

Fall 2013

International Studies Institute 2013 APR Self-Study & Documents

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ACADEMIC PROGRAM REVIEW

International Studies Institute

Self-Study Report (final version)

September 2013

The outgoing ISI Director, Professor Christine Sauer, was the lead author for this report. Sections were drafted by the Program Directors for Asian and European Studies, Associate Professor Lorna Brau and Associate Professor Stephen Bishop; founding ISI Director and Executive Board Member, Professor Melissa Bokovoy; and UNM Libraries Professor Sue Awe. The incoming ISI Director, Professor Eleni Bastéa, reviewed the complete draft. The ISI Operations Specialist, Jazmin Knight, provided general research and editorial assistance, including the preparation of the organizational chart. Vicky Dueer from the UNM Office of Institutional Analytics prepared the data on numbers of majors, degrees awarded, student credit hour production, etc. This report follows the October 2012 outline of criteria and the March 2013 instructions for Academic Program Reviews provided by the APR office.

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Introductory Section and Background Information

0A. Executive Summary

The International Studies Institute (ISI) at UNM serves as the umbrella organization for three interdisciplinary BA degree programs – Asian Studies, European Studies, and International Studies – in the College of Arts and Sciences (A&S). Both Asian Studies and European Studies are long-standing degree programs at UNM that were created by interested faculty over 30 years ago, while International Studies only won final approval in May 2009 and started accepting students in Fall 2009. Another ISI program in Russian Studies was phased out in 2010-2011 and no longer exists. Currently, across the remaining three degree programs, we serve 166 total majors, including 107 admitted to A&S (Spring 2013), and graduated 23 students during the 2012-2013 academic year (AY). Since the introduction of the International Studies program three years ago, the number of majors has remained relatively stable in Asian Studies, fallen significantly in European Studies, and grown very rapidly in International Studies. In fact, International Studies has been the fastest growing major in the College, if not the University.

As interdisciplinary programs without their own dedicated faculty lines, the Asian, European, and International Studies curricula are based almost entirely on existing courses offered by affiliated faculty as part of their regular teaching responsibilities in their respective home departments. With little or no leverage over scheduling and hiring decisions in affiliated departments, the ISI degree programs are thus subject to the ever-changing depth and breadth of faculty expertise in certain areas. At present, there are only four courses in the UNM catalog with an INTS (International Studies) prefix – the two capstone courses and Honors option for International Studies majors (INTS 400, 401, and 402) plus the required European Studies seminar (INTS 410), although the latter is just a cross-listed class offered by another department. Asian Studies majors are required to complete a Senior Thesis, which is offered by the Program Director under a unique course number with different departmental prefixes (Comparative Literature, History, Philosophy, Political Science, and Religious Studies). Thus, although ISI students are required to complete 36-39 credit hours for a major and 18-30 credit hours for a minor, the official figures on student credit hours generated by our programs have been low. Nevertheless, they reflect the rapid growth of the new International Studies program, which is seeing its first, larger cohorts of students graduate.

The ISI and its three degree programs are administered by a team of dedicated faculty that includes the ISI Director (who also serves as the Program Director for International Studies), the Associate ISI Director, and the Program Directors for Asian and European Studies. The position of the Russian Studies Program Director was eliminated as of AY 2011-2012. The ISI Director and the two Program Directors (but not the Associate ISI Director) each receive a small special administrative (salary) component (SAC), but no summer support even though their responsibilities often extend into the summer months. The ISI Director and Associate Director have administrative course releases (1:1 and 1:2, respectively), but no release time is awarded to the Program Directors. Due to the flexibility of our interdisciplinary majors and minors, which allows each student to pursue a tailor-made, highly individualized course of study, the Program Directors are spending a significant portion of their time in one-on-one advisement sessions to

ensure the timely completion of degree requirements. While tremendously successful – as evidenced by the fact that most ISI students graduate within 8-9 semesters, and with high GPAs plus time spent studying abroad, this level of faculty-student interactions requires a “labor of love” that is not necessarily encouraged, recognized, and/or rewarded by the faculty member’s home department. One consequence has been that faculty volunteers for ISI positions, particularly the program directorships, are difficult to find, resulting in multi-year appointments for faculty currently serving in these positions.

While the ISI has always had some support in the form of a 0.25 FTE graduate assistant, there was no dedicated staff support until November 2012. With the hiring of the ISI Operations Specialist (0.7 FTE), there is now in-house support for all administrative duties ranging from financial operations and contract negotiations to hiring, scheduling, and other functions related to the academic mission of the ISI.

Over the past 5 years, the ISI operating budget has essentially remained flat while the demands on it have grown, given the broad outreach charge of the institute and the unprecedented growth of the International Studies major. This presents us with a number of challenges that require strategic planning and prioritization to put the ISI and its degree programs on a sustainable future path. The primary challenges and proposed solutions are:

- International Studies: With continued growth in the IS major, the original delivery model for the capstone courses (INTS 400 and 401) as independent study-type courses under the supervision of the ISI Director and Associate Director is no longer sustainable with 10-16 students per semester. In addition, we find that the majors enrolled in these courses have very different levels of academic preparation to complete their projects successfully.
 - *Proposal*: Hire a part-time instructor or lecturer to cover existing capstone courses for both semesters and also teach a possible new “milestone” course to better prepare students for their capstone projects.
- Area Studies: We face significant faculty shortages in specific areas (Asia, Middle East, and Africa) as well as disciplines (History, Philosophy, and Social Sciences) that jeopardize curriculum delivery, curricular integrity, and the time to degree for students in ISI degree programs.
 - *Proposal*: Short-term shortages can be covered by a visiting professor or teaching post-doc position in the field or area with the most critical needs. In the long term, to sustain the growing IS major as well as the area studies programs, we propose hiring additional faculty in affiliated departments who will hold joint appointments in the ISI.
- ISI Director: Current administrative and academic responsibilities of the ISI Director (who also serves as Program Director for International Studies, oversees the Schloss Dyck summer program, and coordinates the ISI scholarship competitions) require a range of activities and responsibilities that go above and beyond the current release time from teaching.
 - *Proposal*: Re-define the duties and compensation of the ISI Director and Associate Director, possibly separating the director of the institute from the

direction of the degree program, and articulate separate compensation for the director of the Schloss Dyck program.

- Staff Support: ISI activities are expanding to include conference organization, targeted community outreach, fund-raising for programs and scholarships. In addition, the increasing number of IS majors is straining staff resources.
 - *Proposal*: Upgrade the ISI staff position from 70% to full time.
- Meeting Space: There is no dedicated meeting/reading room or lounge for ISI students and faculty to promote a sense of community among them and facilitate impromptu meetings, readings, and other events.
 - *Proposal*: Acquire a dedicated space in the Humanities Building.

0B. History of the International Studies Institute and its Degree Programs

Overview

The International Studies Institute was created in Spring 2004 by the Dean of Arts and Sciences, Reed Dasenbrock, in response to a proposal from the directors of Asian Studies (Patricia Risso), European Studies (Stephen Bishop), and Russian Studies (Natasha Kolshevskaya) to form an International Studies administrative “consortium” between their undergraduate area studies programs. Housed in the College of Arts and Sciences, the ISI was designed as an umbrella organization with a unified budget and a mandate to pursue more broad-based – international and interdisciplinary – initiatives involving all three existing programs as well as the proposed, new program in International Studies. The BA in International Studies was finally approved in May 2009, and the program began accepting students in AY 2009-2010. The Russian Studies program, which had seen declining numbers of majors and degrees awarded as well as shrinking faculty expertise in the area, was phased out as a separate degree program in Spring 2012 following the flagging study conducted by Provost Suzanne Ortega in Fall 2011.

To fund the operations of the ISI, the Dean pooled the financial resources of Asian, European, and Russian Studies (3x\$4,500 = \$13,500 annually), allocating \$12,000 in operating funds to the ISI and pulling back \$1,500 to cover the special administrative (salary) components (SACs) for the Program Directors and the new ISI Director as well as a 0.25 FTE ISI graduate assistantship. The History Department, academic home of the first ISI Director, Melissa Bokovoy, agreed to provide the ISI with an office for the graduate assistant.¹ The ISI operating funds were to be used largely for summer scholarships for students in the ISI degree programs, larger interdisciplinary projects and campus events (e.g., lecture series), and conferences. The final

¹ The History Department graciously provided office space to the ISI until August 2009, when it reclaimed the space for its own graduate students. For the following 3 years, the ISI was “homeless” – files, supplies, and office equipment were stored in a closet in the Economics Department, academic home of then ISI Director, Christine Sauer, who ran the ISI from her faculty office. There was no office space for the ISI graduate assistant. In Fall 2011, following the remodel of the 4th floor of the Humanities Building, the ISI was given a new office in a space that also houses the American Studies Department, the Religious Studies Program, the Women Studies Program, and the Feminist Research Institute.

decision on resource allocation would be made by the ISI Director and the Program Directors in Asian, European, and Russian Studies.

Background to the International Studies Major and Minor

In the early 2000s, the Provost of the University of New Mexico, Brian Foster, convened a campus-wide faculty and administrative task force on internationalization. One of the recommendations for comprehensive internationalization was the creation of an interdisciplinary International Studies undergraduate program. At that time, UNM offered undergraduate degrees (BA) in Asian, European, Latin American, and Russian Studies. Housed in the College of Arts and Sciences, each area studies program was administered and directed separately by a faculty member from an affiliated department; however, the Latin American Studies program had always been under the administrative umbrella of the Latin American & Iberian Institute (LAI).

The interdisciplinary area studies undergraduate programs had been successful in the past and were/are part of the historic/historical effort of American institutions of higher education to provide the public and private sector with “area studies” experts. Beginning in the mid-1990s, American universities and colleges began to explore and then expand their curriculum to address globalization and international issues by introducing undergraduate degrees in International Studies. These programs had both an area studies concentration and a thematic/topical concentration. In recognition of this trend, and acting on the Provost’s report, the ISI created an interdisciplinary major and minor in International Studies (IS) in order to:

1. Provide UNM undergraduates with a broad and coherent international curriculum that many other of our peer institutions already offer.
2. Prepare students for today’s highly competitive global markets in which flexibility is essential, professional staff are expected to undertake a variety of different tasks, and may be stationed at a variety of different locations around the globe. The IS major provides students with a set of core competencies and experiences that make them, as graduates, highly attractive to global corporations, non-governmental organizations, and the public sector.
3. Make UNM more competitive for federal and private monies set aside for International Studies in the post 9/11 era. More and more monies are becoming available for internationalization efforts on college campuses, and the IS program will highlight UNM’s expertise in 18 languages, 25 countries and regions, and over 30 study-abroad opportunities of various durations.
4. Provide UNM and the College of Arts and Sciences with a focal point for internationalization efforts, including study-abroad programs, recruitment and retention of faculty in critical and strategic areas of interest to the federal government as well as the private sector, and highlighting faculty and research international expertise.

