on Distinguished and University Professors (First Reading)

Professor Alexandrakis informed the Senate that the Provost had initially suggested the addition of the University Professor title to the present faculty structure. A committee was appointed to consider this and related titles. Professor Patrick Gudridge, of the Ad Hoc Committee, will review the proposal but the Chairman proposed that that no vote be taken until the proposal has received a second reading. Professor Gudridge summarized the work of the committee and the



### Proposal for International Studies Major

Dean Wilson, of the College of Arts and Sciences, presented the proposal for an International Studies major to the Senate for a first reading. He stated that the major would be a second major and outlined the required core courses. The Oversight Committee to be appointed will reflect the interdisciplinary nature of the program. Following discussion, it was *moved* and seconded that the Chair appoint a small committee to meet with the Dean prior to the next Senate meeting to discuss suggestions made by the Senate. *The motion carried with one abstention.*

### General Education Requirements Implementation Committee

The Chairman summarized the status of the General Education Requirements legislation. It was *moved* and seconded that the proposed legislation, #89002(C)-Implementation Committee for General Education Requirements, be amended by revising the last sentence to read "... will automatically be replaced by the faculty committee described below:... ". *The motion to amend carried with one abstention.* The new legislation will precede the original implementation section of Faculty Senate Legislation #87023(C). *The motion as amended carried unanimously.* It was *moved* and seconded to forward the legislation to the President for his action. If no action is taken by the President, the Senate Council will prepare and recommend to the Senate withdrawal of the General Education Requirements legislation or other appropriate action. *The motion carried unanimously.*

### Bylaw on Promotion and Tenure, Sections 2.7, 9.6.3 and 9.6.4

The Chairman reviewed the background of the Bylaw on Promotion and Tenure, Faculty Senate Legislation #87001(B). The proposals on Sections 2.7, 9.6.3 and 9.6.4 were presented as motions from the Council. It was *moved*, and seconded, to amend the language in Section 9.6.1, line 3, by changing *tenured* to *voting* and by adding *tenured* in the last sentence to read "...classroom visitations by tenured faculty...". *The motion to amend carried.* *The motion as amended carried with two opposed.*

The Vice Chairman explained the intent of the proposed language in Section 9.6.3, Evaluation Committee. It was *moved*, and seconded, to amend the language by editorial adjustments, creating a new 9.6.4, Special Evaluation Committee, and renumbering as required. *The motion to amend carried.* *The motion as amended carried.* It was *moved* and seconded that this provision will not apply to faculty who do not have teaching responsibilities. The letter of transmittal shall include a paragraph that such evaluations are not required when a person's normal duties do not involve teaching. *The motion carried unanimously.*

Professor Swan summarized the intent of the proposed language in Section 9.6.4, Formal Written Evaluation. It was *moved* and seconded to amend the language of the fifth sentence to read "If in the judgment of the Committee, or on appeal in the judgment of the Departmental faculty, any of these persons ...". The

the Faculty Senate with a recommendation for approval. The *motion carried with one opposed.*

Dean Perry made a preliminary report on the current status of enrollments at the University. She stated that the freshman class will be underenrolled compared to the number in the Strategic Plan, although the quality will be the best ever. Current projections indicate that transfer students will be close to the budgeted figure and continuing student retention looks favorable.

#### Proposed Undergraduate Major in International Studies

Dean David Wilson presented the proposal for an undergraduate major in International Studies in the College of Arts and Sciences. He indicated that the major will be offered only as a second major and will consist of twenty-four credits plus twelve credits of a foreign language. He mentioned that other schools will be cooperating in offering courses and the oversight committee will be composed of faculty from several schools. It was suggested that a hard science person be added to the oversight committee. It was *moved* by Professor Clasby, seconded by Professor Boardman to forward the proposal to the Faculty Senate with a recommendation for approval. The *motion carried with one opposed.*

A question was raised with regard to the Graduate School of International Studies offering undergraduate courses through the Honors Program during the current semester. It was noted that this would appear to be in conflict with the charter of the School. The Chairman was asked to look into the matter and report back to the Senate Council. It was suggested that the Chairman inquire about the status of the University Curriculum Committee and to report back to the Senate Council.

#### Sale of Complimentary Textbooks

Professor Peter Muller presented matters associated with the sale of complimentary books and noted that the issue is one emerging at the national level. He pointed out that the University of Miami might take a leadership role in this issue. Following discussion, Professor Swan requested that additional material be circulated to the Council members before any action is taken by the Senate.

#### Implementation Committee for General Education Requirements

The Chairman summarized the Administration's concept of the transitional committee which would include the undergraduate Deans and faculty representation from the different schools. It was *moved* by Professor Swan, seconded by Professor Carlebach, to recommend to the Senate that the implementation of the General Education Requirements be vested in a committee chaired by the Provost with the Deans and one faculty member from each of the undergraduate schools and colleges, three faculty members from the College of Arts and Sciences, that the faculty members shall be selected by the Senate Council, and that at the end of two years the transition committee will automatically be substituted by a faculty committee. The *motion carried with one abstention.*



M E M O R A N D U M

June 13, 1989

TO: Dr. George Alexandrakis  
Chairperson, Faculty Senate

FROM: David Wilson *D. Wilson*

SUBJECT: Undergraduate Major in International Studies

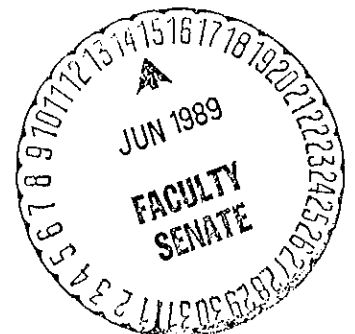
Attached is a proposal to establish a new major within the College of Arts and Sciences in International Studies. The faculty of the College approved the major, to be offered only as a second major for students.

I believe that the proposal is in the form, and with the detail, that you require. Please let me know if there is anything additional that you need for your review. We are attempting to expedite the review of the proposal so that the new major can be offered as soon as possible.

We believe that the new major will, at minimal cost, allow us to enrich the education of our students. It also should allow us to attract to the University new students who would only enroll at a school offering such a degree option.

DW:ek

Enclosure



College of Arts & Sciences  
Office of the Dean  
P.O. Box 248004  
Coral Gables, Florida 33124  
(305) 284-4117

## PROPOSAL TO ESTABLISH A MAJOR IN INTERNATIONAL STUDIES

### PRECIS

The College of Arts and Sciences proposes to establish a major in International Studies. The major, if approved, will be open to freshmen entering the college in or after the fall of 1989.

The major in International Studies will be a second major, consisting of 24 credit hours not including 12 hours of required language courses.

Students will take five required "core" courses. One of these, "International Relations," is an existing course; the other four--"Comparative Cultural and Social Systems," "The Contemporary World," "Global Environmental Issues," and "International Economics"--will be new offerings designed to serve the major.

Each student enrolled in the major will take, in addition to the five required core courses, three core electives, to be chosen from carefully designed lists of related, existing courses. The elective component of the major allows students to develop a geographic concentration (e.g., Latin America) or a functional area specialization (e.g., Environmental Problems) that builds on the foundation provided by the required core courses.

The major will be administered by an Oversight Committee. This Committee will consist of four representatives from the College of Arts and Sciences and two representatives from each of the other schools participating in the major. These representatives shall be appointed by the deans of their respective schools.

The Dean of the College of Arts and Sciences will appoint a Director for the program from among the four College of Arts and Sciences representatives. The Director will Chair the Committee. A half-time secretary will be provided and will support the work of the Director and the Oversight Committee.

The Committee will function with regard to undergraduate majors in the program in the same way as a department. It will provide advisors for the undergraduate International Studies major, but regular academic advising and overall requirements for graduation will be those applicable to the student's first majors.

New core courses involving faculty from several departments will be given a new interdisciplinary designation (such as INT). The description of these courses will be developed by the Committee and approved by the Curriculum Committee of the College

of Arts and Sciences. Core courses to be developed by single departments (HIS XXX, "The Contemporary World," and ECO XXX, a new 300-level "International Economics course") will be listed under their respective departments.

Revenue credit for core courses will be assigned to the school of the faculty member teaching the course. Where there is more than one faculty member participating in the teaching of the course, and they are from different schools, revenue will be assigned in proportion to each faculty member's level of participation.

#### A. RATIONALE

Because of its location and image as a global institution, the University of Miami is expected to be strong in international studies. Many prospective students are disappointed to learn that we have no undergraduate, international studies major. Consequently, they enroll elsewhere.

Other students with less well-defined career or graduate study goals matriculate at the University of Miami anyway but are often later frustrated in their attempts to take full advantage of one of our faculty's obvious strengths. What students find, dispersed among numerous department and even schools, are professors who, taken together, amount to a critical mass of experts in the international studies area. But the courses offered by those faculty members cannot be "taken together," except as electives--or within disciplinary majors.

The proposed second major will allow undergraduates to structure, with the help of an International Studies advisor, a coherent curriculum providing an education that cuts across departmental and school lines. A potentially rewarding second major for all students seeking a broad, liberal arts education, International Studies should prove especially attractive to the student considering a career with an international dimension.

Our proposal seeks to reconcile the traditional emphasis of the international studies major found at some liberal arts colleges with a newer approach focusing on issues and resolutions. Core courses such as "Global Environmental Issues" will introduce problems the solution of which will require international diplomacy and bargaining. They will give students the opportunity to examine issues that inextricably involve international economics and the natural sciences, political science and biology.

International Studies will thus offer students the opportunity to study in a coordinated fashion with faculty in several departments and schools. It will also occasion collaborative efforts by professors who, prior to the creation of the proposed major, had little institutional occasion to

interact. The major promises to bring together students and faculty who, though in different departments or schools, share common academic interests. It may allow us to develop our curriculum, our students, our faculty, and their research and teaching--all at once.

## B. COMPARATIVE MATERIALS

### 1. Course Offerings

None of our peer institutions in Florida offers anything like the proposed, International Studies major. Somewhat similar majors are available only at F.I.U.--which offers a B.A in International Relations--and at Rollins College, where the International Studies program enrolls the largest number of majors in the institution.

At Rollins the emphasis is on international business. (Students pursue internships in the summer with firms and agencies involved with international commerce.) A more useful comparison, therefore, can be made between our proposed major and the International Relations major at F.I.U.

At F.I.U., in addition to satisfying a foreign language requirement and taking basic courses in the social sciences and statistics, students must satisfy a "Core Requirement" and a "Breadth Requirement," as outlined below:

Core requirement: 12 hours in World Regional Geography, plus International Relations (3 hours), International Relations Theory, (3 hours), and Approaches to International Relations (3 hours).

Breadth Requirement: 27 hours (18 are earned in 6 area studies courses on Europe, the Caribbean, Latin America, Africa, Asia, and the Soviet Union; the other 9 may be earned in Population Studies, International Law, and Issues and Problems in International Relations).

International Relations at F.I.U. encompasses more credit hours than the proposed U.M. major in International Studies. However, at F.I.U. International Studies may be taken as the student's sole major. Also, many courses that would be taken in completing the U.M. major have prerequisites. (Three of the five required core courses have two prerequisites, and one of the five has one; many if not most of the core electives that students will choose from among in designing their geographic concentrations or their functional area specializations have prerequisites as well.) The UM major in International Studies is, then, essentially a junior-senior major, to be begun after our students have: a) filled our relatively rigorous and prescriptive social science and humanities requirements; b) taken a number of prerequisites to

courses required by the International Studies major, and, in most cases; c) begun work in another, primary major.

At Duke University, which offers a major in Comparative Studies, students prepare for the major much as they will at U.M.--by taking 30 hours of basic humanities and social science courses (including courses in cultural anthropology, world literature, economics, history, political science, religion, sociology, etc.). The major then consists of 14 courses, as follows:

two courses emphasizing comparative approaches from each of two departments, including Anthropology, Comparative Literature, Economics, History, Political Science, Public Policy, Religion, and Sociology);

four courses in a language (one year of literature in translation or general linguistics may be substituted if a student demonstrates language proficiency through the second year or if a second year of the selected language is unavailable);

four non-language courses chosen in one of the following geographic areas: Africa, Canada, the Middle East, Russia and Eastern Europe; South Asia, and Western Europe;

three "concentration" courses ("Perspectives on Food and Hunger," etc.) or three courses in a second geographic area;

one comparative methods course ("Strategies of Comparative Analysis," etc.) or a senior honors seminar.

The Duke Comparative Studies major is a ten-course major when language is excluded; our proposed International Studies major is an eight-course major. Again, though, the Duke major may be taken as a student's only major. Also, beyond Duke's basic courses in the humanities and social sciences (courses not unlike those that will be taken by our students in fulfillment of distribution and prerequisite requirements), there is no required common core to compare with our required, five-course core. Instead, Duke students have options in choosing from among "comparative approaches" courses, "comparative methods" courses, and "concentration" courses. Duke requires a geographic specialization, whereas we allow students to design, from lists of "core electives," either a geographic concentration or a functional area specialization. Duke places slightly more stress on comparative courses than we plan to, and yet it is not clear that they have any interdisciplinary courses involving the sciences (in the way that our "Global Environmental Issues" course will involve biology as well as geography and economics).

George Washington University, American University, and Georgetown University offer majors along the School of Foreign Service model, a model quite different from the Comparative Studies approach taken by Duke. At Georgetown, which will serve as an example of the Foreign Service Model for international studies majors, students spend their first two years taking four courses in government, three in history, three in economics, two each in English, philosophy, and theology; four in a foreign language; and one faculty seminar in current issues and problems in international affairs.

These two years parallel, roughly, the first two years at Miami, where International Studies majors would have to take four foreign language courses, courses in Literature and Philosophy/Religion (in fulfillment of distribution requirements), a two-semester history sequence, a two-semester Politics and Public Affairs sequence (prerequisite to the core course in "International Relations"), a two semester Economics sequence (prerequisite to the core course in "International Economics"), between one and three Geography courses, plus additional courses in Anthropology and/or Sociology.

The junior and senior years at Georgetown are spent taking 12 "structured electives" within a Division and one of its Fields of Study. An example of a Division and its component Fields of Study would be:

Division I: History and Diplomacy  
Field A: United States History and Diplomacy  
Field B: European History and Diplomacy  
Field C: Non-Western History and Diplomacy

The other Divisions in which students may concentrate are:

Division II: International Politics  
Division III: International Economics  
Division IV: Regional and Comparative Studies  
Division V: The Humanities in International Affairs

Georgetown thus covers many of the same areas covered by our required core courses on one hand and our optional core electives on the other. The differences lie in what is required by--and what is left optional in--each major. For instance, our majors would all have to study some subjects that at Georgetown have been placed in optional divisions ("International Economics"). On the other hand, Georgetown students choosing the "International Economics" Division probably will, by the time they have finished 36 credits in the Division and its component Fields of Study, gone into that subject in greater depth than graduates of our required core course who have gone on to complete their three core electives in functional areas such as "International Business" or "Development."



The University of Michigan offers an interdisciplinary concentration in International Studies that is like our proposed major in that it is open only to students who complete what amounts to a double major. However, whereas under the terms of our proposal students would be free to choose any major recognized by the College as their primary major, Michigan students are only designated as having fulfilled the concentration in International Studies once they have completed, in addition to a "Foreign Language and Culture Component," a "Professional Component" in one of the following areas: Business and Management, Computer and Information Science, Economics, Public Administration, Political Science, Environmental Studies, a Natural Science, or Engineering. These Professional Components look very much like traditional majors; as for the Foreign Language and Culture Component, it involves 14 hours of foreign language study, plus 18 hours as follows:

- 6 hours in advanced conversation and composition;
- 3 hours in Language of Business
- 6 hours in upper-level language, civilization, culture, or literature
- 3 hours of additional language study or study abroad.

The Michigan model, compared to our proposed major, is more professionally oriented in terms of its primary major requirement, but more humanities oriented in its international studies component.

#### Other Programs (Briefly Described)

Colgate University offers an International Studies major that requires nine 3-credit courses, including the following core offerings: Introduction to Political Science II, Contemporary U.S. Foreign Policy, Fundamentals of International Relations, and International Economics. Students are strongly urged to spend one semester on a study abroad program, and also must complete the university's foreign language requirement by the junior year. To count for credit toward the major, students must earn a grade of "C" or better in all core courses.

Princeton University offers interdepartmental programs in specific fields: East Asian Studies, Latin American Studies, European Civilization, and Near Eastern Studies. There is also an undergraduate version of the graduate program housed in the Woodrow Wilson School of International Affairs. Each of these programs is administered by a revolving panel of faculty appointed for specific terms of service.

Juliard has a music history program that involves international studies, though on a smaller scale and through courses tailored to the pre-professional orientation of its students. A broadened core program has been introduced that stresses Japanese, African, Indian, and Pacific Islands music in addition to the traditional curriculum in classical European music.

The California State Universities, in cooperation with the State Board of Regents' mandate to broaden international studies at all curriculum levels, now requires study not only of traditional Western Civilization but also of the ancient civilizations of China, India, and Africa, the growth of Islam, and the development of sub-Saharan Africa. Another innovation in the California State system is to offer American Studies in the larger experience of the Americas, linking and contrasting themes in the history and culture of the United States with the history and culture of Canada, Mexico, the Caribbean, and Latin America.

In all of these examples, the vast majority of courses taken to satisfy requirements for the major are selected from lists of courses already offered by departments and programs, that is to say, courses that are open to students other than international studies majors. Each program described above maintains a language requirement that is similar to the one we propose.

If one trend may be said to characterize current thinking across the United States about international studies curricula, it is the effort--sometimes criticized bitterly, at other times advocated enthusiastically--to make curriculum less Eurocentric, or European-centered. This trend lies behind the Stanford University debate over non-Western "great books," and the treatment of Columbus' relationship with the New World as an "encounter," not a "discovery."

Because of--or contributing to--the general trend away from Western-centered or Eurocentric education, more and more undergraduate programs around the country (Bowdoin College, Hamilton College, Clark University, Pomona College, UC Santa Cruz) are requiring that all students take six or more credits in non-western subjects. Our international studies major would offer students significant exposure to truly global issues and problems.

## 2. Faculty

As can be seen from the list of faculty provided under section F (FACULTY), our proposed International Studies major would draw on the talents of a large number of faculty from numerous departments in our own college. In addition, we would hope for--and feel we may reasonably expect--participation by a number of faculty holding appointments in other schools, including Architecture, Business, Communication, Law, Music, and the Graduate School of International Studies. It would be virtually impossible to compare the collective talents of all those individuals with those of individuals involved in similar, interdisciplinary programs at places like Georgetown and Duke, Rollins and Colgate. Suffice it to say that our proposed major, housed as it will be at a comprehensive university, will have available to it faculty resources unavailable to programs at

four-year liberal arts colleges. Faculty here in areas as diverse as Medical Anthropology and Marine Sciences would all be directly or indirectly involved with our program. They would be involved directly should they wish to participate in the required core courses, indirectly by virtue of the fact that their courses will appear on lists of core electives. Thus, their offerings will be available to all International Studies majors who have met the prerequisites and wish to take such courses in satisfaction of the core elective requirement.

There is another sense in which our university's faculty is particularly suited--and ready--to teach students majoring in International Studies. We are fortunate in having attracted, in recent years, professors well-equipped to offer coverage of non-Western subjects. For instance, Professor Thomas Abercrombie is an ethnohistorian whose research examines the impact of the conquest of the New World from the Amerindian perspective, using documents in the Aymara language and applying the techniques used by anthropologists to study non-literate societies. As constituted, our program in Afro-American and Caribbean Studies offers interesting possibilities for comparative study in a cross-cultural dimension focusing on the black experience. Richard Weiskopf is very interested in development economics, in the role of education in economic growth, and in economic problems of the Middle East.

Most existing programs treat international studies traditionally, i.e., by concentrating on Western history, problems, culture. Most UM students are more comfortable with this kind of traditional, Eurocentric education, a fact mirrored by their preference to meet distribution requirements by taking HIS 131-132 (Western Civilization), not HIS 121-122 (Asian Civilization) or HIS 161-162 (Latin American Civilization). The new director of International Studies will have an opportunity to try and convince students to expand the scope of their interests, and to try to encourage departments and programs to expand the scope of their coverage, beyond what the New York Times has referred to as the old "Western and European bias."

### 3. Library

The University of Miami's library collections in International Studies are as strong or stronger than those at Colgate University and Rollins College and, indeed, than those at most private institutions where the focus is primarily on undergraduate education. Our collections, though weaker than those at Princeton, Duke, Georgetown, and Michigan, are more than adequate to support an undergraduate major in International Studies, and in a few areas are quite strong.

#### 4. Research and Secretarial Support

The University of Miami offers a relatively impressive roster of grants available to faculty for research, equipment, travel, and the improvement of teaching. Indeed, there is probably more in-house assistance available here than at any institution listed above.

Within G.S.I.S. and to a somewhat lesser degree within the College of Arts and Sciences and the Schools of Law and Business, staff (and budgetary support) for International Studies faculty is generous.

The proposed, half-time secretary would provide initially adequate staff support for the operation of the undergraduate major itself. Once the major gets "up to speed," however, it will need the same staffing as is in place in small departments (e.g., Religious Studies and Geography) and active programs (such as Judaic Studies).

#### C. PHYSICAL RESOURCES

##### 1. Library Holdings

For an interdisciplinary major involving so great a range of subjects and areas, it would be pointless to attempt to offer even a cursory listing of library holdings. A list of monographs, periodicals, and serial publications would likely exceed hundreds of pages. Suffice it to say that International Studies has always been a priority and strength not only of the Richter Library but also of many colleges and schools at the University. Because of the interests of some of those faculty teaching in the several interested departments and schools, the library has several significant special collections that enrich the undergraduate International Studies major.

a. Among special collections, possibly the most useful is the Cuban collection. Cuban exile material is of interest and the Cuba data base being supported by U.S. government funding supplements the library's Cuban holdings. There is also a still largely-uncataloged repository in special collections.

b and c. Little in the way of additional library resources will be needed to support the work of undergraduates majoring in International Studies; thus, there would be few, if any, incremental library needs.

d. Library resources for faculty working in the International Studies area are not fully adequate, although the new 5-year Strategic Plan offers a handsome increment in funds for new acquisitions. Frank Rodgers, the Director of Libraries, said in April 1989 that this increment represents the most significant recognition of library needs since he joined the University.

As the library goes about improving its resources available to faculty doing research in International Studies, it should make a more determined effort to add suppliers of new books in major Latin American countries. (Currently, many if not most foreign books are acquired from suppliers in third-party countries, the result being that many important publications do not arrive on the shelves of our library--if they arrive at all--until years after their publication.)

While library resources for faculty working in International Studies could be far better than they are, it should be noted that no new faculty will have to be "recruited" to make the undergraduate International Studies major viable. As stated elsewhere, faculty will be drawn from existing departments, programs, and schools.

d. Laboratory equipment and facilities: n.a.

#### D. CURRICULUM

##### 1. Graduate Degree Work

The International Studies major is a second, undergraduate major; no graduate degree work will be offered.

##### 2. Curricular Structure

Because most courses that will be taken by majors currently are being offered by existing departments and schools, the present curricular structure is entirely adequate for the degree proposed. The curriculum--except for four of the five core courses--is, in other words, already in place; the "new" major might almost be defined as an advising tool, one that can be used to shape a variety of course offerings into various kinds of coherent units.

##### 3. Additions to Existing Curricular Structure

Of the four core courses that are new, three would be offered by our College: Course #2--"Comparative Cultural and Social Systems" (see below)--would most likely be offered by Anthropology (and/or another social science department); Course #3--"The Contemporary World" (see below)--will be offered by our History department; and Course #5--"Global Environmental Issues" (see below)--will be team taught by members of our Biology, Geography, and/or Geology departments. The fourth new core course, Course #4--"International Economics" (see below)--is a new, 300-level course that the Economics department has expressed a willingness to design and develop. (An existing "International Economics" course, ECO 441, is too specialized to be ideal for the proposed, International Studies major.)

Below find the proposal for a major in International Studies passed by the faculty of the College of Arts and Sciences at its meeting of April 4, 1989.

REQUIREMENTS OF THE UNDERGRADUATE MAJOR IN  
INTERNATIONAL STUDIES

The Undergraduate International Studies major will be a double-major consisting of the following:

A. Core Courses  
15 hours (may be revised)

Course #1. International Relations (PPA 391): how nations formulate and conduct foreign policy, with an emphasis on topics of bilateral and multilateral relations, war and peace, nuclear and conventional conflict, and defense and security strategy. Prerequisites: PPA 211, 212.

Course #2. Comparative Cultural and Social Systems: a new social science course promoting cross-cultural investigation of the causal factors affecting cultural change and the interactions between differing societies. Prerequisites: APY 202 or GEG 321 or SOC 101.

Course #3. The Contemporary World (new history course). Comparative twentieth-century world history, focusing on such issues as the impact of technology and modernization, post-colonialism, religion and culture, bloc politics, and the emergence of the Third World. Prerequisites: HIS 101-02 or 121-22 or 131-32 or 161-62.

Course #4. International Economics (new, 300-level economics course). How nations achieve a position in the international division of labor; how and why they trade with and invest in each other; what the rules are of the international trade (GATT) and banking (IMF, World Bank) communities. Prerequisites: ECO 211-12.

Course #5. Global Environmental Issues (new senior level course). The world as the unit of analysis; a survey of contemporary global conditions emphasizing environmental and ecological problems, famine and food production, nuclear contamination, the poverty and wealth of nations, international migration, and the quality of life in different areas of the world. Prerequisites: GEG 105 or GEG 110 and BIO 103 or GEG 370.

B. Core Electives  
9 hours

Three courses: to be chosen from a list of courses proposed by individual faculty and/or departments, and approved by the Oversight Committee on Undergraduate International Studies.

Two of the three may be double counted toward the degree. No more than two may be taken in the same department. All core electives must be taken at the 300-level or above. Three hours of senior honors thesis may count as one course. Core electives may be grouped in "functional" (substantive) or "geographic" (area) specializations or packages. (See Appendix, "Examples of Elective Packages.")

### C. Foreign Language

In addition to the twenty-four hours in the major, students will take twelve hours of foreign language or will demonstrate their competence past level 4. Language studies will be related to area specialization where appropriate.

### D. Study Abroad

One year recommended, not required (core courses may be taken abroad by permission only).

### E. Minimum GPA

Note: A minimum GPA of 2.75 will be required in the first three courses of the major in order to receive approval to continue, and must be maintained in the major in order to graduate.

## The Major: A Four Year Outline

### First Semester, Freshman Year

Foreign Language 1  
GEG 105 or 110  
ENG 106 (or equivalent)  
HIS 121, 131, or 161

### Second Semester, Freshman Year

Foreign Language 2  
HIS 122, 132, or 162  
Math 101 or above

### First Semester, Sophomore Year

Foreign Language 3  
ECO 211  
PPA 211

### Second Semester, Sophomore Year (Possible Study Abroad)

Foreign Language 4  
PPA 212  
ECO 212

Note: During the sophomore year, one course in statistics and

the sophomore survey of world literature are highly recommended.

Summer, Sophomore Year (End/begin Study Abroad)

First Semester, Junior Year

PPA 391 (Core Course #1) International Relations  
HIS XXX (Core Course #3) The Contemporary World

Second Semester, Junior Year

ECO XXX (Core Course #4) International Economics  
International Studies Core Elective

Summer, Junior Year (Optional Study Abroad)

First Semester, Senior Year

Core Course #2 Comparative Cultural and Social Systems  
Core Course #5 Global Environmental Issues

Second Semester, Senior Year

International Studies Core Elective  
International Studies Core Elective (or senior honors thesis)

#### Examples of Core Elective Packages

Note: Three courses would be selected from the student's geographic concentration or functional area. Courses must be from at least two departments.

#### Geographic Concentrations (illustration)

APY	382	Latin American Culture
APY	385	Caribbean Cultures
ARH	241	Andean Art
ARH	242	Meso-American Art
CAAS	201	Africanisms in the Americas
ECO	371	Economic Problems of Latin America
GEG	305	Geography of Middle America and the Caribbean
GEG	306	Geography of South America
GEG	501	Geographic Problems of South America
HIS	368	Social History of Latin America
HIS	561	Studies in Latin American History
INS	504	Latin American Political Thought
PPA	346	U.S. Latin American Relations
SPA	505/506	Survey of Spanish American Literature (I and II)
SPA	405/406	Brazilian Literature and Civilization (I and II)

Note: Concentrations in Western Europe, Eastern Europe and the Soviet Union, the Middle East, Asia, and Africa would also be available.



## B. Functional Areas (illustrations)

### International Communication

CCS 545 Intercultural Communication  
CNJ 510 Analysis of Latin American News Media  
CTC 408 Comparative Broadcasting

### Comparative Religion

REL 331 Religions of the World: Oriental  
REL 332 Religions of the World: Occidental  
REL 334 Judaism and Islam  
Ethics of Peace and War (TBA)

### Comparative Studies

ECO 542 Comparative Economic Systems  
INS 511 Studies in . . . Latin American Societies  
INS 512 Studies in . . . Latin American Societies  
PPA 380 Comparative Political Analysis  
PPA 385 Government and Politics of Latin America  
SOC 342 Contemporary Latin American Societies

### Comparative World Literature (Contemporary)

FRE/GER/SPA 401-402 (Literature Surveys)  
ENG 493 The European Novel (in translation)  
FRE/SPA 532 The Contemporary Novel

### Development

ECO 351 Economic Problems of Less Developed Countries  
ECO 371 Economic Problems of Latin America  
ECO 442 International Economic Policy  
PPA 582 Political Economy of Latin American Development  
PPA 592 International Developmental Organizations

### Environmental Problems

BIO 324 Ecology  
BIO 326 Tropical Plant Biology  
BIO 328 Tropical Field Biology  
GEG 304 World Economic Geography  
GEG 341 Population Geography  
GEG 530 Economic Geography  
MSC 314 Ocean Law  
MSC 321 Marine Geography (identical to GEG 320)  
MSC 330 Marine Pollution

## International Business

ACC 531 International Accounting and Taxation  
FIN 431 International Financial Management  
FIN 532 International Banking  
GBM 349 International Business  
GBM 459 International and Multinational Management  
INS 551 International Business Enterprise  
MKT 360 International Marketing  
MKT 467 Marketing in Developing Countries  
MKT 469 International Marketing Management  
PPA 594 International Project Management and Development

## International Law and Organizations

BSL 512 International Business Law  
INS 571/PPA 591 International Political Organizations  
MSc 313 Coastal Law  
MSc 314 Ocean Law

## International Relations

HIS 367 History of Inter-American Relations  
HIS 507 Selected Topics in U.S. Foreign Relations  
INS 571/PPA 595 North-South Relations  
INS 572 Domestic Determinants of Soviet Foreign Policy  
PPA 345 The United States and Asia  
PPA 346 U.S. Latin American Relations  
PPA 348 U.S. Foreign Relations in the Middle East  
PPA 392 International Politics: International Terrorism  
PPA 544 Chinese Foreign Policy  
PPA 547 Soviet Foreign Policy  
PPA 593 International Relations of the Middle East

## E. STUDENTS

### 1. Numbers

The goal of the College is to attract a dozen or so students into the International Studies major the first year that it is offered and to allow the program to grow until, at the end of the first four years, a total of 60-70 students are involved in the major.

This goal should not be difficult to meet. For one thing, we already have at the University an HPIS (Honors Program in International Studies Program) that is modeled on our HPME program and that allows students to gain both a bachelors degree and a doctorate from GSIS in 6-7 years. We would expect a good percentage of students involved in the HPIS program to choose our International Studies major. Additionally, we expect some students who currently major in subjects like Economics, Foreign Languages and Literatures, History, and Politics and Public Affairs to choose International Studies as a second major.

But there is a third source of students for an International Studies major: those students who currently do not apply to--or do not enroll at--the University because of our lack of an undergraduate major in International Studies. As evidence that this new major promises to attract incremental students, one need only point to what is going on locally at Sunset Elementary School, Carver/Ponce de Leon Middle Schools, and Coral Gables High School. These schools, together, offer a 12-year International Baccalaureate program that is an exemplary version of so-called "IB" programs growing in popularity in school systems around the country--and among some of the nation's brightest students.

The problem, clearly, will not be one of attracting students to an International Studies major. It will more likely be of keeping the major small and personalized in face of student demand.

## 2. Criteria for Admission, Retention

Students coming to the University with an interest in International Studies will be subject to the same admissions criteria that all students are subject to who apply for admission to the College of Arts and Sciences.

However, because we expect International Studies to be a small, elite program, a minimum GPA of 2.75 will be required in the first three courses of the major in order to receive approval to continue, and maintained in the major in order to graduate.

## 3. Graduate Students, Teaching and Research Assistants

No graduate students or teaching or research assistants will be required by or utilized in this program.

## F. FACULTY

### 1. Arts and Sciences Faculty with Interests in International Studies

#### Department of Anthropology

Ann Brittain Caribbean Anthropology  
John Gifford Marine Archeology  
Robert Halberstein Anthropology  
John Hall Anthropology  
Edward LiPuma Anthropology

#### Department of Art and Art History

William Betsch European Art History  
Marcilene Wittmer African Art

Department of Biology

Theodore Fleming	Tropical Forest Ecology; Bats
Steven Green	Endangered Species Research, Animal Behavior in Tropical Forest, Conservation Models
Carol Horvitz	Neotropics: Plant/Animal Interactions
David Janos	Tropical and Temperate Plant Ecology
Doyle McKey	Tropical Ecology; Plant/Insect Interactions
Jay Savage	Tropical Biogeography and Systematics

Department of English

Bernard Benstock	Comparative Literature; Joyce Studies
Shari Benstock	French Literature
Zack Bowen	Joyce Studies
Robert Casillo	European Literature
Hermione DeAlmeida	European Literature
Patrick McCarthy	Joyce Studies
Frank Palmeri	European Literature
John Paul Russo	European Literature
Mihoko Suzuki	British Literature

Department of Foreign Languages and Literatures

Gordon Browning	Spanish Language and Literature
Jane Connolly	Spanish Language and Literature
Gerald Curtis	Spanish Language and Literature; Portuguese Language
Charles Javens	Spanish Language and Literature
Robert Kirsner	Spanish Language and Literature
Celita Lamar	French Language and Literature
Frank Norris	Spanish Language and Literature
Albert Raffanel	French Language and Literature
Christine Raffini	French Language and Literature
Donald Randolph	Spanish Language and Literature
Gemma Roberts	Spanish Language and Literature
Joaquin Roy	Spanish Language and Literature
Michael Ruggiero	Spanish Language and Literature
Kessel Schwartz	Spanish Language and Literature
Benjiman Webb	German Language and Literature
Barbara Woshinsky	French Language and Literature
Vladimir Zborilek	Russian Language and Literature

Department of Geography

Thomas Boswell	Middle and South America
Donald Capone	Africa
Harm DeBlij	Africa
Peter Muller	Urban/Suburban Studies; the U.S. in the World
Ira Sheskin	Middle East; World Economic Geography
John Stephens	South America

Department of Geological Science

Cesare Emiliani	Marine Geology
Frederick Nagle	International Studies in Geology

Department of History

Thomas Abercrombie	Latin American History
Edward Dreyer	Chinese History
David Graf	Ancient History
Andrew Handler	Middle East/Eastern Europe
Michael Krenn	U.S. - Latin American Relations
Robert Levine	Brazilian History /Latin American History
Janet Martin	Russian History
Peggy Phillips	French History/Modern Europe
Steve Stein	Peruvian History/Latin American History
Jaime Suchlicki	Cuban History
Hugh Thomas	Medieval History

Department of Philosophy

Alan Goldman	Ethics of International Relations
John Knoblock	Chinese Philosophy

Department of Psychology

Leonard Jacobson	Cross-Cultural Studies
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Department of Religious Studies

John Fitzgerald	Greek, Hebrew, Ancient Religion
Henry Green	Judaic Studies
Marvin Sweeney	International Religions
Thomas Tweed	History of Western Views of Asia and Asian Religions

Department of Sociology

David Cartano	Socio-Economic Development of Latin America
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G. ADMINISTRATION

A half-time secretary would be needed to support the work of the Chair and Oversight Committee, plus minimal space, equipment, and supplies. Additional administrative costs would be minor. Faculty release for the teaching of core courses will entail some part-time replacement costs, but these too should be minor.