History of the International Studies Program

In Spring 2004, Dean Reed Dasenbrock created the International Studies Institute in the College of Arts and Sciences in order to better coordinate the activities of the College’s established area

studies programs in Asian, European, and Russian Studies and to work toward creating an International Studies major and minor. Discussion for this undergraduate program had begun under Provost Fosters' strategic plan meetings (see above), and Dean Dasenbrock decided that it would be best housed in the College of Arts and Science, along with UNM's existing area studies programs.

Interim Dean Vera Norwood continued supporting the initiative to create an International Studies program. During Spring 2007, under the leadership of the first ISI Director, Melissa Bokovoy, and with support and input from the Political Science Department (William Stanley, Mark Peceny), a draft of the proposal was circulated among all the area studies affiliated faculty and Deputy Provost Paul Nathanson's international group for feedback and comments. By the end of the semester, the revised final draft was presented to Senior Associate Dean Jane Slaughter and Associate Dean Mark Ondrias, who recommended that the proposal for the IS major and minor be forwarded to the Registrar's Office. From there, the program proposal made its journey through the approval process, winning its final approval by the Board of Regents in May 2009.

The IS program reflects the considerable international expertise of the faculty of the College of Arts and Sciences and other units on the UNM campus, and is built around the teaching and research interests of fifty or more faculty from different departments and programs. The College of Arts and Sciences has been a leader on campus when it comes to internationalization of the undergraduate curriculum, and so this program relies on the College of Arts and Sciences for its funding, staffing, and faculty.

History of the Asian Studies Program

Asian Studies began in 1970 as an informal meeting of faculty members with Asia-related interests, the self-styled "Asian Mafia," devoted to promoting Asian Studies at UNM. As a first effort, the committee established a beginning Chinese language program in 1974. An undergraduate minor in Asian Studies was established early on and a major was proposed and approved in 1988 for the 1989-1991 Undergraduate Catalog. Undergraduate student exchanges were established with Kansai Gaidai University in Japan and Shaanxi Teachers University in China to expand academic and cultural opportunities for students. From the 1990s until the establishment of the International Studies Institute in 2004, Asian Studies received its modest budget from the College of Arts and Sciences. In addition to funding speakers and activities that enhanced the curriculum (including adjunct faculty), the budget allocated approximately \$1000 toward undergraduate scholarships, primarily for the purpose of summer language study.

The program was founded on courses taught by faculty in Anthropology, Art, Economics, History, Geography, Modern & Classical Languages, Philosophy, and Political Science, with the majority located in the departments of History and Philosophy. Affiliation with the New Mexico U.S. Japan Center in the early 1990s brought in funds to support the development of a Japanese language and culture program, which indirectly contributed to Asian Studies. Since that time, the program has suffered from the progressive loss of faculty in Anthropology, Sociology, and Political Science. Most recently, we have lost faculty in our strong Asian Studies departments of History and Philosophy. Foreign Languages & Literatures, on the other hand, has continued to bolster the program with the addition of three assistant professors as well as three lecturers in Arabic, Chinese, and Japanese.

History of the European Studies Program

European Studies has been a degree program at UNM for at least 25 years. In the intervening time, it has changed in a number of minor ways, but the core values and goals have remained the same. European Studies allows students who have a primary interest in studying Europe as an area study program to craft a specific focus of their choice. The program requires a cross-section of courses in History, Social Sciences, Literature/Philosophy, and Arts, along with advanced abilities in at least one European language other than English, but students can (and do) focus on one country, region, academic area, time period, and/or historical event as per their interests. These characteristics have not changed over time, but three other aspects of the program have changed. First, as all classes are “borrowed” from other departments, the courses available for European Studies credits are constantly shifting, although a basic list is available (see <http://www.unm.edu/~eurost/approved-courses%202-08.pdf>). Second, European Studies went from being an independent program that collaborated occasionally with Russian Studies and Asian Studies to an integral part of the International Studies Institute in 2004 – along with Asian Studies, the newly created International Studies, and the since-eliminated Russian Studies programs. This reorganization led to the elimination of the European Studies leadership team, replaced by the International Studies leadership team. Third, since the implementation of the International Studies major in 2009, European Studies has seen a sharp drop-off in majors (see Table 6), although the program remains viable and appreciated by those majors who do choose it.

0C. Organizational Structure and Governance

As a unit without its own dedicated faculty, the International Studies Institute is governed and administered by the ISI Director (who also serves as the Program Director for International Studies), now with assistance from the Associate ISI Director,² the Program Directors for Asian and European Studies, the ISI Executive Board, and the ISI Operations Specialist (new staff position created in in November 2012), and a 0.25 FTE graduate assistant.

The ISI Director and Associate ISI Director hold part-time administrative positions that come with a special administrative (salary) component (SAC) for the ISI Director and reduced teaching loads for the ISI Director (1:1) and Associate ISI Director (1:2 or 2:1). For the duration of their appointments, the Director and Associate Director retain their faculty status in their respective home departments. The ISI Director is typically appointed to a three-year renewable term by the Dean after an internal search overseen by the Associate Dean to whom the ISI Director reports. The Associate ISI Director is appointed to a one or two-year term by the Dean based on the recommendation of an ISI search committee chaired by the ISI Director. The Associate Director reports to the ISI Director, and the ISI Director reports to the Dean of Arts and Sciences and/or the designated Associate Dean.

The Program Directors for Asian and European Studies are faculty members devoted to their respective degree programs, who typically volunteer to serve in this position for a very small SAC but no reduction in teaching load. The Program Directors are appointed by the ISI Director on a year-to-year basis after an informal search process that asks for volunteers among the

² The position of Associate ISI Director was created by Dean Mark Peceny in AY 2012-2013.

participating faculty in the respective programs. While the Program Directors are not formally required to report to the ISI Director and/or the Dean’s Office, they consult and share information with the ISI Director and the ISI Executive Board on matters related to the governance of their programs.

Historically, there has been relatively little turnover in the ISI leadership team (see Table 1). Over the past 10 years, the ISI directorship has changed hands only twice and the current Program Directors have served in their positions for at least 6 years. Finding faculty volunteers to fill these positions has been difficult, due in part to the small number of faculty (participating) in the programs,³ but more importantly the perception that the “labor of love” required to nurture these programs may not be recognized and/or rewarded by the faculty member’s home department.

Table 1. ISI Leadership Team 2003-2014

Academic Year	ISI Director	Associate ISI Director (new position)	Asian Studies Program Director	European Studies Program Director
2003-2004	Melissa Bokovoy		Jonathan Porter	Stephen Bishop
2004-2005	Melissa Bokovoy		Jonathan Porter	Christine Sauer
2005-2006	Christine Sauer		Jonathan Porter	Christine Sauer
2006-2007	Melissa Bokovoy		Jonathan Porter	Christine Sauer
2007-2008	Melissa Bokovoy (Fall), Christine Sauer (Spring)		Jonathan Porter	Christine Sauer (Fall), Melissa Bokovoy (Spring)
2008-2009	Christine Sauer		Lorna Brau	Stephen Bishop
2009-2010	Christine Sauer		Lorna Brau (Fall), Jonathan Porter (Spring)	Stephen Bishop
2010-2011	Christine Sauer		Lorna Brau	Stephen Bishop
2011-2012	Christine Sauer		Lorna Brau	Stephen Bishop
2012-2013	Christine Sauer	Eleni Bastéa	Lorna Brau	Stephen Bishop
2013-2014	Eleni Bastéa	Christine Sauer	Lorna Brau	Stephen Bishop

Home departments: Architecture (Bastéa), Economics (Sauer), Foreign Languages & Literatures (Bishop, Brau), History (Bokovoy, Porter).

The ISI Executive Board meets face-to-face at least once each semester to discuss and consult on all ISI business. Its members include the ISI Director (who calls the meetings and sets the agenda), the Associate ISI Director, the Program Directors for Asian and European Studies,⁴ and up to three ISI-affiliated faculty as well as (non-voting) invited representatives from Africana Studies, Latin American Studies, and the Global Education Office (GEO, formerly OIPS). The

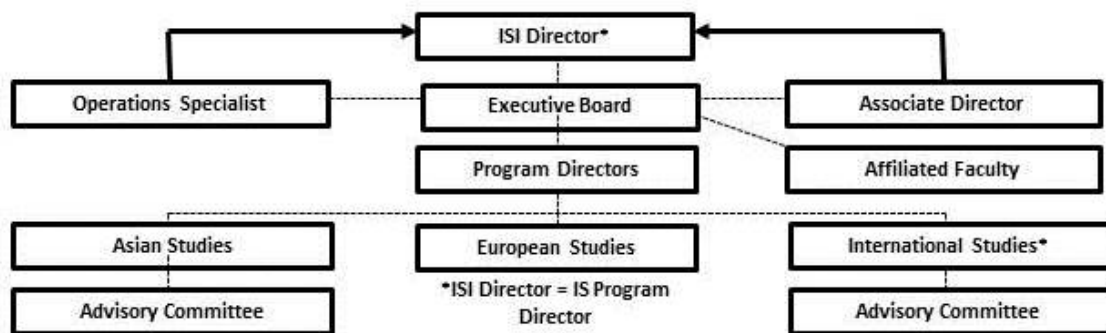
³ This is especially true in Asian Studies, with only 2 faculty remaining on the AS Advisory Committee after several key faculty retired or resigned from the university in the past 2 years.

⁴ The former Russian Studies Program Director, Natasha Kolshevskaya, continued serving on the board until her retirement in May 2013.

board members also communicate and conduct business via e-mail throughout the semester, and will meet on an as-needed basis to deal with new developments and/or urgent business.

Prior to November 2012, the ISI did not have any dedicated staff support and, thus, relied heavily on administrative support from staff in various campus units. In Fall 2012, after the College of Arts and Sciences authorized a part-time staff position for the ISI, we were able to hire an Operations Specialist, Jazmin Knight. As a full-time employee, Ms. Knight spends 70% of her time on ISI business (28 hours per week) while splitting the remainder between administrative support for the Nepal Study Center (25%, or 10 hours per week) and general support to the other departments/programs housed on the 4th floor of the Humanities Building (5%, or 2 hours per week).⁵ The ISI Operations Specialist reports to the ISI Director.

Figure 1. ISI Organizational Chart



Note: Reporting functions are indicated by solid lines with arrows. Dotted lines represent membership and participation in executive and advisory bodies.

0D. Special Accreditation Reviews

There are no accrediting bodies for the ISI degree programs in Asian, European, and International Studies. Instead, the programs are reviewed as part of the general UNM Academic Program Review process, which in turn informs the accreditation of UNM as a whole by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools.