ESTIMATED EXPENSES

A Budget

Administrative stipend for Director	\$3,000
Course release for Director	1,700 plus CFB
Half-time secretary	8,000 plus CFB
Course release for faculty teaching core courses (4 new courses, two taught per year)	3,400 plus CFB

B Budget

Telephone, copying, supplies, etc.	3,000 per year
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EXPECTED REVENUES

Of the twelve students to enroll in the major in 1990, we estimate that several will be students who would not otherwise have enrolled at the university. By year four, we expect to have attracted 30 such incremental students. These tuition revenues will more than offset the above costs.

## PROPOSAL TO ESTABLISH A MAJOR IN INTERNATIONAL STUDIES

### PRECIS

The College of Arts and Sciences proposes to establish a major in International Studies. The major, if approved, will be open to freshmen entering the college in or after the fall of 1989.

The major in International Studies will be a second major, consisting of 24 credit hours not including 12 hours of required language courses.

Students will take five required "core" courses. One of these, "International Relations," is an existing course; the other four--"Comparative Cultural and Social Systems," "The Contemporary World," "Global Environmental Issues," and "International Economics"--will be new offerings designed to serve the major.

Each student enrolled in the major will take, in addition to the five required core courses, three core electives, to be chosen from carefully designed lists of related, existing courses. The elective component of the major allows students to develop a geographic concentration (e.g., Latin America) or a functional area specialization (e.g., Environmental Problems) that builds on the foundation provided by the required core courses.

The major will be administered by an Oversight Committee. This Committee will consist of four representatives from the College of Arts and Sciences and two representatives from each of the other schools participating in the major. These representatives shall be appointed by the deans of their respective schools.

The Dean of the College of Arts and Sciences will appoint a Director for the program from among the four College of Arts and Sciences representatives. The Director will Chair the Committee. A half-time secretary will be provided and will support the work of the Director and the Oversight Committee.

The Committee will function with regard to undergraduate majors in the program in the same way as a department. It will provide advisors for the undergraduate International Studies major, but regular academic advising and overall requirements for graduation will be those applicable to the student's first majors.

New core courses involving faculty from several departments will be given a new interdisciplinary designation (such as INT). The description of these courses will be developed by the Committee and approved by the Curriculum Committee of the College

of Arts and Sciences. Core courses to be developed by single departments (HIS XXX, "The Contemporary World," and ECO XXX, a new 300-level "International Economics course") will be listed under their respective departments.

Revenue credit for core courses will be assigned to the school of the faculty member teaching the course. Where there is more than one faculty member participating in the teaching of the course, and they are from different schools, revenue will be assigned in proportion to each faculty member's level of participation.

#### A. RATIONALE

Because of its location and image as a global institution, the University of Miami is expected to be strong in international studies. Many prospective students are disappointed to learn that we have no undergraduate, international studies major. Consequently, they enroll elsewhere.

Other students with less well-defined career or graduate study goals matriculate at the University of Miami anyway but are often later frustrated in their attempts to take full advantage of one of our faculty's obvious strengths. What students find, dispersed among numerous department and even schools, are professors who, taken together, amount to a critical mass of experts in the international studies area. But the courses offered by those faculty members cannot be "taken together," except as electives--or within disciplinary majors.

The proposed second major will allow undergraduates to structure, with the help of an International Studies advisor, a coherent curriculum providing an education that cuts across departmental and school lines. A potentially rewarding second major for all students seeking a broad, liberal arts education, International Studies should prove especially attractive to the student considering a career with an international dimension.

Our proposal seeks to reconcile the traditional emphasis of the international studies major found at some liberal arts colleges with a newer approach focusing on issues and resolutions. Core courses such as "Global Environmental Issues" will introduce problems the solution of which will require international diplomacy and bargaining. They will give students the opportunity to examine issues that inextricably involve international economics and the natural sciences, political science and biology.

International Studies will thus offer students the opportunity to study in a coordinated fashion with faculty in several departments and schools. It will also occasion collaborative efforts by professors who, prior to the creation of the proposed major, had little institutional occasion to



interact. The major promises to bring together students and faculty who, though in different departments or schools, share common academic interests. It may allow us to develop our curriculum, our students, our faculty, and their research and teaching--all at once.

## B. COMPARATIVE MATERIALS

### 1. Course Offerings

None of our peer institutions in Florida offers anything like the proposed, International Studies major. Somewhat similar majors are available only at F.I.U.--which offers a B.A in International Relations--and at Rollins College, where the International Studies program enrolls the largest number of majors in the institution.

At Rollins the emphasis is on international business. (Students pursue internships in the summer with firms and agencies involved with international commerce.) A more useful comparison, therefore, can be made between our proposed major and the International Relations major at F.I.U.

At F.I.U., in addition to satisfying a foreign language requirement and taking basic courses in the social sciences and statistics, students must satisfy a "Core Requirement" and a "Breadth Requirement," as outlined below:

Core requirement: 12 hours in World Regional Geography, plus International Relations (3 hours), International Relations Theory, (3 hours), and Approaches to International Relations (3 hours).

Breadth Requirement: 27 hours (18 are earned in 6 area studies courses on Europe, the Caribbean, Latin America, Africa, Asia, and the Soviet Union; the other 9 may be earned in Population Studies, International Law, and Issues and Problems in International Relations).

International Relations at F.I.U. encompasses more credit hours than the proposed U.M. major in International Studies. However, at F.I.U. International Studies may be taken as the student's sole major. Also, many courses that would be taken in completing the U.M. major have prerequisites. (Three of the five required core courses have two prerequisites, and one of the five has one; many if not most of the core electives that students will choose from among in designing their geographic concentrations or their functional area specializations have prerequisites as well.) The UM major in International Studies is, then, essentially a junior-senior major, to be begun after our students have: a) filled our relatively rigorous and prescriptive social science and humanities requirements; b) taken a number of prerequisites to

courses required by the International Studies major, and, in most cases; c) begun work in another, primary major.

At Duke University, which offers a major in Comparative Studies, students prepare for the major much as they will at U.M.--by taking 30 hours of basic humanities and social science courses (including courses in cultural anthropology, world literature, economics, history, political science, religion, sociology, etc.). The major then consists of 14 courses, as follows:

two courses emphasizing comparative approaches from each of two departments, including Anthropology, Comparative Literature, Economics, History, Political Science, Public Policy, Religion, and Sociology);

four courses in a language (one year of literature in translation or general linguistics may be substituted if a student demonstrates language proficiency through the second year or if a second year of the selected language is unavailable);

four non-language courses chosen in one of the following geographic areas: Africa, Canada, the Middle East, Russia and Eastern Europe; South Asia, and Western Europe;

three "concentration" courses ("Perspectives on Food and Hunger," etc.) or three courses in a second geographic area;

one comparative methods course ("Strategies of Comparative Analysis," etc.) or a senior honors seminar.

The Duke Comparative Studies major is a ten-course major when language is excluded; our proposed International Studies major is an eight-course major. Again, though, the Duke major may be taken as a student's only major. Also, beyond Duke's basic courses in the humanities and social sciences (courses not unlike those that will be taken by our students in fulfillment of distribution and prerequisite requirements), there is no required common core to compare with our required, five-course core. Instead, Duke students have options in choosing from among "comparative approaches" courses, "comparative methods" courses, and "concentration" courses. Duke requires a geographic specialization, whereas we allow students to design, from lists of "core electives," either a geographic concentration or a functional area specialization. Duke places slightly more stress on comparative courses than we plan to, and yet it is not clear that they have any interdisciplinary courses involving the sciences (in the way that our "Global Environmental Issues" course will involve biology as well as geography and economics).

George Washington University, American University, and Georgetown University offer majors along the School of Foreign Service model, a model quite different from the Comparative Studies approach taken by Duke. At Georgetown, which will serve as an example of the Foreign Service Model for international studies majors, students spend their first two years taking four courses in government, three in history, three in economics, two each in English, philosophy, and theology; four in a foreign language; and one faculty seminar in current issues and problems in international affairs.

These two years parallel, roughly, the first two years at Miami, where International Studies majors would have to take four foreign language courses, courses in Literature and Philosophy/Religion (in fulfillment of distribution requirements), a two-semester history sequence, a two-semester Politics and Public Affairs sequence (prerequisite to the core course in "International Relations"), a two semester Economics sequence (prerequisite to the core course in "International Economics"), between one and three Geography courses, plus additional courses in Anthropology and/or Sociology.

The junior and senior years at Georgetown are spent taking 12 "structured electives" within a Division and one of its Fields of Study. An example of a Division and its component Fields of Study would be:

Division I: History and Diplomacy  
Field A: United States History and Diplomacy  
Field B: European History and Diplomacy  
Field C: Non-Western History and Diplomacy

The other Divisions in which students may concentrate are:

Division II: International Politics  
Division III: International Economics  
Division IV: Regional and Comparative Studies  
Division V: The Humanities in International Affairs

Georgetown thus covers many of the same areas covered by our required core courses on one hand and our optional core electives on the other. The differences lie in what is required by--and what is left optional in--each major. For instance, our majors would all have to study some subjects that at Georgetown have been placed in optional divisions ("International Economics"). On the other hand, Georgetown students choosing the "International Economics" Division probably will, by the time they have finished 36 credits in the Division and its component Fields of Study, gone into that subject in greater depth than graduates of our required core course who have gone on to complete their three core electives in functional areas such as "International Business" or "Development."

The University of Michigan offers an interdisciplinary concentration in International Studies that is like our proposed major in that it is open only to students who complete what amounts to a double major. However, whereas under the terms of our proposal students would be free to choose any major recognized by the College as their primary major, Michigan students are only designated as having fulfilled the concentration in International Studies once they have completed, in addition to a "Foreign Language and Culture Component," a "Professional Component" in one of the following areas: Business and Management, Computer and Information Science, Economics, Public Administration, Political Science, Environmental Studies, a Natural Science, or Engineering. These Professional Components look very much like traditional majors; as for the Foreign Language and Culture Component, it involves 14 hours of foreign language study, plus 18 hours as follows:

- 6 hours in advanced conversation and composition;
- 3 hours in Language of Business
- 6 hours in upper-level language, civilization, culture, or literature
- 3 hours of additional language study or study abroad.

The Michigan model, compared to our proposed major, is more professionally oriented in terms of its primary major requirement, but more humanities oriented in its international studies component.

#### Other Programs (Briefly Described)

Colgate University offers an International Studies major that requires nine 3-credit courses, including the following core offerings: Introduction to Political Science II, Contemporary U.S. Foreign Policy, Fundamentals of International Relations, and International Economics. Students are strongly urged to spend one semester on a study abroad program, and also must complete the university's foreign language requirement by the junior year. To count for credit toward the major, students must earn a grade of "C" or better in all core courses.

Princeton University offers interdepartmental programs in specific fields: East Asian Studies, Latin American Studies, European Civilization, and Near Eastern Studies. There is also an undergraduate version of the graduate program housed in the Woodrow Wilson School of International Affairs. Each of these programs is administered by a revolving panel of faculty appointed for specific terms of service.

Juliard has a music history program that involves international studies, though on a smaller scale and through courses tailored to the pre-professional orientation of its students. A broadened core program has been introduced that stresses Japanese, African, Indian, and Pacific Islands music in addition to the traditional curriculum in classical European music.

The California State Universities, in cooperation with the State Board of Regents' mandate to broaden international studies at all curriculum levels, now requires study not only of traditional Western Civilization but also of the ancient civilizations of China, India, and Africa, the growth of Islam, and the development of sub-Saharan Africa. Another innovation in the California State system is to offer American Studies in the larger experience of the Americas, linking and contrasting themes in the history and culture of the United States with the history and culture of Canada, Mexico, the Caribbean, and Latin America.

In all of these examples, the vast majority of courses taken to satisfy requirements for the major are selected from lists of courses already offered by departments and programs, that is to say, courses that are open to students other than international studies majors. Each program described above maintains a language requirement that is similar to the one we propose.

If one trend may be said to characterize current thinking across the United States about international studies curricula, it is the effort--sometimes criticized bitterly, at other times advocated enthusiastically--to make curriculum less Eurocentric, or European-centered. This trend lies behind the Stanford University debate over non-Western "great books," and the treatment of Columbus' relationship with the New World as an "encounter," not a "discovery."

Because of--or contributing to--the general trend away from Western-centered or Eurocentric education, more and more undergraduate programs around the country (Bowdoin College, Hamilton College, Clark University, Pomona College, UC Santa Cruz) are requiring that all students take six or more credits in non-western subjects. Our international studies major would offer students significant exposure to truly global issues and problems.

## 2. Faculty

As can be seen from the list of faculty provided under section F (FACULTY), our proposed International Studies major would draw on the talents of a large number of faculty from numerous departments in our own college. In addition, we would hope for--and feel we may reasonably expect--participation by a number of faculty holding appointments in other schools, including Architecture, Business, Communication, Law, Music, and the Graduate School of International Studies. It would be virtually impossible to compare the collective talents of all those individuals with those of individuals involved in similar, interdisciplinary programs at places like Georgetown and Duke, Rollins and Colgate. Suffice it to say that our proposed major, housed as it will be at a comprehensive university, will have available to it faculty resources unavailable to programs at

four-year liberal arts colleges. Faculty here in areas as diverse as Medical Anthropology and Marine Sciences would all be directly or indirectly involved with our program. They would be involved directly should they wish to participate in the required core courses, indirectly by virtue of the fact that their courses will appear on lists of core electives. Thus, their offerings will be available to all International Studies majors who have met the prerequisites and wish to take such courses in satisfaction of the core elective requirement.

There is another sense in which our university's faculty is particularly suited--and ready--to teach students majoring in International Studies. We are fortunate in having attracted, in recent years, professors well-equipped to offer coverage of non-Western subjects. For instance, Professor Thomas Abercrombie is an ethnohistorian whose research examines the impact of the conquest of the New World from the Amerindian perspective, using documents in the Aymara language and applying the techniques used by anthropologists to study non-literate societies. As constituted, our program in Afro-American and Caribbean Studies offers interesting possibilities for comparative study in a cross-cultural dimension focusing on the black experience. Richard Weiskopf is very interested in development economics, in the role of education in economic growth, and in economic problems of the Middle East.

Most existing programs treat international studies traditionally, i.e., by concentrating on Western history, problems, culture. Most UM students are more comfortable with this kind of traditional, Eurocentric education, a fact mirrored by their preference to meet distribution requirements by taking HIS 131-132 (Western Civilization), not HIS 121-122 (Asian Civilization) or HIS 161-162 (Latin American Civilization). The new director of International Studies will have an opportunity to try and convince students to expand the scope of their interests, and to try to encourage departments and programs to expand the scope of their coverage, beyond what the New York Times has referred to as the old "Western and European bias."

### 3. Library

The University of Miami's library collections in International Studies are as strong or stronger than those at Colgate University and Rollins College and, indeed, than those at most private institutions where the focus is primarily on undergraduate education. Our collections, though weaker than those at Princeton, Duke, Georgetown, and Michigan, are more than adequate to support an undergraduate major in International Studies, and in a few areas are quite strong.

#### 4. Research and Secretarial Support

The University of Miami offers a relatively impressive roster of grants available to faculty for research, equipment, travel, and the improvement of teaching. Indeed, there is probably more in-house assistance available here than at any institution listed above.

Within G.S.I.S. and to a somewhat lesser degree within the College of Arts and Sciences and the Schools of Law and Business, staff (and budgetary support) for International Studies faculty is generous.

The proposed, half-time secretary would provide initially adequate staff support for the operation of the undergraduate major itself. Once the major gets "up to speed," however, it will need the same staffing as is in place in small departments (e.g., Religious Studies and Geography) and active programs (such as Judaic Studies).

#### C. PHYSICAL RESOURCES

##### 1. Library Holdings

For an interdisciplinary major involving so great a range of subjects and areas, it would be pointless to attempt to offer even a cursory listing of library holdings. A list of monographs, periodicals, and serial publications would likely exceed hundreds of pages. Suffice it to say that International Studies has always been a priority and strength not only of the Richter Library but also of many colleges and schools at the University. Because of the interests of some of those faculty teaching in the several interested departments and schools, the library has several significant special collections that enrich the undergraduate International Studies major.

a. Among special collections, possibly the most useful is the Cuban collection. Cuban exile material is of interest and the Cuba data base being supported by U.S. government funding supplements the library's Cuban holdings. There is also a still largely-uncataloged repository in special collections.

b and c. Little in the way of additional library resources will be needed to support the work of undergraduates majoring in International Studies; thus, there would be few, if any, incremental library needs.

d. Library resources for faculty working in the International Studies area are not fully adequate, although the new 5-year Strategic Plan offers a handsome increment in funds for new acquisitions. Frank Rodgers, the Director of Libraries, said in April 1989 that this increment represents the most significant recognition of library needs since he joined the University.

As the library goes about improving its resources available to faculty doing research in International Studies, it should make a more determined effort to add suppliers of new books in major Latin American countries. (Currently, many if not most foreign books are acquired from suppliers in third-party countries, the result being that many important publications do not arrive on the shelves of our library--if they arrive at all--until years after their publication.)

While library resources for faculty working in International Studies could be far better than they are, it should be noted that no new faculty will have to be "recruited" to make the undergraduate International Studies major viable. As stated elsewhere, faculty will be drawn from existing departments, programs, and schools.

d. Laboratory equipment and facilities: n.a.

#### D. CURRICULUM

##### 1. Graduate Degree Work

The International Studies major is a second, undergraduate major; no graduate degree work will be offered.

##### 2. Curricular Structure

Because most courses that will be taken by majors currently are being offered by existing departments and schools, the present curricular structure is entirely adequate for the degree proposed. The curriculum--except for four of the five core courses--is, in other words, already in place; the "new" major might almost be defined as an advising tool, one that can be used to shape a variety of course offerings into various kinds of coherent units.

##### 3. Additions to Existing Curricular Structure

Of the four core courses that are new, three would be offered by our College: Course #2--"Comparative Cultural and Social Systems" (see below)--would most likely be offered by Anthropology (and/or another social science department); Course #3--"The Contemporary World" (see below)--will be offered by our History department; and Course #5--"Global Environmental Issues" (see below)--will be team taught by members of our Biology, Geography, and/or Geology departments. The fourth new core course, Course #4--"International Economics" (see below)--is a new, 300-level course that the Economics department has expressed a willingness to design and develop. (An existing "International Economics" course, ECO 441, is too specialized to be ideal for the proposed, International Studies major.)



Below find the proposal for a major in International Studies passed by the faculty of the College of Arts and Sciences at its meeting of April 4, 1989.

#### REQUIREMENTS OF THE UNDERGRADUATE MAJOR IN INTERNATIONAL STUDIES

The Undergraduate International Studies major will be a double-major consisting of the following:

##### A. Core Courses 15 hours (may be revised)

Course #1. International Relations (PPA 391): how nations formulate and conduct foreign policy, with an emphasis on topics of bilateral and multilateral relations, war and peace, nuclear and conventional conflict, and defense and security strategy. Prerequisites: PPA 211, 212.

Course #2. Comparative Cultural and Social Systems: a new course promoting cross-cultural investigation of the causal factors affecting cultural change and the interactions between differing societies. Prerequisites: APY 202 or GEG 321 or SOC 101.

Course #3. The Contemporary World System: a new, comparative twentieth century world history course, focusing on such issues as the impact of technology and modernization, post-colonialism, religion and culture, bloc politics, and the emergence of the Third World. Prerequisites: HIS 101-02 or 121-22 or 131-32 or 161-62.

Course #4. International Economics (a new, 300-level course). How nations achieve a position in the international division of labor; how and why they trade with and invest in each other; what the rules are of the international trade (GATT) and banking (IMF, World Bank), communities. Prerequisites: ECO 211-12.

Course #5. Global Environmental Issues (new senior level course). The world as the unit of analysis; a survey of contemporary global conditions emphasizing environmental and ecological problems, famine and food production, nuclear contamination, the poverty and wealth of nations, international migration, and the quality of life in different areas of the world. Prerequisites: GEG 105 or GEG 110 and BIO 103 or GEG 370.

##### B. Core Electives 9 hours

Three courses: to be chosen from a list of courses proposed by individual faculty and/or departments, and approved by the Oversight Committee on Undergraduate International Studies.

Two of the three may be double counted toward the degree. No more than two may be taken in the same department. All core electives must be taken at the 300-level or above. Three hours of senior honors thesis may count as one course. Core electives may be grouped in "functional" (substantive) or "geographic" (area) specializations or packages. (See Appendix, "Examples of Elective Packages.")

#### C. Foreign Language

In addition to the twenty-four hours in the major, students will take twelve hours of foreign language or will demonstrate their competence past level 4. Language studies will be related to area specialization where appropriate.

#### D. Study Abroad

One year recommended, not required (core courses may be taken abroad by permission only).

#### E. Minimum GPA

Note: A minimum GPA of 2.75 will be required in the first three courses of the major in order to receive approval to continue, and must be maintained in the major in order to graduate.

#### The Major: A Four Year Outline

##### First Semester, Freshman Year

Foreign Language 1  
GEG 105 or 110  
ENG 106 (or equivalent)  
HIS 121, 131, or 161

##### Second Semester, Freshman Year

Foreign Language 2  
HIS 122, 132, or 162  
Math 101 or above

##### First Semester, Sophomore Year

Foreign Language 3  
ECO 211  
PPA 211  
SOC 101, APY 202, or GEG 321

##### Second Semester, Sophomore Year (Possible Study Abroad)

Foreign Language 4  
PPA 212  
ECO 212

the sophomore survey of world literature are highly recommended.

Summer, Sophomore Year (End/begin Study Abroad)

First Semester, Junior Year

PPA 391 (Core Course #1) International Relations  
HIS XXX (Core Course #3) The Contemporary World

Second Semester, Junior Year

ECO XXX (Core Course #4) International Economics  
International Studies Core Elective

Summer, Junior Year (Optional Study Abroad)

First Semester, Senior Year

Core Course #2 Comparative Cultural and Social Systems  
Core Course #5 Global Environmental Issues

Second Semester, Senior Year

International Studies Core Elective  
International Studies Core Elective (or senior honors thesis)

Examples of Core Elective Packages

Note: Three courses would be selected from the student's geographic concentration or functional area. Courses must be from at least two departments.

Geographic Concentrations (illustration)

APY	382	Latin American Culture
APY	385	Caribbean Cultures
ARH	241	Andean Art
ARH	242	Meso-American Art
CAAS	201	Africanisms in the Americas
ECO	371	Economic Problems of Latin America
GEG	305	Geography of Middle America and the Caribbean
GEG	306	Geography of South America
GEG	501	Geographic Problems of South America
HIS	368	Social History of Latin America
HIS	561	Studies in Latin American History
INS	504	Latin American Political Thought
PPA	346	U.S. Latin American Relations
SPA	505/506	Survey of Spanish American Literature (I and II)
SPA	405/406	Brazilian Literature and Civilization (I and II)

Note: Concentrations in Western Europe, Eastern Europe and the Soviet Union, the Middle East, Asia, and Africa would also be available.

## B. Functional Areas (illustrations)

### International Communication

CCS 545 Intercultural Communication  
CNJ 510 Analysis of Latin American News Media  
CTC 408 Comparative Broadcasting

### Comparative Religion

REL 331 Religions of the World: Oriental  
REL 332 Religions of the World: Occidental  
REL 334 Judaism and Islam  
Ethics of Peace and War (TBA)

### Comparative Studies

ECO 542 Comparative Economic Systems  
INS 511 Studies in . . . Latin American Societies  
INS 512 Studies in . . . Latin American Societies  
PPA 380 Comparative Political Analysis  
PPA 385 Government and Politics of Latin America  
SOC 342 Contemporary Latin American Societies

### Comparative World Literature (Contemporary)

FRE/GER/SPA 401-402 (Literature Surveys)  
ENG 493 The European Novel (in translation)  
FRE/SPA 532 The Contemporary Novel

### Development

ECO 351 Economic Problems of Less Developed Countries  
ECO 371 Economic Problems of Latin America  
ECO 442 International Economic Policy  
PPA 582 Political Economy of Latin American Development  
PPA 592 International Developmental Organizations

### Environmental Problems

BIO 324 Ecology  
BIO 326 Tropical Plant Biology  
BIO 328 Tropical Field Biology  
GEG 304 World Economic Geography  
GEG 341 Population Geography  
GEG 530 Economic Geography  
MSC 314 Ocean Law  
MSC 321 Marine Geography (identical to GEG 320)  
MSC 330 Marine Pollution

## International Business

ACC 531 International Accounting and Taxation  
FIN 431 International Financial Management  
FIN 532 International Banking  
GBM 349 International Business  
GBM 459 International and Multinational Management  
INS 551 International Business Enterprise  
MKT 360 International Marketing  
MKT 467 Marketing in Developing Countries  
MKT 469 International Marketing Management  
PPA 594 International Project Management and Development

## International Law and Organizations

BSL 512 International Business Law  
INS 571/PPA 591 International Political Organizations  
MSc 313 Coastal Law  
MSc 314 Ocean Law

## International Relations

HIS 367 History of Inter-American Relations  
HIS 507 Selected Topics in U.S. Foreign Relations  
INS 571/PPA 595 North-South Relations  
INS 572 Domestic Determinants of Soviet Foreign Policy  
PPA 345 The United States and Asia  
PPA 346 U.S. Latin American Relations  
PPA 348 U.S. Foreign Relations in the Middle East  
PPA 392 International Politics: International Terrorism  
PPA 544 Chinese Foreign Policy  
PPA 547 Soviet Foreign Policy  
PPA 593 International Relations of the Middle East

## E. STUDENTS

### 1. Numbers

The goal of the College is to attract a dozen or so students into the International Studies major the first year that it is offered and to allow the program to grow until, at the end of the first four years, a total of 60-70 students are involved in the major.

This goal should not be difficult to meet. For one thing, we already have at the University an HPIS (Honors Program in International Studies Program) that is modeled on our HPME program and that allows students to gain both a bachelors degree and a doctorate from GSIS in 6-7 years. We would expect a good percentage of students involved in the HPIS program to choose our International Studies major. Additionally, we expect some students who currently major in subjects like Economics, Foreign Languages and Literatures, History, and Politics and Public Affairs to choose International Studies as a second major.

But there is a third source of students for an International Studies major: those students who currently do not apply to--or do not enroll at--the University because of our lack of an undergraduate major in International Studies. As evidence that this new major promises to attract incremental students, one need only point to what is going on locally at Sunset Elementary School, Carver/Ponce de Leon Middle Schools, and Coral Gables High School. These schools, together, offer a 12-year International Baccalaureate program that is an exemplary version of so-called "IB" programs growing in popularity in school systems around the country--and among some of the nation's brightest students.

The problem, clearly, will not be one of attracting students to an International Studies major. It will more likely be of keeping the major small and personalized in face of student demand.

## 2. Criteria for Admission, Retention

Students coming to the University with an interest in International Studies will be subject to the same admissions criteria that all students are subject to who apply for admission to the College of Arts and Sciences.

However, because we expect International Studies to be a small, elite program, a minimum GPA of 2.75 will be required in the first three courses of the major in order to receive approval to continue, and maintained in the major in order to graduate.

## 3. Graduate Students, Teaching and Research Assistants

No graduate students or teaching or research assistants will be required by or utilized in this program.

## F. FACULTY

### 1. Arts and Sciences Faculty with Interests in International Studies

#### Department of Anthropology

Ann Brittain Caribbean Anthropology  
John Gifford Marine Archeology  
Robert Halberstein Anthropology  
John Hall Anthropology  
Edward LiPuma Anthropology

#### Department of Art and Art History

William Betsch European Art History  
Marcilene Wittmer African Art

Department of Biology

Theodore Fleming	Tropical Forest Ecology; Bats
Steven Green	Endangered Species Research, Animal Behavior in Tropical Forest, Conservation Models
Carol Horvitz	Neotropics: Plant/Animal Interactions
David Janos	Tropical and Temperate Plant Ecology
Doyle McKey	Tropical Ecology; Plant/Insect Interactions
Jay Savage	Tropical Biogeography and Systematics

Department of English

Bernard Benstock	Comparative Literature; Joyce Studies
Shari Benstock	French Literature
Zack Bowen	Joyce Studies
Robert Casillo	European Literature
Hermione DeAlmeida	European Literature
Patrick McCarthy	Joyce Studies
Frank Palmeri	European Literature
John Paul Russo	European Literature
Mihoko Suzuki	British Literature

Department of Foreign Languages and Literatures

Gordon Browning	Spanish Language and Literature
Jane Connolly	Spanish Language and Literature
Gerald Curtis	Spanish Language and Literature; Portuguese Lang
Charles Javens	Spanish Language and Literature
Robert Kirsner	Spanish Language and Literature
Celita Lamar	French Language and Literature
Frank Norris	Spanish Language and Literature
Albert Raffanel	French Language and Literature
Christine Raffini	French Language and Literature
Donald Randolph	Spanish Language and Literature
Gemma Roberts	Spanish Language and Literature
Joaquin Roy	Spanish Language and Literature
Michael Ruggerio	Spanish Language and Literature
Kessel Schwartz	Spanish Language and Literature
Benjiman Webb	German Language and Literature
Barbara Woshinsky	French Language and Literature
Vladimir Zborilek	Russian Language and Literature

Department of Geography

Thomas Boswell	Middle and South America
Donald Capone	Africa
Harm DeBlij	Africa
Peter Muller	Urban/Suburban Studies; the U.S. in the World
Ira Sheskin	Middle East; World Economic Geography
John Stephens	South America

Department of Geological Science

Cesare Emiliani	Marine Geology
Frederick Nagle	International Studies in Geology

Department of History

Thomas Abercrombie	Latin American History
Edward Dreyer	Chinese History
David Graf	Ancient History
Andrew Handler	Middle East/Eastern Europe
Michael Krenn	U.S. - Latin American Relations
Robert Levine	Brazilian History /Latin American History
Janet Martin	Russian History
Peggy Phillips	French History/Modern Europe
Steve Stein	Peruvian History/Latin American History
Jaime Suchlicki	Cuban History
Hugh Thomas	Medieval History

Department of Philosophy

Alan Goldman	Ethics of International Relations
John Knoblock	Chinese Philosophy

Department of Psychology

Leonard Jacobson	Cross-Cultural Studies
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Department of Religious Studies

John Fitzgerald	Greek, Hebrew, Ancient Religion
Henry Green	Judaic Studies
Marvin Sweeney	International Religions
Thomas Tweed	History of Western Views of Asia and Asian Religions

Department of Sociology

David Cartano	Socio-Economic Development of Latin America
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G. ADMINISTRATION

A half-time secretary would be needed to support the work of the Chair and Oversight Committee, plus minimal space, equipment, and supplies. Additional administrative costs would be minor. Faculty release for the teaching of core courses will entail some part-time replacement costs, but these too should be minor.

ESTIMATED EXPENSES

A Budget

Administrative stipend for Director	\$3,000
Course release for Director	1,700 plus CFB
Half-time secretary	8,000 plus CFB
Course release for faculty teaching core courses (4 new courses, two taught per year)	3,400 plus CFB

B Budget

Telephone, copying, supplies, etc.	3,000 per year
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EXPECTED REVENUES

Of the twelve students to enroll in the major in 1990, we estimate that several will be students who would not otherwise have enrolled at the university. By year four, we expect to have attracted 30 such incremental students. These tuition revenues will more than offset the above costs.

Revised 8/30/89

## PROPOSAL TO ESTABLISH A MAJOR IN INTERNATIONAL STUDIES

Preliminary Comments by Professor V.Kubalkova, GSIS

I have been asked by my colleagues for my immediate reaction to the College of Arts and Sciences proposal to establish a major in International Studies. As a new member of the GSIS faculty I have written the following comments with little knowledge of the history or rationale of the proposal. I can only draw on my extensive experience in the field of International Studies that spans over twenty years in a dozen universities in the UK, the USA and in Australasia. As may be seen from my enclosed c.v. I now serve as a member of the (four member) Committee for Transnational activities of the International Studies Association under the Chairmanship of Professor Takashi Inoguchi of Tokyo. Of perhaps equal relevance is the fact that it is in that capacity that I am invited to prepare a study (to be published in the International Studies Quarterly) on the globalization of International Relations Studies. The issues involved in approaches to teaching International Relations have therefore been a central part of my intellectual concerns for a number of years and I am familiar with debates on the subject both at international and national levels. Most recently (1987) I published a state of the art study of the International Relations discipline in Australia and the South Pacific. Together with such research in the field my pioneer work in the formation and understanding of the "third" approach to International Relations is internationally recognized.

### 1. THE COLLEGE OF ARTS AND SCIENCES PROPOSAL IN BRIEF

The stated rationale of the proposed undergraduate (second) major is to create an attractive program that purports to reflect the state of the art of debates about the study of social sciences in general and of International Politics in particular. The proposal directly refers to the recent Stanford controversy (p.7), and at the same time distances itself explicitly from the "Western" or "western centered", "European centered" and "European oriented" or "biased" (p.8) approaches in favour of "newer" approaches. The proposal also attempts to reflect the emergence and growing recognition of the "global" or "all-human" issues to do with the environmental, ecological, world poverty and other matters threatening this planet that are seen as "globally" (as against inter-nationally) generated and manageable. The global focus is found particularly appropriate for this University which uses the term "global" in its logo. The program is permeated with disclaimers of the "traditional", ie the state-centric, perspective that has dominated an International Relations discipline taught either as history or as a subdiscipline of political science.

It is from these premises that the authors appear to set about building a new undergraduate (second major) program in International Studies. The answer to two central questions (how to teach International Studies generally and how the subject is to be taught here at Miami) is found in what is referred to as an "interdisciplinary" approach: one, it is argued, that is particularly suitable for Miami since it is incidentally also cost-effective. Thus no recruitment of new faculty is necessary to launch the new program and only four new courses are to be introduced but their design/teaching may be left to existing faculty. The proposal lists over sixty arts and sciences faculty members "with interests in International Studies" who between them already offer more than sixty (!)

courses (pp.13-15) that are found either to have an "international" component or are sufficiently "internationally relevant" to become elective courses in the proposed program.

The program as envisaged consists of eight courses divided into two groups: core (five) and elective (three). Three elective courses (these latter out of a total eight account for nearly 40% of the program) can be selected from the sixty courses so as to allow the placement of stress on "geographical" or on "functional" concentrations. The elective courses range from Andean or Meso-American Art to Tropical Plant Biology, Comparative Broadcasting, Marine Pollution and Domestic Sources of Soviet Foreign Policy.

The three elective courses are to be taken in addition to the compulsory five core courses. In one sense the core courses are indisputably "interdisciplinary": an anthropologist to teach a course on Comparative Cultural and Social Systems "promoting cross-cultural investigation of the causal factors affecting cultural change and the interactions between different societies"; an economist to offer a course on International Economics dealing with such questions as "how nations achieve a position in the international division of labor", the pattern of investments and rules of GATT; a historian to offer a course on the Contemporary World System and investigate the "impact of technology and modernization, post-colonialism, religion and culture, bloc politics and the emergence of the Third World". A team consisting of a biologist, geographer and geologist will teach jointly a course on Global Environmental Issues that will take the "world as the unit for analysis" and will "survey contemporary environmental and ecological problems, famine and food production, nuclear contamination, the poverty and wealth of nations, international migration, and the quality of life in different areas of the world". These as I have remarked are to be new courses but offered and with content designed by existing faculty. The only core course that already exists is International Relations, a single concession it would seem to the "traditional" (sic) political science approach. The course, it is claimed, will address such questions as "how nations formulate and conduct foreign policy, with an emphasis on topics of bilateral and multilateral relations, war and peace, nuclear and conventional conflict, and defense and security strategy".

The proposal envisages finally the establishment of an "Oversight Committee" to consist of four representatives from the College of Arts and Sciences appointed by its Dean and two representatives from each of the other "two participating schools" (from the wording of the proposal it is left unclear as to whether GSIS is to be among these.) The Dean of Arts and Sciences will appoint from among the four members of the College of Arts and Sciences serving on the Oversight Committee the director, who with the help of a part-time secretary will administer the program and chair the Oversight Committee. The selection of director might by qualification and profession fall upon biologist, linguist, or psychologist in line with that broad construal of "international" or "internationally relevant" upon which the program is based.