0E. Summary of Last APR

This is the first-ever APR of the ISI degree programs, so there is no previous APR report.

⁵ The specifics of this arrangement are detailed in a Memorandum of Understanding (MOU) negotiated between the ISI, the Nepal Study Center (NSC), and the College of Arts and Sciences in January-February 2012.

Criterion 1. Program Goals

“The unit should have stated learning goals for each program and demonstrate how the goals align with the vision and mission of the unit and of the university. (Differentiate by program where appropriate.)”

1A. Provide a brief overview of the vision and mission of the unit and how each program fits into the vision and mission of the unit.

As the umbrella organization for three interdisciplinary undergraduate programs in the College of Arts & Sciences, the ISI’s vision is to advance the understanding of global issues and other regions in the world – their peoples, cultures, developments, and challenges – including those that are of strategic and economic interest to the U.S. Serving the undergraduates and affiliated faculty of each program, our mission is to provide greater opportunities for the advancement and dissemination of knowledge about today’s world on the UNM campus and throughout the State of New Mexico. The ISI seeks to fulfill this mission through its interdisciplinary academic programs in Asian, European, and International Studies, public lecture series and other campus events, support for international educational experiences for our students, dissemination of scholarship generated by faculty and students, and relationships with the local, regional, national, and global communities of which it is a part.

1B. Describe the relationship of the unit’s vision and mission to UNM’s vision and mission.

Internationalization has been on UNM’s agenda since 2000 and continues to be a major area of discussion, if not an area where there has been a real commitment of resources. Provost Brian Foster (1999-2005) convened a series of meetings on this issue during the planning for a strategic plan in 2000. Provost Reed Dasenbrock (2005-2007) continued to push for programs that would bring international issues and globalization to UNM students and, to that end, appointed Deputy Provost Paul Nathanson to spearhead such efforts. In March 2008, President David Schmidly (2007-2012) issued the most recent official statement of UNM’s mission and vision in his *Strategic Framework for 2008 and Beyond*.⁶ Aspiring for UNM to become “the first minority/majority university in the country to attain membership in the prestigious Association of American Universities (AAU)” (p. 3), he listed a number of specific goals that have to be reached to achieve UNM’s vision for the future. One such goal is that the university should be known for its international engagement:⁷ “We recognize and maximize the value of our location in the United States and the western hemisphere and are seen as a hub for international initiatives that touch all parts of the globe” (p. 3). Finally, the recent effort by President Robert Frank to plan for UNM’s future, *UNM 2020*, has also made internationalization of the campus a high priority.

⁶ See <http://presidentialexarch.unm.edu/strategicframework.pdf>. The document states that UNM’s mission is “to serve as New Mexico’s flagship institution of higher learning through demonstrated and growing excellence in teaching, research, patient care, and community service” (p. 2).

⁷ The other elements of UNM’s vision include: strength through diversity; student success through collaboration; vital academic climate; excellence through relevance; research for a better world; and health and wellness leadership.

The International Studies Institute and its interdisciplinary degree programs fall squarely within this mission since it prepares our students for today's highly competitive global markets in which flexibility is essential, professional staff are expected to undertake a variety of different tasks, and may be stationed at a variety of different locations around the globe. For example, the International Studies major – with its emphasis on interdisciplinarity through the combination of language study, a thematic/topical focus, and an area studies concentration – provides students with a set of core competencies and experiences that make them, as graduates, highly attractive to global corporations, non-governmental organizations, and the public sector.

1C. List the overall learning goals for each undergraduate and/or graduate program within the unit.

The broad learning goals for the three ISI three programs reflect the desire and need to prepare our BA graduates for today's highly competitive global market in which flexibility is essential, professional staff are expected to undertake a variety of different tasks, and may be stationed at different locations around the globe. The core competencies and skills for these “global” professionals include:

- Openness to differences in culture, beliefs, and language.
- Capability to communicate (fluently) in a language other than English.
- Understanding of the subtle differences in language and customs among multiple cultures.
- Cultural sensitivity when communicating with people of other cultures.
- Ability to employ original documents, not translations, when conducting research.
- Background to identify universality and differences among cultures of the world.

BA in Asian Studies: Broad Learning Goals

- A. Understand and identify the historical, social, literary, political, and cultural dimensions of an Asian region, with a concentration on either the Middle East or East Asia.
(Content)
- B. Have the capability to critically read, discuss, write about, and engage in scholarly inquiry related to Asia-related issues and cultural expressions. **(Skills and demands of discipline)**
- C. Have a minimal level of fluency in a second language –Arabic, Chinese, or Japanese.
(Language proficiency)
- D. Find and evaluate career and post-graduate opportunities made possible by the degree.
(Professionalization)

BA in European Studies: Broad Learning Goals

- A. Understand and identify the historical, political, social, cultural, and economic dimensions of processes and issues pertaining to Europe or a specific European region, integrating these into an interdisciplinary perspective. **(Content)**
- B. Have the capability to critically read, discuss, write about, and engage in scholarly inquiry related to European processes and issues. **(Skills and demands of discipline)**

- C. Have a minimal level of fluency in a second, European language and are expected to experience a foreign locale in which to use these language skills. (**Language proficiency**)
- D. Find and evaluate career and post-graduate opportunities made possible by the degree. (**Professionalization**)

BA in International Studies: Broad Learning Goals

- A. Students will understand and identify the historical, political, social, cultural, and/or economic dimensions of international processes and issues, integrating these into an interdisciplinary perspective. (**Content**)
- B. Students will be able to critically read/write about, discuss, and engage in scholarly inquiry related to international processes and issues. (**Skills and demands of discipline**)
- C. Students will acquire a basic level of fluency in a second language and are expected to experience a foreign locale in which to use these language skills. (**Language proficiency**)
- D. Students will be aware of career and post-graduate opportunities their degree makes possible. (**Professionalization**)

1D. Explain the manner in which learning goals are communicated to students and provide specific examples.

Asian Studies

The broad learning goals for AS majors are usually communicated to students in the syllabi of Asian studies courses, at least those taught by active Asian Studies faculty. Students preparing for the thesis receive a sheet with guidelines that allude to some of the broad goals. The AS Program Director, in the role of advisor, discusses career and post-graduate opportunities made possible by the degree with students in individual meetings. Please see Appendix A for sample syllabi and thesis guidelines.

European Studies

The learning goals are communicated to ES majors through the syllabus for the required advisement sessions between students and the ES Program Director. Sample syllabi for recent ES seminars are included in Appendix A.

International Studies

The broad learning goals are communicated to IS majors formally through the syllabi and the grading rubrics for the required capstone courses (INTS 400 and 401). They are also relayed and reinforced in individual advisement sessions between students and the ISI Director, who serves as the IS Program Director. Please see Appendix A for the most recent syllabi for the capstone courses and sample grading rubrics.

Final Comments

Each of the three degree programs plans to prominently display its broad learning goals on the new ISI website, which is in the process of being updated, revised, and restructured.

The area studies programs submitted their broad learning goals, along with student learning outcomes and assessment plans, to the outcomes coordinator in the Provost's Office by the initial May 2008 deadline. The IS program submitted its outcomes assessment documents as part of the approval process for the new BA during the following semester. This information, however, has not yet been posted on the university's assessment website (www.unm.edu/~assess).

1E. Describe the unit's primary constituents and stakeholders.

The primary constituents of the ISI are the undergraduate students (majors and minors) in our three degree programs who are interested in international affairs, global and transnational issues and developments, various regions and countries around the globe, as well as intercultural and interdisciplinary knowledge and experiences. In Asian Studies, the constituency also includes undergraduates who select this major because UNM currently only offers a minor in Japanese, but no major. Other stakeholders include UNM undergraduates from all disciplines who wish to study abroad – through the ISI's interdisciplinary summer program at Schloss Dyck, Germany, as well as other programs – or pursue an international project for which they seek support from the ISI.

Outside the university, the constituency of the ISI extends to the future employers of our graduates as well as the community at large that relies on the expertise and advice of ISI-affiliated faculty. The educational goals for all ISI graduates is to provide them with a set of core competencies and experiences that make them highly attractive to global corporations, non-governmental organizations (NGOs), and the public sector. While we do not have the resources to systematically track our graduates, anecdotal evidence indicates that students majoring in AS, ES, and IS pursue additional graduate training in various fields and/or seek careers in education/academia, international business, non-profit organizations and advocacy groups, national and international public service, and NGOs. ISI-affiliated faculty respond to information requests from the media, serve on the boards of community groups, and give talks on their areas of expertise to various outside constituencies.

1F. Provide examples of how satisfaction of the program goals serves constituents.

Experiences from other institutions (e.g., Indiana University, Bloomington) demonstrate that students majoring in international and area studies are usually comfortable, if not fluent, in at least one language other than English, have experience living abroad immersed in another culture, and have a demonstrated ability to initiate and complete a major project of their choosing as a required component of their capstone experience. These characteristics are also demonstrated by graduates from the ISI degree programs in Asian, European, and International Studies.

For example, in International Studies, over 90% of majors have chosen to study abroad for a summer, a semester, or a full academic year in countries such as Argentina, Costa Rica, Croatia, Cyprus, Egypt, France, Great Britain, Germany, Guatemala, India, Japan, Jordan, Lebanon, Mexico, Morocco, Netherlands, Nicaragua, Philippines, Serbia, South Africa, Spain, and

Sweden. Upon their return, these students complete two writing projects in their capstone course (INTS 400), including a research project on a topic of their choice (paper and oral presentation) that is evaluated by a group of ISI-affiliated faculty.

While Spanish remains the most popular language chosen by IS majors, Arabic and French consistently draw solid enrollments from IS majors. Many students continue their language studies beyond the required competency level (2nd year) to achieve near-fluency in their second language or acquire basic knowledge in a third language. With almost 50% of IS majors selecting “Conflict, Peace, and Diplomacy” as their thematic focus, elective courses for this concentration offered by Anthropology, Political Science, and Sociology have seen a surge in enrollments. A significant number of IS majors also pursue a second major in the languages (e.g., Spanish), humanities (e.g., English, History), social sciences (e.g., Anthropology, Criminology, Economics, Political Science, Psychology, Sociology), or arts (e.g., Media Arts, Theatre).⁸

Perhaps most importantly for UNM, where efforts are under way to raise the 6-year graduation rate above the current 45% level, the vast majority of IS graduates complete their general university and BA degree requirements in 8-9 semesters. In addition, a significant proportion has graduated with honors – of the 18 IS BA recipients so far, 10 have earned Baccalaureate honors (*summa cum laude*, *magna cum laude*, *cum laude*), University honors, departmental honors, or a combination of several. This is all the more remarkable since so many of our students also study abroad during their time at UNM.

With regard to the general undergraduate population at UNM, the ISI has been committed to and very successful in promoting and supporting study-abroad and other international educational experiences. Over the past 2 years alone, the ISI has awarded academic scholarships to students who have traveled and studied in Bosnia, China, Ecuador, France, Italy, Japan, Kenya, Morocco, Nicaragua, Peru, South Africa, Spain, and Switzerland or at the Critical Languages Institute at Arizona State University. Also, ISI-organized summer program at Schloss Dyck, Germany, just completed its 6th successful year. This rigorous academic program, which is taught in English by UNM faculty, focuses on a different “theme” each year and consists of two thematically related upper-division courses offered by faculty from different departments or colleges/schools. This unique, interdisciplinary focus allows students from various fields to fulfill requirements in their major or minor and, thus, make progress toward degree completion while experiencing the culture, language, sights, and society of another country. A complete list of past programs and “themes” is included in Appendix B.

1G. Provide examples of outreach or community activities (local, regional, national, and/or international) offered by the unit. These could include activities such as colloquia, conferences, speaker series, performances, community service projects, etc. Provide an assessment of these activities in relation to the unit’s educational objectives.

⁸ According to a study at Indiana University, 60% of students in international/area studies programs pursue a double-major.

Annual ISI Lecture Series: Week-long series of public lectures on a global/international issue from a multi-disciplinary perspective with distinguished speakers from universities, think tanks, government and non-government organizations. A complete list of past topics and speakers is included in Appendix B. Geared toward undergraduates as well as faculty/staff, and community members interested in global/international issues. Students have opportunity to interact with speakers during Q&A and informal discussions after presentation. Supports broad learning goals A, B, C, D.

Upcoming ISI International Conference (October 23-25, 2013): “Cultures of Exile: Conversations on Language and the Arts,” co-organized by Eleni Bastéa, ISI Director, and Walter Putnam, Chair of Foreign Languages & Literatures. Distinguished national and international authors and artists come from a number of foreign countries, though most are based in U.S. universities, including UNM. The event will provide a forum for the invited guests, local faculty, and students to examine the effect of exile on those who by choice or necessity live in another place, away from their native land. See Appendix B for the draft conference schedule. Like the annual ISI Lecture Series, these conference presentations are targeted to our undergraduate students and the general public. All ISI events are free and open to the public.

ISI Summer Scholarships: Support for UNM undergraduates (with preference given to students in ISI programs) who participate in intensive language or study-abroad programs or pursue international research projects. Supports broad learning goals A, B, and C.

Schloss Dyck Summer Program: Four-week interdisciplinary study-abroad program at historic castle near Düsseldorf, Germany, taught in English by two UNM faculty from different departments or colleges. Theme/topic of program changes from year to year; allows students to earn UNM credits and make progress toward their degree while getting valuable international experience (see Appendix B for a complete list). Supports broad learning goals A and B.

Support/Co-Sponsorship of Campus Events: The ISI supports and co-sponsors various events (e.g., lectures, film series, guest speakers in classes) that relevant and of academic interest to ISI students and faculty (see Appendix B for an overview). Supports broad learning goals A and D.

Criterion 2. Teaching and Learning: Curriculum

“The unit should demonstrate the relevance and impact of the curriculum associated with each program. (Differentiate by program where appropriate).”

As stated previously (see Criterion 1C), today’s college graduates need to be prepared for a highly competitive global labor market in which flexibility is essential, professional staff are expected to undertake a variety of different tasks, and may be stationed at different locations around the globe. Achieving these educational goals calls for a curriculum that teaches foreign language skills at an intermediate level, encourages students to live and study abroad immersed in another culture, emphasizes inter- and multi-disciplinary course work, and guides majors to initiate and complete a required capstone project of their choosing. Our undergraduate degree programs in Asian, European, and International Studies provide UNM students with these core competencies and experiences, thus demonstrating the relevance and impact of their respective curricula.

2A. Provide a detailed description of curricula for each program within the unit. Include a description of the general education component, required and program-specific components for both the undergraduate and graduate programs. Provide a brief justification for any programs within the unit that require over 120 credit hours for completion.

The three undergraduate degree (BA) programs under the umbrella of the ISI share a similar architecture that consists of four pillars: foreign language study, core or required courses, electives in one or two concentrations, and a senior capstone, seminar, or thesis. Major requirements are 36 or 39 credit hours while minor requirements range from 18 to 27 credit hours. Except for the thesis in Asian Studies and the capstone in International Studies, students complete all their degree requirements by taking courses offered by other departments or programs at UNM, most of which are housed in the College of Arts and Sciences.

There are similar admission requirements for students planning to major in one of the ISI degree programs. In addition to the College’s general admission requirements, all three programs require students to have completed the second semester of their chosen foreign language (i.e., 102 or equivalent). International Studies majors are also required to have completed one of the required core courses (POLS 240 International Politics).

The following sections provide a summary of the specific requirements for the three programs. Complete descriptions of the curricula, course descriptions, and degree requirements in Asian, European, and International Studies are included in the current UNM Catalog, which is available online at <http://catalog.unm.edu/catalogs/2013-2014/colleges/arts-sciences/index.html>. Additional information (e.g., degree checklists, lists of approved courses) is posted on the ISI website at <http://www.unm.edu/~isi>.

BA Major and Minor Requirements in Asian Studies

The major in Asian Studies requires 36 credits and the minor 18 credits. Majors are required to complete a senior thesis under the supervision of the AS Program Director. Specific requirements are presented in Table 2.

Table 2. Summary of AS Degree Requirements

	AS Major	AS Minor
Total Credits	36	18
Min Upper-Division Credits	21	N/A
Max Credits in Single Department	N/A	9
Foreign Language (Arabic, Chinese, Japanese)	12 credits. Typical sequence is 101, 102, 201, 202	At least 3 credits (suggested)
History	6 credits from list of approved courses	3 credits from list of approved courses
Philosophy or Religious Studies	6 credits from list of approved courses	3 credits from list of approved courses
Social Science (or Literature)	3 credits from list of approved courses	N/A
Electives	6 credits from list of approved courses	9 credits from list of approved courses
Asian Studies Thesis	3 credits in one of the following: COMP 453, HIST 453, PHIL 453, POLS 453, RELG 453	N/A

The following courses are approved for the AS major and minor:

1) Asian Language: 12 credits total

Choose from the following- Arabic, Chinese, Japanese: ARAB 101, 102, 201, 202, 301, 302 (AFST 106, 107, 206, 207); CHIN 101, 102, 201, 202, 301, 302; JAPN 101, 102, 201, 202, 301, 302, plus JAPN 497, 411 (when taught as a language class).

2) Required History Courses:⁹ 6 credits total

Choose from the following- HIST 251, 252, 323, 324, 340, 341, 380, 381, 382, 383, 384, 386, 387, 388, 480, 481, plus 300, 492 and 496.

3) Required Philosophy and/or Religious Studies Courses: 6 credits total

Choose from the following- PHIL 108, 333, 334, 336, 431, 434, 438, 440, 453 RELG 107, 109, 230, 231, 263, 323, 324, 343, 407, 408, 431, 434, 438, 440, 442, 447/547, 448, 449, 453, 481.

⁹ Since the retirement of UNM's only Chinese history specialist in 2010, the AS program has been without an East Asian historian. Consequently, students have been allowed to fulfill this requirement with classes offered by the Department of Foreign Languages & Literatures (FLL) that have a historical component, e.g. COMP 331, COMP 339, JAPN 339 (Spring 2012 topic).

4) **Required Social Science Course:** 3 credits total

Choose from the following- ANTH 328; ARAB 320; COMP 331, 332; JAPN 339, COMP 339, JAPN 320, JAPN 411, COMP 480, CJ 314, CJ 413, ECON 478, POLS 478, SOC 478, SOC 221, POLS 453.

5) **Elective Courses:** 6 credits total

Choose from the following- All of the classes above as well as: ARTH 303, ARTH 323 or ARTH 429, ARTH 432 (Islamic Art), MA 330, RELG 347, PCST 340 (Celluloid Buddhas), WMST 331.

BA Major and Minor Requirements in European Studies

The major in European Studies requires 36 credits and the minor 30 credits. Majors are required to complete the ES seminar, which is a designated course offered by an affiliated department and cross-listed as INTS 410. Specific requirements are presented in Table 3.

Table 3. Summary of ES Degree Requirements

	ES Major	ES Minor
Total Credits	36	30
Min Upper-Division Credits	18	12
Max Credits in Single Department	12	9
Foreign Language (French, German, Greek, Italian, Latin, Portuguese, Russian, Spanish)	12 credits. Typical sequence is 101, 102, 201, 202 or intensive counterpart (e.g., ITAL 175, 276; PORT 275, 276)	12 credits. Typical sequence is 101, 102, 201, 202 or intensive counterpart (e.g., ITAL 175, 276; PORT 275, 276)
Distribution Courses	12 credits: one approved course from each of the following four categories: Fine Arts, History, Literature/Philosophy, and Social Science	9 credits: one approved course from three of the following four categories: Fine Arts, History, Literature/Philosophy, and Social Science
Electives	9 credits from list of approved courses	9 credits from list of approved courses
European Studies Seminar	3 credits in INTS 410	Not applicable

The list of courses approved for the ES major and minor includes over 300 courses offered by 30 different departments or programs at UNM. A link to the complete course list is available online at <http://www.unm.edu/~eurost/>.

BA Major and Minor Requirements in International Studies

The major in International Studies requires 39 credits and the minor 27 credits. Majors are required to complete a capstone course related to their study-abroad experience (INTS 400) or an equivalent intercultural experience (INTS 401) under the supervision of the IS Program Director and members of the IS Advisory Committee. Specific requirements are presented in Table 4.

Table 4. Summary of IS Degree Requirements

	IS Major	IS Minor
Total Credits	39	27
Min Upper-Division Credits	21	12
Max Credits in Single Department	12	9
Foreign Language (Arabic, Chinese, French, German, Greek, Italian, Japanese, Latin, Portuguese, Russian, Spanish)	9 credits (beyond 101) Typical sequence is 102, 201, 202 (or 112, 211, 212 for SHL) or intensive counterpart (e.g., ITAL 175, 276; PORT 275, 276)	9 credits (beyond 101) Typical sequence is 102, 201, 202 (or 112, 211, 212 for SHL) or intensive counterpart (e.g., ITAL 175, 276; PORT 275, 276)
Core Courses	9 credits: POLS 240 + one approved course each from Humanities & Social/Natural Sciences (one course must introduce thematic concentration)	6 credits: POLS 240 + one approved course that introduces thematic concentration (Humanities or Social/Natural Sciences)
Thematic Concentration (select one of seven themes)	9 credits (upper-division) from list of approved courses	6 credits (upper-division) from list of approved courses
Area Studies Concentration (select one of five areas) Courses must have at least 50% content dealing with area.	9 credits (upper-division) that cover at least two of four categories (Fine Arts, History, Literature/Philosophy, Social/Natural Sciences)	6 credits (upper-division) that cover two of four categories (Fine Arts, History, Literature/Philosophy, Social/Natural Sciences)
Capstone	3 credits in INTS 400 or 401	Not applicable

The courses approved or acceptable for the IS major and minor draw on the faculty expertise and course offerings of almost every (non-science) department or program in the College of Arts and Sciences as well as several other colleges/schools (e.g., Architecture and Planning, Fine Arts, Management).