## 2. MAIN WEAKNESSES OF THE PROPOSAL

There is no doubt that an undergraduate program in International Studies at the University of Miami is long overdue to complement the existing International Studies at the graduate level in the Graduate School of International Studies. This particular proposal however, far from envisaging links to the graduate program of the GSIS seems to deny the possibility of such an apparently natural/logical sequential development not to say utilisation of specialist resources (specialist that is to say in terms of subject matter, research, and

experience in the teaching of both graduate and undergraduate). The seeming casual dismissal of the reservoir of International Relations expertise is on page 10 of the proposal ("no graduate degree work will be offered") with here and elsewhere the implication that there is in the minds of the authors no thought given nor intention to "prepare" the undergraduates to undertake graduate studies already in place at this University! In the list of "local talent" to be tapped there is again in the program a conspicuous dearth of GSIS faculty members who with reputations worldwide for their work in the International Studies field are relegated together with an equally small number of their courses to the electives. The latter culled in seemingly random fashion from all over the University. Nor is there provision for the contribution of GSIS members to be made to the teaching or designing of the core courses, to the administering of the program, or for that matter to bringing their experience in the subjects to bear through membership of the Oversight Committee. For the faculty member newly arrived (I repeat) on the University of Miami scene would it then be unreasonable to assume that the boycott extends also to the selection of director of the program? A mention of the University's Graduate school (in International Studies) after other schools such as Architecture, Business, Communication, Law and Music (apropos of participation in the program that could be "reasonably expected" of faculty holding positions in these schools) suggests further evidence of the authors' somewhat tenuous grasp on the realities. And indeed the notion is purveyed of the Oversight Committee becoming a "small department" (see p.9). Of International Studies? As a matter of fact the "small department" is conceived as a department from the outset vis-a-vis relations with students (see p.1).

Besides the institutional severing of graduate and undergraduate programs in the same field and in the same University that surely must be seen to be unsound in its implications for the future, there are in this proposal other valid reasons for academic concern. Among these are the serious academic and professional defects from which the proposal suffers and which may be taken as matters of concern not only to the GSIS but also in so far as in their implications they represent a threat to future academic standards in this University.

Briefly put, the proposal does not reflect the state of the art in the debates worldwide as to how to study and teach International Relations. It redefines the meaning of the term International Studies (indeed as it stands it offers less a "major in International Studies" than "a major in global issues" too randomly gathered. The program excises from its content the International Relations discipline, political science, and political theory. It is based on a misunderstanding, if not misapplication, of the term "interdisciplinary". Offering no clear comment as to what it is precisely that is being replaced, and for what reason the authors of the proposal would appear to see some virtue in a medley that to them is "new". The price of too many grey areas in the proposal and particularly of imprecision in the understanding of mainstream theoretical currents must be at the expense both of students and, as I have remarked, even more directly, in terms of academic standards.

The consequences a) of exclusion of International Relations from the program, b) of the lay features of the program and c) of a serious misunderstanding of the term interdisciplinary should perhaps be elaborated upon.

a) The exclusion of International Relations as an academic discipline from the program

It is well nigh incredible that in their interdisciplinary sweep the authors of the proposal have omitted theories of International Relations or indeed political theory from their lists of both core and elective courses. As I have said they clearly begin their labors either with no understanding of mainstream International Relations or are possessed of some outdated conception of the ways in which the field has developed over the last decade. In fact the major debate currently in progress focuses recent work on changes on emphases and the broadening of the range of approaches. There is in other words explicit recognition of and active measures taken within the discipline itself to broaden or transcend the social science disciplinary delimitations. The proposal now before us ignores (shows no awareness of) such developments. They are not reflected in the program and, I repeat, there is not one single course to be found among the upwards of sixty presented (nor indeed among the core courses) that would deal with International Relations theories or methodology of International Relations studies - theories that now explicitly embrace non-state-centrist approaches, theories such as "pluralist" that take world society as their focus, or theories such as "structuralist" that approach International Relations through such alternative elements as class or social formations. Equally conspicuous by their absence from the authors' concerns is any course dealing with International Political Economy.

b. Lay (do-it-yourself) International Studies

Having excluded International Relations as a discipline, and particularly International Relations theory as instrument and unifying prism, the program then proceeds to throw open the major issues of International Relations to a broad range of academic disciplines. The authors of the proposal take it upon themselves to dispense in this case with the usually acknowledged methodological and professional strictures of all academic disciplines on the implicit pretext that in the age of "interdependence", everything assumes international significance and may be said to boast a foreign component. International Studies are redefined in the program to constitute a part of every discipline that can show such a "foreign" element - with of course the exception of the International Relations discipline as a field of political science! Judging from the proposed content of the four new core courses (in summary p.1 above) it is obvious that the intention is to invite anthropologist, biologist, geographer, geologist, economist and historian to teach issues that are of central concern to the International Relations discipline. I need not enlarge on the hazards of that approach. Put simply unless the anthropologist, the ecologist, geologist and geographer has a detailed knowledge of the literature of International Relations and (if still appropriate) a degree in political science (where these same globally relevant subjects have been "traditionally" taught) there is a clear danger of superficiality and decline in standards. Yet, as the program stands at present, a student may select his courses in such a way that apart from the core compulsory course on International Relations (might one presume taught by a political scientist/International Relations specialist?) he can "escape" the political science perspective altogether in favour either of anthropological, biological or other perspective and might indeed feel encouraged to do so: it is significant that in the proposal of the nine groups of selected (existing) courses those in International Relations form only one such group. The student may in other words travel through the program cum laude

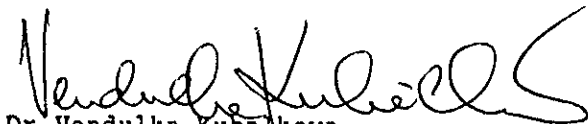
knowing little or nothing of, say US foreign policy, Soviet-US relations, regional conflicts, strategic studies, international organisations and so on except that transmitted by the one course and/or by the lay critics of these areas as they bring to bear their respective (biological, ecological etc) expertise. It is to be wondered what sort of a "career with an international dimension" the authors of the proposal have in mind (p.2) for the graduate of the program.

c. The methodology of the "Interdisciplinary" approach

Despite reference to the anticipated "truly" interdisciplinary efforts of the Miami academics involved in the program (see p.2) the term "interdisciplinary" in the usage of the proposal means "amateur" and/or "interdepartmental", with overtones of disregard or distaste for certain disciplines and certain departments.

The discussion of the meaning of the term "interdisciplinary" has itself of course a long history in the literature of International Relations. I draw attention only to the conclusion that the benefits of that approach have been found to vary depending on the intellectual/educational level at which the interdisciplinary approach is introduced. Generally it has been recognized that an interdisciplinary approach without firm anchoring in one discipline is hazardous in the extreme at the undergraduate level where it makes quite unrealistic demands on the undergraduate student. By no means the least of such demands is the resolution of the conflict between different approaches and methodologies of the disciplines ahead of his teachers (for if such differences and conflicts did not exist then his teachers would not operate from "interdisciplinary" vantage points). Then again "interdisciplinary" at undergraduate level has often provided the excuse to teach a bit about a lot of things with no in-depth understanding conveyed of any of the disciplines involved. Judging from the content and tenor of the proposal, its authors are either unaware of or little concerned with the methodological and epistemological problems involved.

There is an obvious need for an undergraduate program in International Studies in a University with a global commitment. However such a program should be firmly anchored in one existing department (GSIS) whose reservoir of expertise coincides with the concerns and purposes of the program rather than in an interdepartmental inexpert (as far as International Relations is concerned) committee. It should be securely locked into the one main discipline that deals with International Studies (political science) and is qualified to guide students through the interdisciplinary maze. The contribution to be made by non Western non traditional, biological, ecological and other perspectives should not be allowed to lead to a reversal of what is core and what is elective. In light of these defects the College of Arts and Sciences proposal is not viable.



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Professor of International Studies  
9 October 1989

Further arguments as to why approach International Studies through the focus of the International Relations discipline

There is no longer any debate as to whether International Relations exists as a separate academic discipline. Such a debate attended the birth of the discipline after World War I but had concluded by the 60's. The samples of the literature of early debates about the ways of studying International Relations, i.e., whether there is a discipline of International Relations as distinct from "international" concerns of such disciplines as history, philosophy and law include

Zimmern, A.(ed.), University Teaching of International Relations. A Record of the Eleventh Session of the International Studies Conference, Prague, 1938, League of Nations, Paris, 1939 .

Wright, Q., The Study of International Relations, New York, Appleton-Century-Crofts, 1955

Hoffmann, S.H., "International Relations: The Long Road to Theory", World Politics, vol.XI, no 3, April 1959

Matheson, T., Methodology in the Study of International Relations, New York, Macmillan, 1959

Hoffmann, S., Contemporary Theory of International Relations, Prentice-Hall, 1960

Fox T.W.R. and Fox A.B., "The Teaching of International Relations in the United States", World Politics, Vol.13, No.3, 1961

Olson, W.C., Sondermann, F.A., The Theory and Practice of International Relations, Prentice-Hall, 1966

Butterfield, H., and Wight, R.J.M.(eds), Diplomatic Investigations, London, Allen and Unwin, 1966

Raymond E. Platig, International Relations Research: Problems of Evaluation and Advancement, California, Clio Press, 1967

Knorr, K. and Rosenau, J.N. eds), Contending Approaches to International Politics, Princeton, 1969

Rosenau, J.N.(ed.), International Politics and Foreign Policy, The Free Press, 1969

Palmer, N. (ed.) A Design for International Relations Research: Scope, Theory, Methods, and Relevance, Philadelphia, American Academy of Political and Social Science, 1970

J.N.Rosenau, V.Davis, M.East, The Analysis of International Politics, New York, Free Press, 1972

R.Tanter and R.H.Ullman (eds) "Theory and Policy in International Relations", Supplement of World Politics, vol. XXIV, 1972

LaBarr, D.F., J.D.Singer,, The Study of International Politics: A Guide to the Sources for the Student, Teacher, Researcher, Santa Barbara, 1976).

It does not seem to be any longer of much concern whether International Relations passes everybody's criteria as to what is and what is not a "discipline". Taking International Studies away from the International Relations discipline therefore not only returns the clock to debates long concluded but to an absurd (and certainly novel!) conclusion by answering the question (that nobody is any longer asking) in the negative. Admittedly International Relations discipline is located "... where other disciplines meet, and clash on occasion". But it is recognized that it is only in the studies of International Relations understood as a subfield of social and political sciences that the interdisciplinary issues can be brought to a manageable focus. For what matters is not only the undeniable fact of global poverty, ecological threat and other environmental problems to be added to the threat to humanity posed by conventional and nuclear warfare but the fact that these problems have to be understood and resolved within the existing political and social context of International Relations. The geologist, biologist, anthropologist, on whose work on global issues International Relations discipline explicitly draws, are demonstrably not equipped to deal with the political and social consequences of these problems nor with the political and social mechanisms through which these problems can be tackled. Nor, as is obvious from the proposal, do these specialists appreciate that the proclivity to address certain issues (military, human rights, ecology etc.) varies in different modes of thought. Namely that we deal not only with multiplicity of states, international (or multinational) organizations but also multiplicity of different philosophies and different national settings in the context of global anarchy. As a British writer put it "The discourse [in International Relations Studies], then, is between nations, among scholars and about an agenda,... (as opposed to only about the nature) of the problems themselves." (Windsor, "An Introduction to the Special Issue", Millenium: Journal of International Studies, Special Issue: The Study of International Relations, Vol.16, No.2, Summer 1987, p.185ff). Cataloguing global issues and analyzing them from the perspective of the geologists, marine biologist etc and introducing them to students without their political, philosophical, epistemological implications distorts the understanding rather than assists it.

The global issues, which the authors of the proposal seem to feel are excluded from the concerns of International Relations discipline, have indeed been added on the agenda of International Studies some time ago. The debate about them takes the form of debate between paradigms precisely because different paradigms capture different parts of social reality and emphasize different angles of the problems. The realist paradigm emphasizes the



political/military/strategic/diplomatic aspects whilst structuralist paradigm highlights issues of global poverty and structural features of International Political Economy that consistently tend to marginalize some states because they are based on rules that structurally favour others. Pluralists tend to look at the world as one world society, deemphasize states as main or most important actors in favour of other factors or social forces. These approaches in turn reflect in turn different philosophical stances of their proponents ranging from conservative (realist approach) through radical to radical liberal, Marxist, post-Marxist and post-modernist (pluralist, structuralist and critical approaches respectively).

The proposal shows no awareness whatsoever of any of these problems. The student taking the program would be in fact seriously misled as to the state of the art in International Relations studies, a fact prejudicial to his further graduate studies elsewhere in the country. The most recent literature referring to the IR studies as multiparadigmatic and to the need for search for alternative foci and approaches (samples enclosed) is addressing at a very sophisticated level the "feeling" of the authors of the proposal that the International Relations is no longer about military/diplomatic relations of states. The proposal furthermore shows no awareness of the fact that International Studies have another "international" dimension that is particularly relevant at present and at this University: namely the "national approaches" to International Relations: American, British, European, Soviet, Latin American. The "globalization" of International Relations therefore means not only taking on board the greenhouse effect but making students aware of the different ways of thinking about it and of different political motives of different states in approaching it. The International Relations discipline has now reached a very high degree of interdisciplinary sophistication which requires from students not only a good knowledge of contemporary history and current affairs, but an understanding of complex issues of methodology, epistemology and philosophy. The tendency worldwide seems to be in the opposite direction than that expressed in the proposal, namely broadening International Relations studies. It is obviously International Studies which seems to inherit the width and the breadth of the focus traditionally associated with philosophy. With the important difference that unlike philosophy International Relations discipline now deals with the very fate of humanity. The proposal in front of us goes in the opposite direction, namely to "eject" International Relations discipline from its International Studies program.

The following selection of IR literature covers some of the central issues dealing both with its inter-national and inter-paradigmatic dimensions and cast.

Hoffmann, S., "An American Social Science: International Relations", Daedalus, Vol.106, No.3, Summer 1977

Kent, R.C., and Nielsson G.P(eds), The Study and Teaching of International Relations, Frances Pinter, London 1980

Buzan, B., and Jones, .J.B. (eds), Change and the Study of International Relations, Frances Pinter, London, 1981

Mansbach, R.W., and Vasquez, J.A., In Search of Theory: A New Paradigm for Global Politics, Columbia UP, New York, 1981

Marghroori, R., and Ramberg, B., (eds), Globalism Versus Realism: International Relations' Third Debate, Boulder, Westview Press, 1982

Alker, H.R. and Biersteker, T.R., "The Dialectics of World Order: Notes for a Future Archaeologist of International Savoir Faire", International Studies Quarterly, Vol.28, No.2, 1984

Smith S.,(ed.), International Relations British and American Perspectives, Basil Blakwell, Oxford, 1985

Holsti, T.K., The Dividing Discipline: Hegemony and Diversity in International Theory, Allen and Unwin, London, 1985

Banks, M., "The Inter-Paradigm Debate", in Light M., and Groom A.J.R. (eds), International Relations: A Handbook of Current Theory, Frances Pinter, London, 1985

Millenium: Journal of International Studies, Special Issue: The Study of International Relations, Vol.16, No.2, Summer 1987

Mussington, B.D., "International Studies Authentic Paradigms and the Necessity of Choice", International Studies Notes of the International Studies Association, Vol 14, No 2, Spring 1989

Soroos, M.S., "The Human Dimensions of Global Change Programme: A Proposed Agenda for the International Studies Association", International Studies Notes of the International Studies Association, Vol 14, No 2, Spring 1989

Czempiel, E., J.N.Rosenau, (eds)., Global Changes and Theoretical Challenges: Approaches to World Politics for the 1990s, Lexington Books, 1989

CURRICULUM VITAE

NAME: Vendulka Kubalkova

CURRENT POSITION:

Professor of International Studies, Graduate  
School of International Studies, University of  
Miami, Coral Gables, Florida

ACADEMIC QUALIFICATIONS:

First class (Gold Medal), in music: 1966 State Conservatoire,  
Prague  
First class honours in law : 1969 Faculty of Law,  
Charles University,  
Prague, (with special  
distinction)  
D. Jur., International Law : 1969 Faculty of Law, Charles  
University, Prague  
Ph.D. International Politics : 1974 University of  
Lancaster,  
United Kingdom

POSITIONS HELD:

1966-69 Tutor, Faculty of Law, Charles University, Prague  
1969-72 Research Fellow, Department of East and South East European  
Studies, University of Lancaster  
1974-75 Postdoctoral Research Fellow, Department of Political Studies,  
University of Otago, Dunedin, New Zealand  
1975-76 Postdoctoral Research Fellow, Department of International  
Relations, Research School of Pacific Studies, Australian  
National University, Canberra  
1977-81 Lecturer in Political Science, Department of Government,  
University of Queensland, Brisbane  
1981-84 Senior Lecturer in Political Science, Department of Government,  
University of Queensland, Brisbane  
1984-1989 Associate Professor, Reader in Political Science, (equivalent  
U.S. full Professor) University of Queensland

- 1987-88 Visiting Scholar, Hoover Institution on War, Revolution and Peace
- 1987 (Fall) Research Associate, University of California, Berkeley
- 1987-88 Senior Research Fellow, Centre for Russian and East European Studies, Stanford University
- 1988-1989 Visiting Professor, the Graduate School of International Relations, University of Miami, Coral Gables, Florida

**OTHER EXPERIENCE AND AWARDS:**

- 1970 Award of the Year by the Presidium of the Czechoslovak Academy of Sciences for the doctoral thesis ('"Travaux préparatoires" in the interpretation of international treaties')
- 1969 Three year scholarship award (Soroptomist International)
- 1970-74 Extensive lecture tours (International politics, Soviet foreign policy) in all areas of the U.K. under aegis of Soroptomist International
- 1974-75 Lecturing in international relations at both the  
1975,76 University of Otago and Australian National University
- 1977 Member of Board of the Faculty of Law, University of Queensland  
Ongoing
- 1980-81 Visiting Fellow, the Department of International Relations,  
Australian National University
- 1980-81 Visiting Fellow, Balliol College, Oxford, U.K.
- 1984-85 Visiting Fellow, the Department of International Relations, Australian  
National University
- 1985-87 Recipient of Australian Federal Government Award for  
Research (ARGS Scheme) on a project dealing with "Soviet and Third  
World influences on International Law and Order"
- 1985-87 Appointed to (4 member) University sub Committee on Promotions (to  
Reader)
- 1986 International Court of Justice, The Hague  
Nov-Dec
- 1987 Search Committee, Law School
- 1987 Search Committee, The Chair and Professor, Department of Philosophy
- 1987-88 Senior Fulbright Scholar (one of seven only such awards to  
Australians)

1988- International Studies Association (ISA), member of the Committee for Transnational Activities (Chair: Professor Takashi Inoguchi, Japan)

LANGUAGES:

Czech, English, Russian, French, German, Bulgarian

UNIVERSITY COURSES TAUGHT:

Introduction to International Relations  
Conceptions of World Politics  
Foreign Policies of the Great Powers.  
Domestic Sources of Soviet foreign Policy  
International Communism  
Soviet Foreign Policy  
Soviet Foreign Policy in Asia-Pacific  
European Marxism  
International Political Economy  
International Public Law  
Modern Political Ideology

POSTGRADUATE (Ph.D STUDENTS, MASTERS) SUPERVISION IN THE FOLLOWING AREAS:

Theory of International Relations  
International Political Economy  
Soviet Foreign Policy  
International Law

PUBLICATIONS\*:

Books:

Marxism-Leninism and Theory of International Relations, Routledge and Kegan Paul, London and Boston, 1980, pp. 411.