The core courses in International Studies are:

1. International Politics: POLS 240
2. Humanities: ARTH 201 or 202; ARTH 323 or 324 (cross-listed as ARCH 321 or 322); COMP 224; ENGL 264; ENGL 292 or 293; HIST 490; RELG 107
3. Social/Natural Sciences: ANTH 130; CJ 115; CRP 181; ECON 203; ENVS 101; GEOG 140; GEOG 195; PHIL 102; POLS 220; SOC 221; WMST 200

The thematic concentrations currently offered include:

1. Culture and Arts in Global Perspective
2. Environment and Society/Sustainability
3. Indigenous, National, and Transnational Identities
4. Global Markets, International Institutions, and Global Governance
5. Conflict, Peace, and Diplomacy
6. Rituals and Belief Systems
7. Women and Gender in the Contemporary World

The area studies concentrations currently offered include:

1. Africa
2. Europe
3. Asia and Middle East
4. Russia and Eurasia
5. Latin America

For their capstone experience, IS majors can participate in an approved international program (e.g., faculty-led trips, UNM exchange programs, self-organized study-abroad experiences) or an equivalent intercultural activity. In the subsequent capstone courses (INTS 400 Directed Study and Travel Abroad, INTS 401 Intercultural Experience), students engage in guided as well as independent reading, research, and analytical writing about their experience and a research topic of their choosing (for INTS 400) or their career plans and skill sets (for INTS 401).

2B. Describe the contributions of the unit to other internal units within UNM, such as offering general education core courses for undergraduate students, common courses for selected graduate programs, courses that fulfill prerequisites of other programs, cross-listed courses.

Due to their interdisciplinary nature, the ISI degree programs are almost entirely dependent on the course offerings and faculty expertise in affiliated departments and programs. Consequently, the ISI does not contribute to other UNM units in the conventional sense of offering core undergraduate courses, courses that are prerequisites for other programs, or cross-listed courses. Nevertheless, the ISI does make a contribution to other academic units in the College of Arts and Sciences as well as other Colleges or Schools (e.g., Fine Arts, Business, Law) through the student credit hours generated by the majors and minors in Asian, European, and International Studies. For example, our students populate the lower and upper-division language classes offered by the departments of Foreign Languages & Literatures and Spanish & Portuguese, and International Studies students contribute to the robust enrollment figures in International Politics (POLS 240), a required introductory course for IS majors and minor. Presently, it is difficult for the Office of Institutional Analytics to provide data on the number of student credit hours (SCH) generated by students in interdisciplinary programs who take their courses in other departments.

Most importantly, the ISI makes a significant contribution to the international education of UNM undergraduates by offering several “outward-looking,” interdisciplinary degree programs that teach students the language, analytical, and communications skills necessary to succeed in today’s globalized economy. The ISI also promotes the international education of UNM undergraduates through its competitive scholarship program for study-abroad programs and other international projects or activities. Over the past 5 years, the ISI has awarded a total of \$48,200 in scholarships (~64% of its cumulative operating funds) to 59 qualified and deserving students. In addition, the endowed William J. Cunningham International Public Service Scholarship has supported 5 students to date with an annual scholarship in the amount of \$1,000 to \$1,300.

2C. Describe the modes of delivery used for teaching courses.

Asian Studies

With the exception of the required thesis for majors (COMP/HIST/PHIL/POLS/RELG 453), the AS program does not offer any of its own courses. The thesis requires majors to do independent research, reading and writing, working with the AS Program Director on shaping an argument and presenting it clearly in a paper of 25 pages or more.¹⁰

European Studies

The ES program does not offer any of its own courses. The ES seminar carries the INTS 410 number, but is nonetheless just a cross-listing with an existing course from another UNM department. This seminar course can, however, involve supplemental independent reading, research, and/or writing by the students if the cross-listed course does not offer sufficiently rigorous requirements. All other courses are chosen in consultation with the ES Program Director from a list of approved courses for the major and minor (for a complete list, see <http://www.unm.edu/~eurost/approved-courses%202-08.pdf>).

International Studies

Except for the required capstone courses (INTS 400 and 401) and the honors option (INTS 402), the IS program does not offer any of its own courses. Both capstone courses involve independent reading, research, and writing by the students as well as discussions of their work with IS faculty. In the start-up phase of the program, both courses were initially delivered as independent study courses, with the ISI Director serving as the instructor of record and one or two IS faculty participating in the final assessment of each student's work. With the explosive growth in IS majors, most of whom take the study-abroad capstone (INTS 400), this one-on-one delivery method with a flexible schedule is no longer feasible as it would consume an extraordinary amount of faculty time. In Fall 2013, this course will be offered for the first time as a scheduled seminar-type class taught by a part-time instructor, who will supervise students' reading, research, writing, and in-class presentations while the ISI Director or Associate Director will continue participating in the final assessment of the two required papers. The intercultural capstone (INT 401) will continue to be delivered as a hybrid course, with readings posted and writing assignments submitted and graded online, supplemented by face-to-face discussions throughout the semester between the student(s) and the ISI Director and Associate Director.

¹⁰ Thesis topics chosen by recent AS majors include: "Rebellion in Disguise: Underground Critique of the Tokugawa Regime in Ukiyo-e-Prints" (in progress); "The Asian Cinderella" (a folklore study comparing variants of this tale across Asian cultures, in progress); "Blurred Boundaries Between the Real and the Fictional: A Look into Mo Yan's Life and Literature" (completed Spring 2013); "The Traditions of Takarazuka" (completed Fall 2012); "The Evolution of Bunraku Puppet Theatre" (completed Spring 2011); "Unhealthy Japan" (on the Japanese diet and food safety issues, completed Spring 2011); "Japan's Women: A Collective History of Women's Struggle for Rights" (completed Fall 2011); "Nature and Otherness in *Mononokehime*" (completed Fall 2009).

Criterion 3. Teaching and Learning: Continuous Improvement

“The unit should demonstrate that it assesses student learning and uses the assessment to make program improvements. (differentiate by program where appropriate).”

3A. Describe the assessment process and evaluation of learning goals for each program. Provide information on how the unit assesses the effectiveness of its curricula and teaching effectiveness in meeting the educational objectives described in Criterion 1. Summarize and discuss direct and indirect evidence of students’ learning gathered by the program. For accredited programs, the unit should utilize outcomes measures that are responsive to the accreditation expectations.

The Program Directors for Asian, European, and International Studies are responsible for the assessment of their respective BA programs. Although they had submitted their outcomes assessment plans along with broad learning goals and specific student learning outcomes during 2008, none of the programs conducted an initial program assessment. In the case of the new International Studies program, which had only accepted its first student in Fall 2009, there were no majors to assess until the program started producing its first substantial cohort of graduates in May 2013.¹¹ Nevertheless, the IS program was asked to submit an annual program assessment progress report in October 2012. Focusing on majors who had completed their capstone course but not necessarily graduated yet, a sample of 9 students was generated for whom a limited number of direct and indirect measures of student learning could be gathered and assessed.

Following a Fall 2011 meeting of ISI Program Directors with Kate Krause, the Outcomes Assessment Coordinator for the College of Arts and Sciences, the two area studies programs were given an extension until 2013 to reconsider and revise their outcomes assessment plans in light of increasing curricular bottlenecks in Asian Studies due to the retirement of key faculty and the sharp decline in the number of European Studies graduates. However, both Asian and European Studies have taken actions to improve their programs based on student performance and informal feedback from their majors. Asian Studies was recently invited to submit a revised outcomes assessment plan and its first annual program assessment progress report.

The following sections list the specific student learning outcomes for each degree program, which are numbered to refer back to their broad learning goals described above (Criterion 1C).

Student Learning Outcomes (SLOs) in Asian Studies

- A1. Students will draw on knowledge of one area of Asia (Middle East, South Asia, or East Asia) and be able to identify and describe the cultural, political, economic, socio-historical issues, and contemporary problems, practices, and solutions in such areas as the arts, history, religion, and culture in general.
- A2. Students will demonstrate a capacity to make cross-disciplinary comparisons and/or analyses in the study of Asia.

¹¹ The IS program produced its first graduate in December 2011, followed by 3 BAs in May 2012, and another 3 in December 2012. We saw the first sizable cohort of graduates in May 2013, with 11 BA degrees awarded and another 4-5 pending.

- B1. Students will demonstrate a capacity to conduct research and present its results by
 - (a) evaluation of sources.
 - (b) analysis of issues presented by sources.
 - (c) construction of a reasoned argument about a topic.
 - (d) presentation of the argument in a literate and persuasive form.
- B2. Students will demonstrate an ability to think independently and critically about issues affecting the modern world.
- C1. Students will complete their foreign language classes (Arabic, Chinese, or Japanese) with a minimum grade of C.
- C2. Students will develop intercultural awareness and/or communication skills.
- D1. Students will find and evaluate career and post-graduate opportunities available to Asian Studies majors.

Student Learning Outcomes (SLOs) in European Studies

- A1. Students will draw on their knowledge of European culture, political structures, and issues to be able to identify and describe specific European concerns, problems, solutions, and practices in areas such as economics, politics, arts, history, and education.
- B1. Students will integrate knowledge and scholarly approaches across disciplines, apply an interdisciplinary approach, and account for the European context of a research problem.
- B2. Students will present their research in compelling, coherent, clear analytical arguments.
- C1. Students will complete their foreign language classes with a minimum grade of C.
- C2. Students will develop intercultural awareness and/or communication skills.
- D1. Students will find and evaluate career and post-graduate opportunities available to European Studies majors.

Student Learning Outcomes (SLOs) in International Studies

- A1. Students will draw on their knowledge of international processes and issues to identify and describe at least two dimensions – historical, political, social, cultural, economic – of specific international issues or problems.
- B1. Students will integrate knowledge and scholarly approaches across disciplines, apply an interdisciplinary approach, and account for the international context of a research problem.
- B2. Students will present and discuss their research in compelling, coherent, clear analytical arguments.
- C1. Students will complete their foreign language classes with a minimum grade of C.
- C2. Students will develop intercultural awareness and/or communication skills.
- D1. Students will find and evaluate career and post-graduate opportunities available to International Studies majors.