International Inequality, Croom Helm, London, 1981, pp. 293.

Marxism and International Relations, Oxford University Press, 1985, pp.281 (in 'Marxist Introductions' series, eds S. Lukes and Raymond Williams).

Marxism and International Relations, (revised edition with two new chapters), Oxford Paperback, Oxford University Press, 1989, pp.297

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\* My work is co-authored with my husband Dr A.A. Cruickshank whose contribution (fully established on a number of occasions) is of a purely linguistic, syntactical nature. Dr Cruickshank's field (primarily the Middle East) coincides neither with my own areas of interest nor with my own essentially theoretical approach.

Thinking New about Soviet "New Thinking", Institute of International Studies, University of California, Berkeley, 1989

Soviet Foreign Policy in the South Pacific, forthcoming 1989

Articles and Chapters in edited works:

'A Double Omission', British Journal of International Studies, 3 (1977) October, pp. 286-307.

'The Soviet Concept of Peaceful Coexistence: Some Theoretical and Semantic Problems', The Australian Journal of Politics and History, Vol. XXIV, No. 2, August 1978, pp. 184-199.

'Moral Precepts of Soviet Politics', in R. Pettman (ed.) Moral Claims in World Affairs, Croom Helm, London, 1979.

'Detente: Not with Hindsight', Australian Outlook, Vol. 34, No. 2, August 1980, pp. 131-141.

'Marxist Perspectives in Studies of International Relations: A Rejoinder', Review of International Studies, 1981, 7, 51-7 (the renamed British Journal of International Studies).

'Australia and Eastern Europe', in R. Angel and P. Boyce (eds) Independence and Alliance: Australia in World Affairs, Vol. 6, 1976-80, Allen and Unwin, Sydney, London, New York, 1983, pp. 169-189.

'The Brezhnev Doctrine and Eastern Europe', World Review, 1983, Vol. 22, No. 2, pp. 21-32.

'Australia and Eastern Europe', World Review, 1983, Vol. 22, No. 2, pp. 107-124.

'The Soviet Idea of Peace and Peaceful Co-existence', in J.D. Frodsham (ed.), Interdisciplinary Approaches to Peace, PWPA, 1985, pp. 233-249.

'The "New Cold War" in "Critical International Relations Studies"', Review of International Studies, 12 July, 1986, pp. 163-185.

'International Relations Studies in the South Pacific', Australian Outlook, Vol. 41, No. 2, August 1987.

'A Rambo come to judgement: Marxist International Relations theory and Fred Halliday', Review of International Studies, Vol. 15, No. 1, 1989

'Preface' and 'Postscript to the Oxford Paperback Edition', in Marxism and International Relations, Oxford Paperback, London and New York, 1989

'Critical International Relations Studies : an Identikit' forthcoming

'Teaching Soviet theory of International Relations', Teaching Political Science, Volume 17, Number 1, 1989

'Gorbachev's Theory of International Relations' (forthcoming)

*UNPUBLISHED DOCTORAL THESIS:*

'Travaux preparatoires' v interpretaci mezinarodnich smluv ('Travaux preparatoires' in interpretation of international treaties), Charles University, Prague, 1969.

*UNPUBLISHED POSTGRADUATE THESIS:*

"Pravni aspekty Organizace Africke jednoty" (Juridical aspects of the Organization of African Unity), Charles University, Prague, 1968

*PAPERS PRESENTED TO CONFERENCES/SEMINARS (AND NOT PUBLISHED):*

'The Soviet and Marxist Concept of World Society' in Seminar Series held at Australian National University, 1977 on 'World Society'.

'The Soviet Union and the Third World' in 'Marxism in Asia' Conference, held in Canberra, 1978, CCE, Australian National University.

'The Soviet Epistemology', ANU Conference, Australian National University, 1979.

'International Political Economy: the Marxist approach', Conference paper, Australian National University, 1979.

'Legitimation of Soviet Foreign Policy', ANU Conference, Australian National University, 1979.

'International Inequality', Australian Political Science Association, August 1980.

'Australia and the USSR', Seminar at Australian National University, September 1980.

'The Soviet and Chinese Approaches to World Politics', Seminar at Australian National University, September 1980.

'The End of Detente', Australian Institute of International Affairs, 1980.

'The International Political Economy of Inequality', Balliol College, Oxford, January 1981.

'The USSR: Persisting Ideological Objectives in Foreign Policy', April 1982, Griffith University, Australia.

'Superpower Update: USSR' British Broadcasting Corporation Series, (one hour programme), broadcast, November 1982.

'The Soviet involvement in Asia', Griffith University, Australia, 13 April 1984.

'The Marxist doctrine of International Law', Conference at the Australian National University, April 1984.

'International Relations: the State of the Art in Australia', Australasian Political Science Association, August 1986, Brisbane.

'Soviet Foreign Policy in the South Pacific', the Institute for Soviet and East European Studies, Graduate School of International Studies, University of Miami, Coral Gables, November, 1987

'Soviet Foreign Policy in the South Pacific', The University of Florida, Gainesville, November 1987

'Soviet Policy in the South Pacific', Center for International Security and Arms Control, Stanford University, October 29, 1987

'Soviet "New Thinking" on International Relations', a series of three public lectures, Center for Russian and East European Studies, Stanford University,  
January 25, 1988 Elements of Soviet Thinking on  
International Relations  
January 26, 1988 Soviet Thinking on International Relations  
as a Theory of International Relations  
January 28, 1988 Continuity and Change in Soviet Thinking  
on International Relations

'The Soviet "New Thinking" on International Relations', USC Center for International Studies, 3 February, 1988

'Soviet "New Thinking"', Center for Russian and East European Studies, UCLA, (a dinner-lecture), March 8, 1988

'The "New Thinking" in Soviet Foreign Policy', RAND/UCLA Center for the Study of Soviet International Behavior, March 9, 1988

'Realism and its Soviet Critics', Institute of International Studies and the Berkeley-Stanford Program on Soviet International Behavior, March 14, 1988

(US) International Studies Association/British International Studies Association, a joint conference, April 1989, London, two papers:

1. "Perspectives of International Relations studies in the South Pacific" (panel of the Committee for Transnational Activities of the ISA)
2. "Soviet 'New Thinking' on International Relations and the Western 'third paradigm' of International Relations studies".

**FORTHCOMING PAPERS AT INTERNATIONAL CONFERENCES:**

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# INTERNATIONAL STUDIES NOTES

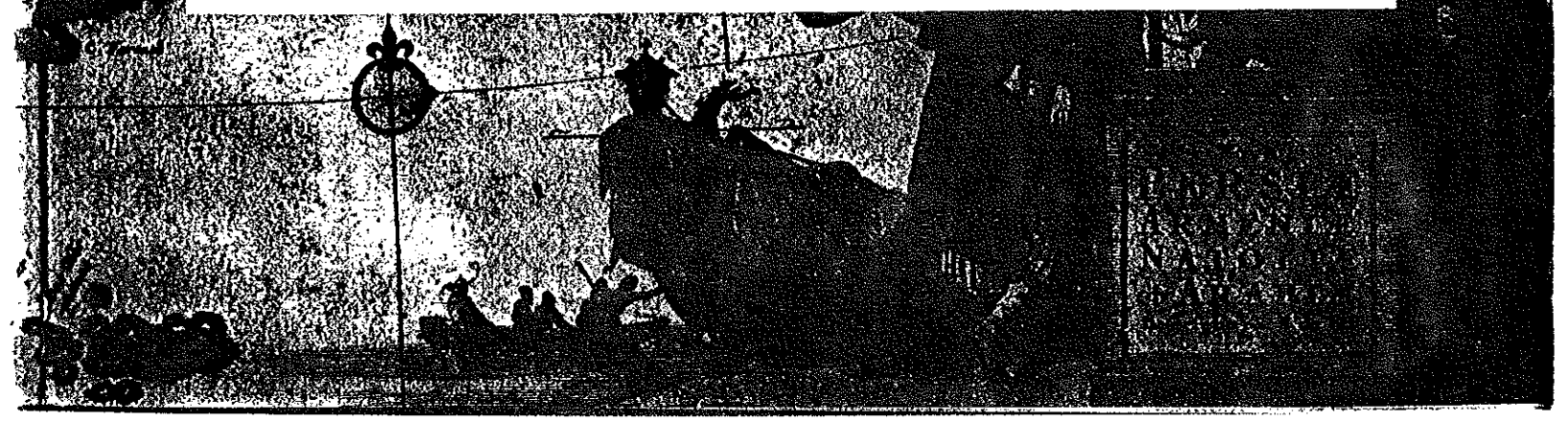
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## International Studies: Authentic Paradigms and the Necessity of Choice

Brian D. Mussington

*Editor's Note:* Brian D. Mussington is currently a civilian employee of the Canada Department of National Defense. The views expressed below are his own and do not represent those of the Department of National Defense.

### ABSTRACT

A recent article by Michael Haas discussed the significance of paradigms and scholarly subcultures to the progression of international studies research. Although the review of the comparative foreign policy literature was satisfactory, a number of issues regarding the nature of scientific paradigms and of the paradigmatic structure of international relations as a discipline were less successfully addressed. This paper argues that the range of views within international studies research is considerably wider than Professor Haas' paper would maintain. Further, it appears that the schools making up the comparative foreign policy literature represent variations on a predominantly realist theme more than they do any truly diverse interparadigmatic dialogue on issues. The paper concludes that criticism across paradigms must remain sensitive to incommensurability as perhaps a fundamental inhibition on interparadigmatic learning.

In Michael Haas' recent article, concerned with comparative foreign policy (Haas 1987), international studies research is discussed in terms of paradigms and academic subcultures. In the wider discussion of international theory, paradigms are considered the very basis of the disciplines making up international relations. It is interesting, then, that Haas' discussion does not resonate very closely with the body of recent scholarship concerned with the scientific status of international politics as a discipline. Debate in this literature centers on disputes over two significant issues: (1) what is meant when we say that we seek to scientifically understand international relations, and (2) how may various perspectives within international relations be assessed if they are derived from different paradigmatic bases.

### SUBCULTURES AND PARADIGMS IN INTERNATIONAL STUDIES

Michael Haas' discussion of the major subcultures of international studies clearly resembles Thomas Kuhn's description of the sociology of scientific activity in *The Structure of Scientific Revolutions*. Haas' subsequent discussion of the failure of the Council of Foreign Relations to predict or manage the Vietnam debacle bespeaks an awareness of an anomaly in that subculture's belief system or methodological positions.

The lengthy discourse on the realist/idealist cleavage within the council highlights the decline in consensus within the U.S. foreign policy-making community during the post-war era. In the face of an overwhelming increase in the complexity of international politics, and the emergence of the nuclear revolution, international theory has become fractured into competing camps. Within Haas' paper addressing the subdiscipline of comparative foreign policy, realism, integration theory, crisis decision making, and events data research, are each identified as the major paradigms. The subcultures which developed these various paradigms are often complementary (having overlapping memberships) and are held to a single measure of scientific validity -- that of a behavioral or positivist orientation.

From the vantage point of international studies and a variety of scholarly contributions, this differentiation between academic subcultures and paradigms is more than slightly problematic. More specifically, the literature's most popular divisions of the discipline -- namely, Hayward Alker and Thomas Biersteker's Realism, Positivism and Dialectics; or Michael Banks' Structuralism, Pluralism, and Realism -- all capture essential differences of epistemology.<sup>1</sup> These differences are understated, or indeed, wholly absent from Michael Haas' formulation.

From this wider point of view, the subcultures identified by Haas represent much narrower differences of interpretation, rather than any fundamental confrontation of scholarly communities. To the extent that such differences exist, it is important that theorists be aware of them and sensitive to the implication of such differences for the much sought-after goal of policy relevance. In terms of metatheory, however, such differences are relatively trivial when compared to disputes over the very meaning of scientific activity -- and of the tenability of the scholar's objectivity in international studies. These more profound divergences are the focus of the remainder of this paper.

### PARADIGMS IN INTERNATIONAL STUDIES

The seminal Alker and Biersteker article exposed the deep cleavages that characterize the discipline. Not only were differences over core assumptions present, but controversy emerged over the ability of the analyst to remain detached from his/her subject matter, thus delivering "dispassionate" and objective findings from extensive study. Indeed, the ethical tenability of such a position became problematic during a period discussed by Haas -- the Vietnam War. The different paradigms (for our purposes, realism, structuralism and, pluralism), capture an emerging interdiscipline of inter-

national relations, one which is able to contain a variety of perspectives in often uneasy coexistence. A short description of each of these positions will illustrate the theoretical breadth of the field.

### Political Realism

Realist approaches emphasize a number of factors as key to a correct understanding of the international system. Three characteristics are central to these perspectives. First, the international system is said to be composed of nation states and these actors are the sole constituents that must be understood in order for international outcomes to be fully described (Morgenthau 1977, Waltz 1979). Second, the international system is described as anarchic, that is, the system does not possess any single power center -- which leads to the third characteristic of the realist approach -- namely, the logic of self-help that necessitates that actors must be self-regarding. From this last insight, the notion is derived that nation states are power maximizing actors, interacting on the basis of a zero sum understanding of the system's clashes of interests.

An international system structured in this manner is a particularly stark decisional setting. Termed, variously, Hobbesian or Rousseauian, this setting leads to recurrent episodes of armed conflict between the system's preeminent members in order for stable partial hegemonies to be established. (Holsti 1987). In realist terms, these temporary balances of power are prone to breakdown due to the continual pursuit of power by all of the contenders for supremacy and by the bandwagoning or balancing behavior of less powerful actors (Lebow 1981, Snyder 1982).

### The Neorealist Variant

The behavioral revolution caused some difficulties for the realist camp as a number of weaknesses were pointed out by critics. The pretensions to scientific rigor held by the new generation of scholars rendered the former scholarship vulnerable to wholesale abandonment. John Vasquez's work, *The Power of Politics*, is a key case in point (Vasquez 1983). Following an analytical investigation of realist tenets, Vasquez claims to have empirically falsified its major theoretical presumptions, thus nullifying the scientific claims of the approach. This conclusion is itself controversial, but the lack of theoretical rigor inherent to classical realism caused the ascendent variant of scholarship, Neorealism, to seek out a more concrete and empirically defensible basis.

Neorealist scholars, such as Robert Keohane and Kenneth Waltz, seek to impose a more explicitly positivist character upon theory (Keohane 1986). In this vain, these and other authors use neoclassical microeconomics as a source of analogies in order to describe the structure of the international system. By discussing great power interaction in terms of oligopolistic theory and describing the failure of mutually advantageous outcomes to emerge as political market failure, these writers are attempting to utilize the deductive power of neoclassical economics to advance their

understanding of international relations (Keohane 1984). The key differences between these two sets of approaches are in one sense generational, as the neorealists are uniquely concerned with advancing a positivist, empiricist vision of international theory. In addition, classical realism's concern with prudential diplomacy has no clear analogue in neorealist writing. Instead, the "scientific" values of enhanced explanatory and predictive efficacy appear to have taken preeminence. Finally, the more sensitive variants of neorealism accept the importance of non-state actors to international outcomes. Patterned behavior in the system, sometimes based upon short term convergences of interest or behavior, namely regimes, is said to alter the decision-making behavior of state actors (Krasner 1985). This variant of realism represents an uneasy attempt to reconcile concerns for scientific rigor with a historically held realist view of international politics. Michael Haas' paper demonstrates the persistence of realism as a metatheoretical base for a number of research programs. John Vasquez notwithstanding, this illustrates the holding power of theoretical presumptions and their relative invulnerability to empirical refutation.

### Structuralism

As a paradigm of international scholarship, this perspective has a number of characteristics. Most strikingly, structuralist scholars differentiate the state system into component core, periphery, and semi-periphery segments. In essence, this categorization extends the insights of structuralist class analysis (derived from Marxism) to the international system level. The core states, mainly those of the industrialized capitalist north, are said to have so structured the global political economy that they are inherently and perpetually advantaged (Banks 1985).

For this view of global politics, the needs of global capitalism as a mode of production structure the outcomes of security and other contact between and among states. The interstate system is thus partially epiphenomenal -- a superstructure responding to the needs of capitalism -- in the final instance. Interstate relations then, are the reflection of a deeper reality, one characterized by global relations of hierarchy, inequality, and structural violence (Little 1985). For this perspective states are wholly captured by the predominant fractions of capital within and between their jurisdictions. Decision makers themselves are inhabitants of bureaucratic roles, the needs of which are describable in terms of the requirements of capitalism as a macrosystem.