For the 2012 Annual Program Assessment Progress Report on International Studies (included in Appendix C), the ISI Director collected data to assess a subset of SLOs that included B1 (interdisciplinarity), B2 (analytical ability), and C1 (language skills). The students' capstone experience provides two direct measures – the papers written by students and subsequent oral discussions with members of the IS Advisory Committee – to evaluate the effectiveness of the program to meet B1 and B2. The students' grades in their foreign language classes can be used

as indirect measures of language skills (C1). While the selected benchmarks¹² for these SLOs were met by all 9 students who had completed their capstone course and were within 1-2 semesters of graduating, the small sample size of the cohort makes it impossible to draw any reliable inferences about the effectiveness of the IS curriculum in meeting the educational goals of the program. Furthermore, the selected measures are not ideal since the composition of the faculty advisory committee that evaluate students' capstone projects changes from student to student, and a passing grade in a language class does not necessarily imply a high level of proficiency when it comes to communicating with native speakers. Consequently, the IS progress report can, at best, serve as a pilot study.

3B. Provide evidence of actions taken to improve programs based on the assessment process.

Asian Studies

Asian Studies has not undergone a formal assessment process to date. Informal assessment of the thesis performance of recent majors has suggested the need for a more structured environment for the instruction of the thesis class. In the last few years, some students focusing on Japan, at any rate, appear to need a little more help completing the thesis than did previous generations, and take longer to complete the paper than one semester.

European Studies

As a degree program that has never undergone a formal assessment process, European Studies has not directly responded to the results of the assessment process. Nonetheless, ES has employed assessment information to improve several areas of the program:

- 1) Instituting a greater number and diversity of ES seminar options.
- 2) Working more closely with other programs such as Asian Studies, International Studies, Africana Studies, and Latin American Studies.
- 3) Creating a dedicated number (INTS 410) for the ES seminar cross-listing.
- 4) Encouraging a broader array of available study abroad and language options for ES students.

International Studies

As a new degree program, International Studies has only graduated 18 majors to date. The program's first assessment report (submitted in October 2012) was based on an even smaller sample of 9 students who had completed their capstone requirement and were within one or two semesters of graduating at that time. Although the small sample size is insufficient to make reliable inferences about the quality of the program, it points out at least one potential area for improvement – namely, the addition of a required introductory course in International Studies, taught by an active ISI faculty member (or lecturer), to adequately prepare the students for the level of interdisciplinary reading, research, and writing that is expected in their capstone courses. This is part of our future plans and priorities (see Criterion 9).

¹² The benchmark for B1 and B2 is a score of 80% or better on the capstone paper(s) and the oral discussion; for goal C1 it is a grade of C or better in all foreign language classes taken by IS students in the sample.

Criterion 4. Students (Undergraduate and Graduate)

“The unit should have appropriate structures in place to recruit, retain, and graduate students. (Differentiate by program where appropriate).”

4A. Provide information regarding student recruitment and admissions (including transfer articulation).

The ISI does not offer any graduate degree programs and, thus, does not engage in active student recruitment. Undergraduates interested in pursuing a BA in Asian, European, or International Studies are informed about these programs through the UNM course catalog, academic advisors in University College and the College of Arts and Sciences, information posted on the ISI website, as well as campus recruitment events (e.g., “Find a Major Fair,” invited presentations to freshmen-level courses).

As mentioned earlier, the ISI degree programs have similar admission requirements for students planning to major in Asian, European, or International Studies. Apart from the general admission requirements for the College of Arts and Sciences, all three programs require students to have completed the second semester of their chosen foreign language (i.e., 102 or equivalent). International Studies majors are also required to have completed one of the required core courses (POLS 240 International Politics).

Within LoboTrax, some courses taken at CNM, UNM branch campuses, and through UNM international exchange programs are automatically transferred into the Asian, European, and International Studies major. All other transfer credit approvals must first go through the corresponding academic department at UNM before the Program Directors can approve courses taken at other institutions for their majors. This is typically done by e-mailing the A&S Academic Advisor for the program who, in turn, instructs the Data Entry Team (DAT) to manually enter the approved course for a particular student. In International Studies, where a majority of majors earn credits while studying abroad, this can be a time-consuming task for the IS Program Director (i.e., the ISI Director).

4B. Provide an analysis of enrollment trends, persistence, and graduation trends.

According to data provided by the UNM Office of Institutional Analytics (see Table 5), the degree programs under the umbrella of the ISI have awarded a total of 107 BA degrees since 2002. During this time period, there is (occasionally substantial) variation in the number of degrees awarded by each program, mostly reflecting the “normal” short-term fluctuations often observed in smaller programs. The data also reveal long-term trends due to permanent changes in program offerings, including the introduction of the International Studies program in AY 2009-2010 and the phasing out of the Russian Studies program beginning in AY 2010-2011. Quite naturally, these fluctuations are also present in the number of majors and (if relevant) the student credit hours (SCH) generated by each program.

Table 5. Total Number of ISI Degree Recipients by Academic Year

AY	Asian Studies	European Studies	International Studies	Russian Studies	Yearly Total
2002-03	7	1	n/a		8
2003-04	2	1	n/a		3
2004-05	5	1	n/a		6
2005-06	7	4	n/a		11
2006-07	3	4	n/a	1	8
2007-08	3	6	n/a	3	12
2008-09	6	6	n/a	1	13
2009-10	3	4	n/a		7
2010-11	6				6
2011-12	4		4		8
2012-13	6		14*	1	21
Program Total	52	27	18*	6	103

Note: Degree counts are for Academic Years, which includes leading summer, fall, and spring semester. For degrees awarded in AS, ES, and RS, the Office of Institutional Analytics pulled data from the official Academic Outcome table in frozen view (i.e., at a specific date). To provide more up-to-date information on degree awarded in IS, a current pull was extracted on August 27, 2013. (*) A manual check of individual student records, completed by the ISI Director in August 2013, indicates 2 additional degrees pending to be awarded for Spring 2013.

The following tables show the semester-by-semester trends in majors and student credits hours for each degree program since Spring 2010.¹³ Historical data (going back to 2003) on fall enrollment and degree recipients from the Office of Institutional Analytics are presented in Appendix D.

Table 6. Number of Majors in Asian and European Studies

Semester	Asian Studies			European Studies		
	A&S	Univ. College	Total	A&S	Univ. College	Total
Spring 2013	23	7	30	5	0	5
Fall 2012	24	6	30	7	1	8
Spring 2012	19	8	27	6	1	7
Fall 2011	20	7	27	5	3	8
Spring 2011	18	2	20	7	5	12
Fall 2010	25	3	28	10	5	15
Spring 2010	25	8	33	12	5	17

¹³ Data on majors was pulled from the “Students by Major Report” (Hyperion) for each degree program. SCH data is from the Registrar’s “Credit Hours by Course Reports” (<http://registrar.unm.edu/reports--statistics/index.html>).

Table 7. Student Credit Hours in Asian Thesis Courses

Asian Thesis	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013
COMP 453	3		6		6	6	12	6	9
HIST 453	9	9	3	6	6			6	3
PHIL 453									
POLS 453				3	3				
RELG 453				3			6	3	3
Semester Total	12	9	9	12	15	6	18	15	15

Note: Although nominally offered by different departments, the SCH are directly attributable to Asian Studies because the AS Program Director is the instructor of record for all cross-listed thesis courses.

Table 8. Number of Majors in International Studies

Semester	International Studies Majors		
	A&S	Univ. College	Total
Spring 2013	79	52	131
Fall 2012	84	27	111
Spring 2012	48	41	89
Fall 2011	41	48	89
Spring 2011	27	38	65
Fall 2010	15	23	38
Spring 2010	1	8	9

Table 9. Student Credit Hours in International Studies Capstone Courses

Capstone Courses	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013
INTS 400	3	3	12	9	48	17	45
INTS 401				6	3	3	3
Total	3	3	12	15	51	20	48

Note: The capstone courses were first offered in Fall 2010. In general, enrollment in the study-abroad related capstone (INTS 400) tends to be higher in the Fall than in the Spring because many IS majors study abroad during the preceding Spring or Summer semester.

The overall story emerging from these tables is that:

- *Asian Studies* has seen relatively stable figures for degrees awarded, number of majors, and student credit hours, with recent indications of a slight upward trend.

- *European Studies* experienced a substantial decline in degrees awarded and number of majors in 2010-2011 (following the introduction of the BA in International Studies in 2009-2010), with relatively stable major numbers since then, but no degrees awarded in the last 3 years.
- *Russian Studies* saw an irregular pattern of degrees awarded (none for 2002-2006 and only 5 over the next 3 years) along with declining numbers of majors, which precipitated the steps taken in 2010-2011 to eventually eliminate the program.
- *International Studies* has enjoyed tremendous growth in the number of majors since it started accepting students in Fall 2009, making it the fastest growing major in the College if not the University, and is now seeing a remarkable surge in degrees awarded as the first cohort of majors in the new program are graduating.

Thus, it can be argued that the introduction of the International Studies program, on one hand, has probably had a negative one-time impact on enrollments in European Studies (although this was not reflected in a corresponding increase in the European area studies concentration within the IS major) and, on the other hand, has provided a pathway for students to focus their studies on Russia after the elimination of the Russian Studies program.

Analysis of Trends for Asian Studies

As shown in Table 6, the number of AS majors in the College of Arts and Sciences has remained fairly stable with 18-25 admitted majors. Student credit hours generated in the thesis courses that are supervised by Program Director have typically ranged from 9 to 18 (see Table 7). Over the same time span, however, the Asian Studies Advisory Committee has shrunk considerably – primarily as a result of retirements that have not (yet) been replaced with junior faculty in the area. In the past few years there have been four, and then three members. Now there are only two, although any faculty member teaching Asia-related classes who participates in e-mail exchanges and attends meetings is considered part of the Asian Studies Committee.

Analysis of Trends for European Studies

As shown in Table 6, the introduction of the IS degree program in 2009-2010 coincided with a permanent decline in the number of declared and admitted ES majors, some but not all of whom probably switched to the new IS major. There is no data available on student credit hour production in European Studies since the course number for the ES seminar (INTS 410) was only recently approved.

Analysis of Trends for International Studies

Since its introduction, the IS program has seen tremendous growth, from 9 total majors in Spring 2010 to 131 total majors in Spring 2013 (see Table 8). Student credit hours generated in the capstone courses have increased dramatically as the first cohorts of IS majors get ready to graduate (see Table 9). The ISI Director meets individually with each declared IS major when s/he prepares to transfer into the College of Arts and Sciences; these initial advisement sessions take about 20-30 minutes per student. In addition, the ISI Director regularly advises existing IS majors/minors regarding their course selections and study-abroad plans, and also tracks their progress toward degree completion. From August 2012 through April 2013, the ISI Director

held about 110 individual advisement sessions with IS major and minors. This has substantially increased the percentage of time that the ISI Director must devote to her/his academic responsibilities as the IS Program Director.