Controversy exists within the structuralist literature over whether state managers (decision makers) act on behalf of capitalism or at the behest of capitalists. Various, it is argued that (a) the long-run interests or necessities of capitalism may diverge from those of individual capitalists and therefore, the state managers' actions are informed by this more global perspective or (b) capitalists have an implicitly more complex relationship with a relatively autonomous class of state managers that offer a competing interpretation of capitalism's needs, filtered through a particularistic

calculation of the national interest (Evans 1979; Ewan, Skocpol and Reuschmeyer 1985).

The focus of this paradigm lies within international political economy. For international security issues, however, a number of implications are apparent. First, interstate wars are said to have material -- or predominantly economic -- causes. Capitalism's war prone nature derives from the clash of capitalists over a declining number of opportunities for exploitation. Similarly, proposals for the reform of the state system are futile because they do not address the essential causes of conflict -- the international clash of class forces. The resolution of this clash requires the overthrow of the capitalist system -- something that will itself destroy the superstructure of the interstate system and replace it with an egalitarian, conflict-free global environment.

#### Pluralist Approaches

This rather less coherent school is characterized by the rejection of the state as the primary unit of analysis.<sup>2</sup> Pluralist approaches attempt to look within the nation state as a unit in order to discover those ties and relationships between individuals that are claimed to be the basis for a global society. This complex of ties among groups of individuals is termed the identity group. In essence, this focus of identification may be coterminous with the nation-state, but it also may be a sub-state grouping (such as an ethnic minority), or a supra-state entity (such as persons sharing a common religious affiliation) (Burton 1985).

This perspective rejects as a misapprehension the realist focus upon the international system as the source of global conflict and violence. More specifically, pluralists posit an essential unity of interest between different identity groups. This unity is inhibited, however, by a series of false perceptions of both interests and values. Thus, values are interpreted as conflicting when they are really in fundamental harmony. In particular, the preservation of the nation-state, by any and all means, is interpreted as a pathological and potentially fatal distortion of the fundamental human need for identity and community.

This need for community is the core of the rehabilitation strategy that pluralists envision. The focus is upon processes of conflict resolution that allow the participants to any apparent conflict to dialogue with one another in order to discover the essential harmony of interests which is said to exist. A special role for a mediator/facilitator is envisioned which, rather than attempting to reduce differences to some "golden mean," merely aids the parties to the dispute to reduce levels of misperception and misapprehension. It is in this sense that one can speak of conflict resolution. A conflict is resolved when the underlying harmony of interests between the contending parties emerges and the roles (here interpreted as the bargaining positions) of the respective parties are reformulated unilaterally, thus removing the apparent conflict over superficial interests. This differs from the settlement of conflict, which is said to consist of the more conventional

interaction of bargaining positions, involving tradeoffs of values and the reduction of differences to some neutral common denominator (Burton 1985; Holsti 1987).

One advantage of this perspective on global conflict is that it posits a uniform set of conflict processes at all levels of analysis (Burton 1985: 49). As a result, insights from such mundane cases as labor-management negotiations or conflicts within other sub or non-state societal groupings may contribute valuable lessons for the resolution of more serious (in terms of resultant effects) clashes between actors. A shortcoming of this paradigm, however, is the failure to adequately account for the nature of the basic human needs that are presumed to link humanity. Other than the obvious universal need for food and shelter, "identity" is a poorly theorized catchall category that at least appears to contain the potential for conflict itself, even though a prima facie position is taken that basic needs driven values cannot create conflicts between identity groups (Burton 1985). While this view may be criticized as utopian, it does constitute a competing description of the realities of global politics.

While hardly exhaustive descriptions of the two alternate perspectives -- indeed, it is hardly possible to do them justice in as short a piece as this -- it is evident that the perceived problematic of the paradigms differ (Holsti 1987). Where realism focuses upon issues of war and peace, the other paradigms approach international phenomena by focusing upon different fundamental processes, respectively, the structure of the global economic system and the reconciliation of conflicts based upon misperception and ideological mystification. In addressing these other issues, however, the three perspectives offer different descriptions of international reality, and thus offer more or less competing paths of action to those who are so concerned.

#### PROBLEMS OF COMPARABILITY: THE DILEMMA OF THE INCOMMENSURABLE

An additional complicating factor in the assessment of which of the perspectives is most efficacious for the study of international phenomena is the importance of stating at the outset what one is attempting to accomplish. If one intends, as the comparative foreign policy literature apparently does, to produce rigorous, falsifiable and empirically supportable theory with which to explain and predict outcomes in global politics, one is involved in a positivist or neo-positivist enterprise. One may quarrel with this objective on philosophy of social science grounds, but that is not the purpose of this paper (Krasner 1985; Bueno de Mesquita 1985).

Rather, a more salient point can be made. One may not criticize those whose epistemologies direct them towards a different view of the scientific representation of international phenomena merely because they eschew positivist goals (Kuhn 1970; Alker and Biersteker 1984; Lakatos and Musgrave 1970). Dialectical theory, which is most prominent within the structuralist paradigms, attempts to discover the "es-

sences" at the core of apparent reality, rather than concerning itself with surface level regularities within international relations (Little 1985; Ashley 1984). An example of this approach is Ernest Mandel's *Late Capitalism*. The details of the epistemological position are less important than the point that different paradigms inherently contain differing notions of the nature of science. In other words, the paradigms represent differing research languages where apparently familiar terms can have a quite specific and different meaning than in their every day usage.

The failure to adjust to the issue of incommensurability accounts for much trenchant and highly vitriolic criticism of work not derived from a favored paradigm. This criticism, however, can have the wider effect of preventing proponents of differing views from being sensitive to the self-contained value of each of the contending viewpoints. The paradigms constitute alternate vantage points from which to study a quite varied subject matter. The fact that analyses from the various paradigms differ can serve to make us sensitive to the sociology of knowledge issues which might otherwise remain hidden behind a veil of "objectivity" (Holsti 1987). In particular though, the recognition of paradigmatic diversity illustrates the necessity for critics to carefully choose the grounds upon which they assess the varying perspectives for studying global phenomena. Interparadigmatic debate can only occur if a sensitivity is shown to the problem of incommensurable topics and terminology. (Krasner 1985; Bueno de Mesquita 1985). Under the circumstances, perhaps the least that we can expect is the recognition that the notion of the scientific study of politics is by no means limited to positivist research.

#### ENDNOTES

1. The various divisions of the field mentioned in the text derive from the following sources: Hayward Alker and Thomas Biersteker, "The Dialectics of World Order: Notes for a Future Archeologist of International Savoir Faire," *International Studies Quarterly*, Vol. 28, No. 2 (1984), pp. 121-142; Kalevi Holsti, *The Dividing Discipline* (1987); Michael Banks, "The Interparadigm Debate" in Margot Light and A.J.R. Groom, eds., *International Relations: A Handbook of Current Theory*, (London: Pinter Publishers, 1985).

2. This discussion addresses the nature of the World Society Paradigm. Other work that is frequently termed pluralist, that of transnational politics addressing bureaucratic political issues, is not seen as fundamentally questioning realist assumptions. This point is made at length in K.J. Holsti's *The Dividing Discipline*, where it is argued that these approaches belong within a broader framework called the classical tradition.

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(References continued on p. 56)

## The Human Dimensions of Global Change Programme: A Proposed Agenda For the International Studies Association

Marvin S. Soroos

*Note from the editor:* This paper was originally presented at the annual meeting of the International Studies Association, London, March 29, 1989.

An ad hoc committee of the International Studies Association was created in 1987 at the initiative of ISA President Harold Guetzkow to explore possibilities for the association to participate in two major interrelated research efforts, known by the acronyms IGBP and HDGCP, through which scientists and social scientists from throughout the world will seek to understand more fully the dynamics of natural systems and the impacts of human activities on them as well as what can be done to limit or adapt to these changes.<sup>1</sup> Of particular concern are the increasingly ominous warnings of scientists about the effects of acid precipitation on forests and aquatic life, the depletion of the stratospheric ozone layer attributable primarily to production of chlorofluorocarbons (CFC), and the warming of the lower atmosphere due largely to the buildup of carbon dioxide and the clearing of tropical forests.

### BACKGROUND ON IGBP AND HDGCP

The International Geosphere-Biosphere Program (IGBP) is a major international scientific initiative launched by the International Council of Scientific Unions (ICSU) in 1986. Following in the tradition of the International Geophysical Year (IGY), held during an eighteen-month period in 1957-58, IGBP will engage the world's scientists in an interdisciplinary research effort for the 1990s that is designed to:

describe and understand the interactive physical, chemical and biological processes that regulate the total earth system, the unique environment that it provides for life, the changes that are occurring in this system, and the manner in which they are influenced by human actions (ICSU 1986: 3).

Five major types of activities are anticipated for IGBP: (1) process studies of natural systems, in particular the interrelationships between the land, sea, and atmosphere; (2) observations and data generation using a variety of methods, including remote sensing from satellites; (3) development of global models of the various components of the earth system; (4) recovery of environmental history recorded in mediums such as ice cores, tree rings, sediments, and coral deposits; and (5) establishment of a global data and communication system for handling and disseminating the vast amount of information that will be obtained (ICSU 1986:6-10).<sup>2</sup>

The Human Dimensions of Global Change Programme (HDGCP) is a social scientific counterpart to IGBP that is being coordinated jointly by the International Federation of Institutes for Advanced Study (IFIAS), the International Social Sciences Council (ISSC), and the United Nations University (UNU).<sup>3</sup> An initial organizational meeting for HDGCP took place in Toronto in June 1987 and a symposium to discuss the research agenda for the project was convened in Tokyo in September 1988. The objectives of the program are to understand the impact of human activities on the changing natural environment that are of global and long-term importance; to develop the information needed to formulate and analyze policy and management alternatives for dealing with environmental changes at the international, national, and local levels; and to increase awareness of the relationship between human actions and changes in the global environment.<sup>4</sup>

### THE COLLECTIVE EXPERTISE OF ISA

ISA could offer much to the HDGCP endeavor as a professional association whose members are representative of a variety of disciplines, substantive research interests, research approaches and methods, and nationalities. Among the specializations that are the most directly relevant to HDGCP are international environmental studies, international organization, international law, international political economy, peace studies, and international security studies. Sectional study groups have previously been organized for each of these specializations. In addition, the Consortium on International Studies Education (CISE) and the Consortium on Peace Research, and Education and Development (COPRED) might play a role in educating college and university students on the global change agenda.

The challenge for social scientists is not only to assess the implications that anticipated global environmental changes could have for human communities, but also to investigate ways in which human communities can respond to these environmental tendencies (a) by lessening the degree of human-induced change or (b) by adapting to the changes that cannot be prevented. These responses to global change will have to take place at levels of political and social organization ranging from the individual and family to international and global institutions. Scholars in ISA, by virtue of the nature of their expertise, are better equipped to lend insight into the workings of political and economic institutions at the more comprehensive levels (national, international, and



global) as they relate to both the causes of and solutions to the global change problems. This is not to say, however, that the role of the local (individual, family, village) and intermediate (corporate, subnational government) levels can be overlooked. The dictum of "think globally, act locally" suggests the intrinsic relationship between all levels of political organization. Actions of individuals on matters such as family size, fuel consumption, and land use are a critical part of the problem of and the solution to global environmental change, as are the decisions of corporations on pollution emissions or the regional development plans of state governments.

Perhaps the most significant contribution ISA members can make to the endeavors of IGBP and HDGCP is in seeking answers to the questions of how sovereign states, which continue to be the pivotal decision-making unit in world politics, can be induced to adopt policies that will contribute to an overall solution to the problem of global environmental change. While states have occasionally taken unilateral steps to mitigate the environmental impact of human activities taking place under their jurisdiction, the larger challenge is to understand how states can be brought together to establish international policies embodying rules, standards, and obligations as well as international research and assistance programs that collectively will be an effective response to the global change agenda.

#### RESEARCH TOPICS

ISA members might become involved in research on a wide variety of subjects that contribute to IGBP/HDGCP. The research agenda that follows merely illustrates some of the topics that might be investigated. It is not intended as a comprehensive overview of the research that ISA members might undertake.

##### **Empirical Theories of International Relations in an Era of Environmental Interdependence**

During the post-war era, the field of international relations has been dominated by the paradigm of political realism, which is most useful for explaining the confrontational and conflictual aspects of world politics between state actors. In the contemporary world, heightened levels of economic and environmental interdependence compel states to work together to manage their numerous types of interactions and to address an increasingly complex array of problems, many of which are global in scope (see Sprout and Sprout 1971; Falk 1971). The prospect of a "nuclear winter" resulting from the detonation of only a small portion of the superpower's stock of nuclear weapons has major implications for national security policies.

New and refined empirical theories of international relations, if not a fundamentally new paradigm, should be developed to reflect the changing nature of world politics result-

ing from the profound contextual transformation that has been occurring. The applicability of earlier theories of international organization, such as functionalism, neofunctionalism, and integration, might be reexamined in light of the new agenda of environmental imperatives, along with an assessment of the potential contributions of newer approaches, in particular international regime theory and global policy studies.

##### **Normative Theories of International Relations in the Face of Environmental Imperatives.**

In the aftermath of two catastrophic world wars, most normative theory in the field of international relations has been oriented toward the achievement of world peace, but considerable attention has also been given to values such as international justice, self-determination, and human rights. The recent crescendo of scientific warnings of fundamental environmental changes points up the need for environmental values to be given greater weight in determining the course of human activities.

Scholars of international affairs should give greater attention to normative questions. Environmental principles must be developed that detail the ethical responsibilities that states have to the larger world community to preserve the natural environment of the planet. However, environmental values cannot be isolated from other values, such as the aspirations of Third World countries for economic development. Thus, considerable thought must be given to how environmental values can be reconciled with potentially competing objectives, thereby giving richer meaning to the concept "sustainable development."

##### **The Response of the United Nations System to Environmental Problems**

The response of the United Nations to ecological problems has been fragmented among several of the United Nations specialized agencies (e.g., WMO, WHO, IMO, FAO, UNESCO, ICAO), which have taken up environmental issues as they relate to their central mission. The policies and funding decisions of international economic institutions, such as the World Bank, may have a substantial impact on the global environment. Since its creation in 1972, the United Nations Environment Programme (UNEP) has stimulated, coordinated, and facilitated the work of the numerous components of the United Nations system on environmental affairs. (See Kay and Skolnikoff 1972).

Continuing research is needed to identify the roles related to global environmental change that are played by the complex network of organs and agencies comprising the United Nations system. To what extent is the work of these bodies coordinated? Do they work at cross-purposes? Is there a need for new institutions or a reorganization of existing ones in order to mount an effective response to the global change agenda?



Technologies, such as the internal combustion engine and refrigeration equipment using CFCs, are important factors in the contemporary environmental predicament. The economic development of the Third World cannot follow in the technological tracks of the West, which were intensive in their use of fossil fuels and materials and in the generation of pollution. Technology must also now be a major part of efforts to ameliorate these problems. Thus, the international politics and economics of the development and dissemination of environmentally benign technology is a fitting subject for inquiry.

#### Local Impacts of Global Environmental Policies

The process of making global policies tends to be far removed from the localities of the individuals who may be asked to make significant adjustments in their life-styles. Global policies designed to ameliorate problems such as atmospheric warming and tropical deforestation could have a decisively negative impact on the day-to-day living conditions of individuals, many of whom live a marginal economic existence in less developed regions. Furthermore, the success of environmental policies often depends on the willingness of individuals to adjust their behaviors in ways that are difficult for governments to compel.

Studies should be conducted on the relationships between the different levels of political and social organization, ranging from the individual to the global institution. Particular attention might be given to how international public policies either enhance or detract from basic living conditions or the achievement of fundamental human rights. Another challenge for HDGCP is to devise ways for individuals, grassroots organizations, and local communities to have as much control as possible over how they will adapt their practices to global imperatives (see Schumacher 1973).

#### THE TASK AHEAD

Within the range of these potential directions of research, ISA members can make several types of contributions by: (1) conducting bibliographic searches for relevant books, articles, papers, and reports and literature reviews that summarize and synthesize the implications that these publications have for HRGCP; (2) theorizing on the implications that environmental change has for international politics, both empirically and normatively; (3) monitoring of ongoing developments, such as the adoption of treaties and resolutions, ratifications, international conferences, and changes in national laws; (4) surveying existing data sets that may prove useful to update and reanalyze; (5) collecting new data on variables not adequately covered in existing data sets; (6) hypothesis testing and formal modelling using available data sets; and (7) developing publications to disseminate the fruits of these endeavors.

Organizationally, the ISA Ad Hoc Committee on IGBP has a two-fold challenge as it seeks to make a contribution to HDGCP. The first is to marshal the diverse, relevant expertise of the ISA membership in defining and refining a research agenda for international studies specialist and its subsequent implementation. The second is to establish and maintain links with the sponsoring national and international committees that comprise the organizational umbrella for IGBP and HDGCP.<sup>5</sup> Through these ties ISA can have a role in making decisions about the future directions of these ambitious programs and maintain channels for disseminating the research of ISA members to the larger scientific and social scientific communities with an interest in global environmental change, and ultimately to concerned national and international policy makers who can effect policies that hopefully will ameliorate the impending problems.

#### ENDNOTES

1. In addition to the author, the 1987-88 membership of the committee includes Harold Guetzkow, chair (Northwestern University); Kenneth A. Dahlberg (Western Michigan University); A.R. Gigengack (University of Groningen); Harold K. Jacobson (University of Michigan); and Carolyn Stephenson (University of Hawaii). Others interested in the work of the committee may contact the author (Box 8102, North Carolina State University, Raleigh, NC 27695-8102) or any of the other members.
2. For further information on IGBP and the research agenda that is being planned, see publications of the ICSU (1988) and U.S. National Committee for the IGBP (1988). The history of the major international scientific projects on the environment leading up to IGBP is surveyed by Malone (1986). For a critique of IGBP, see Schneider (1987).
3. The social scientific complement to IGBP was initially known as the Human Response to Global Change Programme (HRGCP).
4. Initial plans for HDGCP are summarized in a document circulated by IFIAS (1987). For other efforts to formulate a research agenda, see Jacobson and Shanks (1987) and Tang and Jacobson (1988).
5. Among these organizations are the ISSC Standing Committee on Human Dimensions of Global Change (chaired by Harold K. Jacobson); the Committee on the Human Dimensions of Global Change of the National Academy of Sciences (National Research Council, Commission on Behavior and Social Sciences and Education); and the National Science Foundation, which has announced a funding program on the Human Dimensions of Global Change.