4C. Provide a description of program advisement for students.

Program advisement for students in Asian, European, and International Studies is provided by different campus entities, depending on the students' class and progress to degree:

- *University Advisement Center* for freshmen and intended majors still in University College (UC). The current advisor for all three ISI programs is Eric Tomalla.
- *College of Arts and Sciences Advisement Center* for declared majors and minors admitted to A&S. The current advisor for all three ISI programs is Holly Meyer.
- *Faculty Advisors* (i.e., the program directors) from each program for intended as well as declared majors and minors, especially juniors and seniors. While they advise on all program-related matters, the faculty advisors are primarily responsible for content advising and degree checks, including course approvals, selection of concentrations, recommended minors or second majors, and approval of thesis or capstone projects. Perhaps most importantly, the faculty advisors are actively engaged in mentoring the students in their programs through one-on-one interactions related to their senior projects. The current faculty advisors are Lorie Brau (Asian Studies), Steve Bishop (European Studies), and Eleni Bastéa and Christine Sauer (International Studies).

The faculty advisors and the designated A&S advisor collaborate and regularly communicate with each other regarding general advisement issues as well as the progress of specific students in their programs. During 2012-2013, the A&S advisor worked closely with faculty advisors to develop 4-year degree plans for each program. Starting in 2013-2014, the faculty advisors will join with the A&S advisor to offer group advisement sessions for incoming students to provide them with a comprehensive orientation on University, College, and program requirements. Finally, the faculty advisors provide curriculum information and respond to questions from the designated UC advisor about their programs.

4D. Describe any student support services that are provided by the unit.

Each of the three ISI programs maintains a separate student listserv to inform its majors and minors about relevant upcoming events, study-abroad programs, scholarships, graduate programs, internships, job openings, and other opportunities. Announcements are sent by the ISI Operations Specialist and/or the respective Program Director.

For students applying for scholarships, study-abroad programs, graduate school, internships, and/or jobs, the Program Directors often serve as advisors/mentors as well as references for their mentees, providing letters of recommendation and responding to phone or e-mail inquiries about

the candidate. Majors completing their senior projects usually interact with the respective Program Directors on a regular basis, receiving frequent feedback (orally and/or in writing) on their progress; the Program Directors also identify, or help students identify, faculty from affiliated departments who can serve as external readers for their projects. Last but not least, the Program Director also direct students to the appropriate UNM support services (e.g. Writing Lab, Advisement Center, Global Education Office, and Scholarship Office).

4E. Describe any student success and retention initiatives in which the unit participates.

As the umbrella organization for three undergraduate degree programs, the ISI is very student-oriented in its programming and faculty involvement. The Program Directors for Asian, European, and International Studies are available for regular one-on-one advisement sessions to assist students with their course selections, give suggestions and provide feedback on their capstone projects, discuss study-abroad options and career plans, etc. This level of faculty involvement is comparable to the individual(ized) attention that students in an Honors Program or College typically receive. For interdisciplinary degree programs like ours, which sometimes offer students too many choices and sometimes not enough, such one-on-one advisement is instrumental to keep majors “on track” toward degree completion. It is thus an essential element of our retention efforts and the students’ very good to excellent academic performance.

In terms of our programming, we strive to enhance our students’ international education and contribute through student-centered events such as the annual ISI Lecture Series on current international events or global issues, examined from a multi-disciplinary perspective by invited speakers from different academic and non-academic institutions. We also encourage and support participation in study-abroad programs through our competitive ISI scholarships and the faculty-led, interdisciplinary summer program at Schloss Dyck, Germany that is organized and administered by the ISI.

4F. Describe where graduates of each program are typically placed. Describe efforts to measure the success of program graduates and the result of those measures.

The ISI does not have any resources to systematically track the recipients of BA degrees in Asian, European, and International Studies after graduation. However, the respective Program Directors have knowledge about the future plans of some individual students. For the future, as we further develop our outcomes assessment instruments by adding an online survey of graduating seniors, we hope to collect and analyze the placement information for our graduates in a more systematic fashion.

Asian Studies

Many students graduating with a major in Asian Studies have continued their studies in graduate school – in Language Pedagogy, History, Japanese Literature, International Studies, and Asian Theatre. A number of recent graduates have moved to Asia to teach English. Some have pursued careers in videogame design. A few have continued on in careers in the military. One

student is furthering her language skills, perhaps with the intent of working for the U.S. State Department.

European Studies

ES has seen students go into the following fields over the past ten years: international business, law school, graduate school (Spanish, Comparative Literature, Political Science, etc.), translation, professional dance (teaching and performance), law enforcement (FBI and Border Patrol), U.S. military, international work in non-governmental organizations (NGOs), and the Foreign Service amongst others.

International Studies

To date, the IS program has officially graduated a total of 18 majors – the first degree was awarded in December 2011, followed by 3 BAs in May 2012, and another 3 in December 2012. The first sizable cohort just graduated this May, with 11 BA degrees awarded and another 2 pending subject to a final degree check.¹⁴ Of our 18 BA graduates, several have moved or plan to move abroad to teach English in Jordan, China, and Japan. Others have chosen to pursue graduate studies in Economic Development (Cambridge University, U.K.), Environmental Policy (University of San Francisco), International Security (University of Warwick, U.K.), and Latin American Studies (UNM). One of our graduates, an international student from Haiti, is the first-ever UNM student to win the prestigious Gates Cambridge Scholarship to pursue graduate studies in Great Britain.

¹⁴ The outgoing ISI Director compiled this data by manually checking the records of all majors who have completed one of the INTS capstone courses in the past 2 years.

Criterion 5. Faculty

“The faculty associated with the unit’s programs should have appropriate qualifications and credentials. They should be of sufficient number to cover the curricular areas of each program and other research and service activities. (Differentiate by program where appropriate.)”

5A. Describe the composition of the faculty and their credentials. Provide an overall summary of the percent of time devoted to the program for each faculty member and roles and responsibilities within each program.

The International Studies Institute does not have any faculty lines of its own. As an organization, it is run by the ISI Director – generally a tenured faculty member at the rank of Associate or Full Professor from an affiliated department – who has a part-time administrative appointment with a SAC and a reduced (1:1) teaching load. The relatively new position of Associate ISI Director, created to assist the Director with all aspects of the position while s/he is training the Associate Director to step into the directorship, also carries a reduced (1:2 or 2:1) teaching load but no SAC. The administrative responsibilities of the ISI Director include all ISI-related programming (e.g., annual lecture series, other campus events, scholarship competition, Schloss Dyck summer program), resource allocation and budget planning, reporting to the College and other university entities, and representing ISI interests on various College and University committees.

In addition to these administrative duties, the ISI Director also serves as the Program Director for the International Studies program. In that role, the Director is responsible for all aspects of student advisement, supervision and coordination of the two capstone courses (INTS 400 and 401), program outcomes assessment, and curriculum review and development. Due to the rapid growth in the number of IS majors, student advisement and capstone supervision are now consuming an extraordinary amount of time, even with the relief provided by the Associate Director, so that the combined duties of the ISI Director easily require 65% or more of her time during the regular semesters and a significant amount of time during the summer.

The Program Directors for Asian and European Studies usually are tenured faculty members from affiliated departments, who volunteer their time in return for a modest SAC but no course release. Their duties include all aspects of student advisement, supervision and coordination of their programs’ capstone experience, program outcomes assessment, and curriculum review and development. They also serve on the Advisory Committee for International Studies, the ISI Executive Board, and selection committees for ISI scholarships and the Schloss Dyck summer program. All in all, the Program Director estimate that they spend 6-8% (in the case of European Studies) and 15-20% (in the case of Asian Studies, where the Program Director supervises all senior theses) of their time on the administration of their respective degree programs and the operations of the ISI.

Last but not least, the three degree programs rely on the faculty in affiliated departments to sit on their Advisory Committees and/or serve as readers or evaluators of their students’ capstone projects. Participation in these activities is voluntary and, unfortunately, not always recognized,

rewarded, and/or encouraged by the faculty member's home department – especially in the case of untenured, junior faculty. This contributes to the small pool of faculty volunteers who are willing to actively support and promote the ISI's interdisciplinary degree programs.

5B. Provide information regarding professional development activities for faculty within the unit.

Professional development activities for faculty associated with the ISI degree programs are generally provided through their respective home departments and/or colleges. However, ISI-affiliated faculty and their home departments often benefit from interacting with outside speakers who have been invited, sometimes at their behest, to give a talk on the UNM campus. Thus, the ISI can serve as a catalyst for professional interactions and possible collaborations between faculty from UNM and other institutions.

5C. Provide a summary and examples of research/creative work of faculty members within the unit.

As mentioned previously, the ISI does not have any dedicated faculty. However, the following colleagues are playing a significant role in the administration of the ISI, its interdisciplinary degree programs, and various outreach activities.

Regents' Professor of Architecture Eleni Bastéa (PhD Architecture, UC Berkeley) has served as the Associate ISI Director during 2012-2013 prior to stepping into the position of ISI Director for a three-year term starting in 2013-2014. Bastéa is the author of *The Creation of Modern Athens: Planning the Myth* (Cambridge University Press, 2000), winner of the John D. Criticos Prize. The book was also published in Greek (author's translation): *Athens 1834-1896: Neoclassical City Planning and Greek National Consciousness* (Libro, 2008). She is the editor and a contributing author of *Memory and Architecture* (University of New Mexico Press, 2004) and the co-editor of *Contemporary Indigenous Architecture: Local Traditions, Global Winds*, with Theodore (Ted) Jojola and Lynn Paxson (under preliminary contract with UNM Press). Her first poetry collection, *Venice without Gondolas* (2013), was published by Finishing Line Press. Bastéa appeared in the English-language documentaries *Smyrna. The Destruction of a Cosmopolitan City, 1900-1922* (2012) and *Expulsion and Exchange of Populations: Turkey – Greece: 1922-1924* (90 min., Proteus production, 2012). In collaborating with the director both as a historical consultant and an interviewee, Bastéa drew from her own on-going archival research on Smyrna (present-day Izmir, in Turkey), as well as family stories and interviews.

Associate Professor of French Stephen Bishop (PhD French, University of Michigan; JD, University of Michigan) has served as the long-time European Studies Program Director (2001-2004 and 2008-present) and continues to serve on the ISI Executive Board. His expertise is in law and literature, African literature and culture, children and war, and guilt and shame.