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## Heller (Endnotes continued from p. 40)

33. Donald T. Nelson, "The Impact of Foreign Undergraduate Students upon American Undergraduate Students" (Bloomington, Ind.: Indiana University, Ph.D. dissertation, 1966), especially pp. 27, 161, and 211.
34. Elinor Barber, Philip G. Altbach, Robert G. Myers, eds., *Bridges to Knowledge: Foreign Students in Comparative Perspectives* (Chicago: The University of Chicago Press, 1984).
35. Quoted in Maxine K. Rochester, *Foreign Students in American Library Education: Impact on Home Countries* (Westport, Ct.: Greenwood Press, 1986), p. 5.

## Cupitt (Endnotes continued from p. 44)

4. The documentary evidence on developing countries or economic units includes data from fifty African countries, thirty-six countries in the Americas, forty-six countries or governments in Asia and Oceania, and three countries in Europe.
5. These include Australia, Austria, Brazil, Canada, Denmark, Finland, France, Greece, Ireland, Italy, Japan, Mexico, the Netherlands, New Zealand, Norway, South Africa, Spain, Switzerland, the United Kingdom, West Germany, and the European Economic Community as an organization.

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M E M O R A N D U M

TO: Members, Oversight Committee on  
International Studies

FROM: Dr. Enrique A. Baloyra, Associate Dean *EAB*

Committee Discussion of December 12, 1988

December 14, 1988

Attendance: Baloyra, Murfin, Schofield, West  
Excused: Bagley, Connolly, Stein

1. Professor Robert Levine was invited to the meeting but could not attend. We discussed his proposal and came to the conclusion that Professors Levine and Stein should refine it a little more and report back to the Committee. We felt that the subject matter covered by HIS-342 is too narrow, and the one entertained by Comparative Recent World History is too wide since it goes back to World War I.

2. We took note of the fact that Dean Wilson included the list of Humanities options-- prepared by Professors Bagley and Stein --in the present draft version of the major's proposed structure.

3. Professor West made us aware of an upcoming, December 21 meeting at which Dean Phillips, and Professors Connolly, Robbins, and West will decide on a response to the Baloyra memorandum to Phillips. Baloyra had requested clarification as to the practical implications of the Business School's decision not to participate in the major. More specifically, he had asked Dean Phillips:

- (a) whether Professors Phillips and West could continue to serve in the committee; and
- (b) whether the departments of Economics and Politics and Public Affairs would be able to offer the two core courses asked of them.

4. Professor Baloyra explained the reasons for his resignation from the Committee and thanked everyone for their efforts.

EAB/mcb



Memorandum

To: Dr. Luis Glaser, Provost and Associate  
Vice-President

From: Enrique A. Baloyra, Associate Dean *EAB*

Re: Undergraduate Major in International Studies

December 5, 1988

I have exhausted my ability to function as chair of the Oversight Committee on the Undergraduate International Studies major. On the one hand, the Committee has very much concluded its work on the actual structure of the major. There remain one minor matter involving a proposal by Professor Robert Levine, which I have asked the members of the Committee to endorse, and the issue of the humanities content of the major, which Arts and Sciences will have to sort out before the Committee can do much about it. I called for a meeting on the Committee for Monday, December 12, to address both.

On the other hand, the reaction of Dean David Wilson to the recent decision by the School of Business not to participate in the proposed undergraduate major in international studies, creates issues of governability that leave me without remedies. Simply stated, this is a matter for higher authority to resolve.

Given the premium that has been put on implementing the major with all deliberate speed, I can only anticipate a much more rancorous and acrimonious exchange, endless debate in Arts and Sciences and in the Faculty Council, and a continued major effort with ever-diminishing results. More important, I cannot guarantee that the outcome will be in the best interest of the University.

Having spent a major portion of my time, particularly during this semester, trying to bring the major to fruition I am dismayed by the prospect of more of the same and cannot pledge to continue to give you my best effort. Therefore, I submit my resignation as chair of the Oversight Committee, effective December 15.

cc: Dean David Wilson  
Dean Ambler H. Moss, Jr.



Memorandum

To: Dean David Wilson  
College of Arts and Sciences

From: Enrique A. Baloyra, *Enrique*  
Associate Dean

Re: Undergraduate Major in International Studies

December 5, 1988

Thank you for your Memo of November 30, which I need to comment at some length.

I was anticipating the refusal by the School of Business. In my view, that refusal was pre-determined by two factors. First was our inability to accommodate a request that we water down the major (less hours, no more than one year of foreign language) making it more accessible to all Business majors. This we could not do without compromising its quality. Second, and equally important, above and beyond its particular merits, the proposal was going to be opposed by some members of the Business faculty just because it is associated with GSIS. Their basic objection is to GSIS's existence, not the major's. Since I cannot foresee the University excluding its most qualified faculty from a program in their field, I do not anticipate your proposed changes accommodating them.

Despite a glaring lack of preliminary lobbying on behalf of the major, despite the gratuitous hostility expressed by Professor Ed Dreyer and a few others, and despite the fact that only Professor Steve Stein bothered to support the proposal, the motion carried. I had gone away from my meeting of November 8 with the members of your Council with the understanding that they would publicly support the proposal. You will recall that, before I left that meeting, I asked that the proposal not be brought before your faculty unless you and the Council members were prepared to defend its merits. Nevertheless, not one of the four or five members of the Council present at the A & S meeting of November 21 chose to honor this understanding. Now you propose to entrust them with making final recommendations about the major and approving the membership of the Oversight Committee.

Dean David Wilson  
December 5, 1988

I realize that a premium has been put on having this major in place by next fall but, in view of the situation described above, I fail to see how your unilaterally deciding that governance of this major is the sole responsibility of Arts and Sciences is going to resolve anything. Unfortunately, in academia as in politics, one cannot separate the merits of a legislative or a policy proposal from the context in which it arises. Regretfully, GSIS is operating in a most hostile environment, the proposed major has been identified with "us" by the fulltime haters of GSIS, and we both are being asked to preserve the integrity of the program while expediting its passage by a faculty who feels aggrieved by the administration. Your proposed changes will not change this context at all. What is called for is a magician and I, for one, do not qualify.

Having spelled out my objections to your proposed solution I will tell you that I have submitted my resignation as chair of the Oversight Committee to Provost Glaser, effective December 15. I believe that I have exhausted my ability to help implementing this initiative and that, more important, I cannot guarantee that the final outcome will serve the best interest of the University. In addition, I am powerless to resolve the issues of governance arising from your proposed changes. Finally, I cannot possibly continue dedicating a very large portion of my time to an effort yielding diminishing returns.

I presented some suggestions to your faculty about how to organize certain courses in the College to allow for a humanities track in the core electives, and invited them to address further suggestions to the Oversight Committee. I am yet to hear from anyone, except for Professor Robert Levine who followed up on his objections with a memorandum. I am circulating Professor Levine's memo to the members of the Oversight Committee with the request that they approve his proposed substitution concerning course number three. I am calling for a last meeting of the Committee for Monday, December 12, at 9:00 am at GSIS. This should wrap up all questions concerning the substance of the major.

I thank you for your kind words regarding the work of the Committee. I am certain that Dean Moss, yourself, and the Provost will continue to seek ways to sort out present difficulties, but you all will be well advised to allow for more time for each piece to fall in its place, and to find a more ideoneous floor manager for the passage of this proposal.

cc: Provost Luis Glaser  
Dean Ambler H. Moss, Jr.



Memorandum

To: Members, Oversight Committee on  
International Studies

From: Enrique A. Baloyra, chair *EAB*

~~Re: Agenda for Meeting of December 12, 1988.~~

December 5, 1988

1. Proposals by Professor Robert Levine (enclosed).
2. Dean David Wilson's proposal (enclosed).
3. Other matters.





M E M O R A N D U M

November 30, 1988

TO: Dr. Enrique Baloyra

From: David Wilson

A handwritten signature in dark ink, appearing to read "David Wilson", written over the printed name.

Given the recent changes in plans for the international studies major, and especially the decision by the Business School not to have such a major, I thought it necessary to rework the proposal for the new major. It would no longer appear to be necessary to have an inter-school location for the major, as Arts and Sciences appears to be the only undergraduate school that will be offering the major. Therefore, I have taken the liberty of reworking the proposal to reflect a program that will be located within Arts and Sciences. This simplification should speed the approval process.

Let me quickly add that I do not believe that this should result in any change in the role of GSIS in the program. I believe that we can continue to work together to build an excellent program for our undergraduate students. It also will be necessary to have the input from both PPA and Economics faculty from the Business School, and I would anticipate that the Oversight Committee will continue to have representation from these departments as well as GSIS. I would think it appropriate to add two or three other members to the committee from departments within Arts and Sciences that will have a strong commitment to the new major. Foreign Languages and Geography come to mind as examples of such departments, but I will ask the College Council to make specific suggestions and to approve the present membership of the Oversight Committee.

If you or the Oversight Committee have any problems with the revisions that I have made, I would be more than pleased to discuss them. I deeply appreciate all of the efforts of the Committee in what has been a difficult process. I believe that we now will be able to proceed without major problems.

I have made no revisions in the core course requirements, but am aware of the suggestions made by Dr. Robert Levine. I leave those to the Oversight Committee to deal with.

cc: Provost Glaser  
Dean Ambler Moss

College of Arts & Sciences  
Office of the Dean  
P.O. Box 248004  
Coral Gables, Florida 33124  
(305) 284-4117



November 22, 1988

**MEMORANDUM:**

**To:** Enrique Baloyra, Chair, Oversight Committee on UIS  
**From:** <sup>RML</sup> Robert M. Levine, Chairman  
**Subject:** Undergraduate Major in International Studies

I would like to offer a substitute description for Core Course # 3 as one of the requirements for the undergraduate major in international studies.

Course # 3: Comparative Recent World History. Analysis of world history since World War I, with emphasis on differences in national and regional expressions of culture, doctrine, and social policy. Prerequisites: HIS 121/122 or 131/132 or 161/162.

Note: HIS 342 (Contemporary Europe) might be considered as an alternative, although its focus is obviously more narrow than Core Course # 3. HIS 350, listed by your committee, has not been taught for many years for lack of faculty, and is scheduled to be removed from the undergraduate catalog.

I think your proposal would gain more support if two or more of the proposed five core courses (say, # 1 and # 5, or # 2 and # 4) could be combined, and a new, distinct core course focusing on cultural expression (literature, art, music, architecture) be substituted. A core course on Politics and Culture, a version of your Politics and Literature course which you taught at Chapel Hill, would likely be very attractive.

Finally, let me say that if the present requirements for the major are revised, I would be happy to put it on the agenda for the next department meeting for discussion and consideration.

cc: Dr. Steve Stein  
Dean David L. Wilson

Department of History  
Institute for Public History  
P.O. Box 248194  
Coral Gables, Florida 33124  
(305) 284-3660



Department of Politics and Public Affairs  
P.O. Box 248047  
Coral Gables, Florida 33124  
(305) 284-2401

M E M O R A N D U M

TO: Professor Enrique Baloyra  
Associate Dean  
GSIS

FROM: Professor Jonathan West *J.W.*  
Chairman  
PPA

DATE: September 21, 1988

SUBJECT: UNDERGRADUATE INTERNATIONAL EDUCATION COMMITTEE

Attached is the "Business School Response to the Proposed Major in International Studies" coming from the Foley Committee. Also attached is a list of area specialization courses from PPA related to Asia, the Middle East, Soviet Union, and Western Union. (You will probably want to delete the four 600-level courses.) Under the International Relations listing you may wish to add PPA 380 Comparative Political Analysis.

Thank you.

JW/br  
attachment

## BUSINESS SCHOOL RESPONSE TO PROPOSED MAJOR IN INTERNATIONAL STUDIES

### A. Should School of Business Students Participate in the Proposed International Studies Program?

The committee felt that any program which offered additional options to our students should be favorably considered by the School of Business. It was felt, however, that our participation would be conditional on the following:

1. that the International Studies major be administered by a committee, appointed by the Provost, having representation from Arts and Sciences, Business, Communication, and the Graduate School of International Studies. We propose that the committee have twelve members; that is, three individuals from each of the academic units listed above.
2. that International Studies would be a second major for our students and not a free standing major. Indeed, this condition is necessary in order for the School of Business to retain its accreditation.
3. that International Studies offerings not duplicate courses already offered by the various departments of the School of Business.
4. that any proposal for a new course required in the major must be channeled through the curriculum committees of all concerned schools (colleges), as well as the University Curriculum Committee.
5. that School of Business courses be cross-listed only after receiving permission from the appropriate department and School Council.
6. that no courses taught in the School of Business be required for the International Studies major unless consent is given by the appropriate department and School Council.
7. that students enrolling in School of Business courses for the International Studies major must satisfy all course prerequisites.
8. that School of Business students, taking a second major in International Studies, conform to all School of Business rules and regulations. Specifically, it must be emphasized that it is the policy that the School of Business does not grant minors to its own students.

B. Would International Studies as a Second Major be Attractive to School of Business Students?

Unfortunately, the answer to this question is "No," at least as the proposed International Studies major is currently structured. An example will illustrate. Students majoring in management currently have eighteen (18) hours of free electives, more than any other major in the School. For such students to attain a second major in International Studies it would be necessary for them to take twelve (12) hours of foreign language and fifteen (15) hours of International Studies (INS) "capstone, interdisciplinary seminars." The result would be that a management major would need to take nine (9) hours over the one hundred and twenty (120) hour graduation requirement to obtain a major in INS. At the other extreme, accounting majors would need to take twenty-seven (27) hours over the one hundred and twenty hour graduation requirement. Within these extremes fall the other majors within the School of Business. Accordingly, it is not likely that School of Business students will choose to participate in the INS program. Clearly, this is unfortunate since the School of Business enrolls twenty-six (26) percent of all undergraduates and is the second largest undergraduate component of the University.

C. Are there Changes that Should be Made in Order to Encourage Participation of Business Students?

In light of the problems discussed above, the committee proposes that the INS major be reduced from thirty (30) to twenty-four (24) hours. The program would then consist of the following:

Foreign Language	12 credits
Management 349 - International Business	3 credits
Business Elective Stressing International Issues*	3 credits
Required Core Courses	6 credits
TOTAL	24 credits

E. Financial Implications for the School of Business

Cross listing of School of Business courses with the GSIS would likely have an adverse financial impact on the School of Business. An example will illustrate. Suppose that Economics 441 (International Economics) is cross listed as INS 441. Should a student then choose to pick up an INS 441 coupon, all revenues would go to the GSIS. And since GSIS is insistent that they must advise all INS majors, it is a good bet that INS majors will enroll in International Economics under the INS designation. The result would be that, under current University policy, all revenues from those students would go to the GSIS.

\*Assumes that all non-management majors will be allowed to count three (3) hours of course work in their business major toward the INS major. Management majors would be allowed to count, in addition, Management 349 (International Business) toward the INS major, or a total of six (6) hours.

\*\*Majors in Computer Information Systems and Accounting would need 132 and 138 credit hours, respectively, in order to graduate, thereby effectively eliminating them from participation in the program.

JWF/gb

Presumably, many INS majors in the School of Business will have already satisfied the language proficiency requirement. For these students, the program would consist of the following:

Management 349 - International Business	3 credits
Business Elective Stressing International Issues*	3 credits
International Electives, offered by Arts and Sciences, Business, Communication, and GSIS	12 credits
Required Core Courses	<u>6</u> credits
TOTAL	24 credits

The above structure would allow many School of Business students to participate without substantially increasing the number of hours required for graduation. Management majors could graduate with one hundred and twenty (120) hours; majors in economics, human resource management, entrepreneurship, legal studies, real estate, and marketing would need one hundred and twenty-three (123) hours to graduate; students in finance and politics and public affairs would need one hundred and twenty-six (126) hours; while majors in international finance and marketing would need one hundred and twenty-nine (129) hours to graduate.\*\*

#### D. Financial Implications for the University

The committee was appalled to note the duplication that would occur if several of the proposed INS capstone courses are approved (see attachment). In an era of scarce education resources such duplication is unconscionable. Such course duplication would also appear to be inconsistent with the Graduate School of International Studies (GSIS) charter which states that the GSIS "may offer a core group of interdisciplinary courses which are not in conflict with existing course offerings and are inappropriate for cross listing." Indeed it is our understanding that the GSIS was never authorized to offer undergraduate (less than 500 level) courses. The committee feels quite strongly that the proposed required core courses are extremely similar to already existing courses offered by Arts and Sciences and the School of Business, and, therefore, will not be approved by the University Curriculum Committee.

**ASIA**

PPA 345	United States and Asia
PPA 544	Chinese Foreign Policy
PPA 588	Politics in China
PPA 681	Sem Pol Dyn Cm China
PPA 683	Sem For Policy China

**MIDDLE EAST**

PPA 348	U.S. Foreign Relations Mid East
PPA 387	Pol of Middle East
PPA 388	Pol of Israel
PPA 593	Intl Rel of Mid East

**SOVIET UNION**

PPA 384	Gov Pol Soviet Union
PPA 547	Soviet Foreign Policy
PPA 587	Pol Power in Soviet Union
PPA 685	Sem Dynm Soviet Soc
PPA 687	Sem on Sov Foreign Policy

**WESTERN EUROPE**

PPA 305	W Pol Th: Europe
PPA 381	Europe Gov Policies
PPA 383	Gov Pol United Kingdom



**ASIA**

PPA 345	United States and Asia
PPA 544	Chinese Foreign Policy
PPA 588	Politics in China
PPA 681	Sem Pol Dyn Cm China
PPA 683	Sem For Policy China

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PPA 348	U.S. Foreign Relations Mid East
PPA 387	Pol of Middle East
PPA 388	Pol of Israel
PPA 593	Intl Rel of Mid East

**SOVIET UNION**

PPA 384	Gov Pol Soviet Union
PPA 547	Soviet Foreign Policy
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PPA 685	Sem Dynm Soviet Soc
PPA 687	Sem on Sov Foreign Policy

**WESTERN EUROPE**

PPA 305	W Pol Th: Europe
PPA 381	Europe Gov Policies
PPA 383	Gov Pol United Kingdom