Professor of History Melissa Bokovoy (PhD History, Indiana University) has been a faculty member of UNM's Department of History since 1991, arriving shortly after the completion of

her Ph.D. in East European history from Indiana University, Bloomington. Since this time, she has actively engaged in scholarly research on twentieth Yugoslavia and has taught extensively in the History Department's undergraduate and graduate programs. She is an award winning author for her 1998 monograph, *Peasants and Communists: Politics and Ideology in the Yugoslav Countryside* and an award winning teacher (UNM Outstanding Teacher of the Year, 2011). She has been awarded grants and fellowships from the American Council of Learned Societies, the International Research and Exchanges Board (IREX), the Max Kade Foundation, the National Council on Eurasian and East European Research (NCEEER), and the Woodrow Wilson International Center for Scholars. In addition to her research and teaching accomplishments, she was also founding director of UNM's International Studies Institute (2003-2005 and 2006-2008) and the originator and architect of UNM's International Studies undergraduate major and minor. She continues serving on the ISI Executive Board and the Advisory Committee for International Studies.

Associate Professor of Japanese Lorna Brau (PhD Performance Studies, NYU) has served as the Asian Studies Program Director since 2008 and sits on ISI Executive Board and the Advisory Committee for International Studies. In her research, she explores rakugo storytelling, heritage and traditional culture, traditional Japanese theatre and folklore, Japanese foodways and culinary *manga*.

Assistant Professor of Russian Tania Ivanova-Sullivan (PhD Slavic Linguistics, Ohio State University) served as Program Director for the now defunct Russian Studies Program in Fall 2010 and continues to serve on the ISI Executive Board as well as the Advisory Committee for International Studies. In her theoretical and experimental research, she focuses on issues of first and second language acquisition, language attrition and language maintenance. She is particularly interested in the population of heritage speakers, second-generation immigrants to the United States who follow various paths of integration and adaption to a new linguistic and cultural environment. Her forthcoming monograph on the language of Russian heritage speakers provides a detailed account of this particular type of bilinguals.

Professor of Economics Christine Sauer (PhD Economics, Brown University) has served as the ISI Director for a total of six and a half years (2005-2006, Spring 2008, and 2008-2013) and is stepping into the position of Associate ISI Director for 2013-2014. Previously, she also served as the European Studies Program Director (2004-2008). A long-time faculty member of UNM's Economics Department, her areas of specialty are applied macroeconomics and monetary economics, with emphasis on international and open economy issues. Scholarly work consists of a book, *Alternative Theories of Output, Unemployment, and Inflation in Germany* (1989), and numerous refereed articles and conference presentations on topics such as seigniorage in the EMU and in dollarized economies, exchange rate volatility and trade, monetary policy and central bank behavior in the U.S. and Germany. She is an award-winning teacher whose contributions to teaching, curriculum development, and international education at UNM have been recognized with the 2008-2009 "Outstanding Teacher of the Year" award and her selection as the 2011-2013 Presidential Teaching Fellow.

Professor of Political Science William Stanley (PhD Political Science, Massachusetts Institute of Technology) was a driving force behind the creation of the BA in International Studies and

has served on the ISI Executive Board since the formation of the ISI. He conducts research on political violence and its prevention, with an emphasis on Central America. His first book, *The Protection Racket State: Elite Politics, Military Extortion, and Civil War in El Salvador* (1996) examined the political dynamics behind the mass killings carried out by the military and police in El Salvador in the 1970s and 1980s. His second book *Enabling Peace in Guatemala: the Story of MINUGUA* International Peace Institute/Lynn Reinner, (2013) is an assessment of the strategies of the United Nations for bringing peace and post-war stability in a context of limited international political leverage and strong domestic resistance to reform. His work on political violence, counterinsurgency, and post-conflict reform of police and justice institutions has appeared in the journals *International Organization*, *Politics and Society*, *Global Governance*, *International Peacekeeping*, and others.

5D. Provide an abbreviated vitae (2 pages or less) or summary of experience for each faculty member (if a program has this information posted on-line, then provide links to the information).

The abbreviated CVs for core ISI faculty are included in Appendix E.

Criterion 6. Resources and Planning

“The unit has sufficient resources and institutional support to carry out its mission and achieve its goals.”

6A. Describe how the unit engages in resource allocation and planning. If the program or unit has an advisory board, describe the membership and charge and how the board’s recommendation are incorporated into decision making.

The final responsibility and authority for resource allocation and planning lies with the ISI Director, after consultation and discussion with the ISI Executive Board and with assistance from the ISI Operations Specialist. Board membership consists of the ISI Director, the Associate ISI Director, the Program Directors for Asian and European Studies, and up to three ISI-affiliated faculty as well as (non-voting) invited representatives from Africana Studies, Latin American Studies, and the Global Education Office (GEO, formerly OIPS – the Office of International Programs and Studies).

The ISI Executive Board meets at least once each semester, usually within the first six weeks, to review the ISI budget, discuss priorities and plans for the allocation of ISI operating funds (\$15,000 per year), review and vote on event funding requests from affiliated departments and/or faculty, consult on potential speakers to be invited, and engage in strategic planning. In addition, the board conducts curriculum planning and development, and discusses certain personnel issues (e.g., board membership, selection of program directors and ISI graduate assistant). It does meet on an as-needed basis, or conducts business via e-mail, to deal with new developments, urgent business, or resource allocation issues outside the norm. Members of the Executive Board also serve on selection committees for one of the ISI scholarships and the Schloss Dyck summer program.

The ISI Director, who attends the monthly College-level meetings for chairs and directors, reports to the ISI Executive Board on the budget environment, hiring plans, curricular issues, and policies and procedures at the institutional level. The ISI Operations Specialist assists the ISI Director with the planning, scheduling, preparation, and record-keeping for the meetings of the ISI Executive Board. The Director and Operations Specialist both interact with fiscal specialists in the Dean’s Office to review and budget the ISI’s annual allocation from the College of Arts and Sciences.

6B. Provide information regarding the unit’s budget including support received from the institution as well as external funding sources.

The fiscal year at UNM runs from July through June of the following year. In preparing the ISI budget allocations for each fiscal cycle, the ISI Director (now with the assistance of the ISI Operations Specialist) examines how funds in the main ISI index were spent during the previous year, considers planned events and future needs, and then budgets accordingly.

Carry-forward balances are usually rolled into the new fiscal year and added to the annual allocation of operating funds, graduate student support, and staff salaries from the College of Arts and Sciences. The College also funds the special administrative component (SAC) of the faculty salaries for the ISI Director and the Program Directors for Asian and European Studies. At present, the Associate ISI Director does not receive a SAC.

As shown in Table 10, the funding received from the institution has essentially remained flat for the past five years – except for the transfer of the salary line for the ISI Operations Specialist and a one-time special allocation to purchase, install, and cover some of the monthly expenses of a phone in the new ISI administrative office.

Table 10. ISI Funding from the College of Arts and Sciences

Fiscal Year	Operating Funds	Special Operating Funds	GA Support (tuition/stipend)	Staff Salary	SACs (paid directly to ISI faculty)	Total ISI Support from A&S
2008-09	\$15,000		\$10,763		\$6,000	\$31,763
2009-10	\$15,000		\$8,900		\$6,000	\$29,900
2010-11	\$15,000		\$9,245		\$5,000	\$29,245
2011-12	\$15,000		\$9,500		\$5,000	\$29,500
2012-13	\$15,000	\$1,500	\$10,178	\$26,031	\$5,000	\$52,709
2013-14	\$15,000		\$10,178	\$39,954	\$5,000	\$70,132

Note: The operating funds include \$3,000 to be used at the discretion of the ISI Director. The small fluctuations in GA support reflect changes in tuition rates and/or the level (pre- or post-masters) of the GA hired in a given year. The decline in the total SAC amount in 2010-2011 reflects the elimination of the position of Russian Studies Program Director as the degree program was being phased out.

Until the establishment of the ISI administrative office in November 2012, most of our operating budget has been dedicated to promoting the global knowledge and awareness of UNM students and the campus community – through the annual ISI Lecture Series and other internationally-themed events, and by supporting undergraduates studying abroad or pursuing other projects abroad.¹⁵ Since we now have a staff member and an office with a phone, computer, printer, office furniture, and access to a shared copier, some operating funds will have to be set aside to adequately supply and maintain that office.¹⁶ This will inevitably reduce the funds available for our student-centered activities without a future increase in operating funds from the College.

At present, the ISI does not have a research (F&A) account funded by overhead earnings from contracts and grants. However, the founding ISI Director and ISI-affiliated faculty have received (no-cost) external funding on two occasions for ISI-related programming – the 2004 inaugural ISI Lecture Series on “Islam and Europe” (\$2,000 from the New Mexico Endowment for the Humanities; www.nmeh.org) and the 2007 Taos Austrian Literature Symposium in conjunction

¹⁵ Since 2008, the ISI has awarded a total of \$48,200 in scholarships to 59 undergraduates.

¹⁶ The initial set-up cost for the ISI office were kept to a minimum by using surplus equipment (computer, printer) and furniture.

with the Austrian P.E.N. club (~\$120,000 in direct and in-kind funding from various Austrian entities).¹⁷

The ISI also has several other accounts for special projects, public service, and donor contributions. They include the Schloss Dyck account (ISI-organized summer study-abroad program), the endowment and related spending account for the William J. Cunningham International Public Service Scholarship, the public service account for contributions to the ISI lecture series and other public events, and a foundation account for non-restricted donations from emeriti faculty, alumni, staff, and the public. Spending from some of the accounts is specified by the donors; for others, it is at the discretion of the ISI Director.

6C. Describe the composition of the staff assigned to the unit (including titles and FTE) and their responsibilities.

Prior to November 2012, the ISI did not have its own staff but instead had to rely on general administrative support provided at various times by staff in other interdisciplinary programs (Institute for Medieval Studies, Project Manager Eva Lipton), the Dean's office (Yvonne Martinez-Ingram, Tracy Wenzl), the Economics Department (Maria Daw, Christopher Garcia), the Arts & Sciences Service Center, and/or the Provost's Office (Schloss Dyck Summer Program Coordinator Kathryn Padilla). With the hiring of Operations Specialist Jazmin Knight in November 2012, the ISI now shares one full-time (1.0 FTE) staff employee with the Nepal Study Center (NSC) and the other departments and programs housed on the 4th floor of the Humanities Building.

The Operations Specialist is responsible for managing the daily administrative operations of the ISI, including the coordination and oversight of all fiscal activity, human resources transactions, purchasing, property and inventory management, scheduling of courses, management of annual catalog changes, maintenance of redesigned ISI website, coordination of functions of the ISI degree programs, administration of scholarship funds, travel administration and reconciliation, interacting with and providing general guidance to prospective and continuing International Studies majors, assisting with the organization and administration of the Schloss Dyck summer program, covering the ISI office and telephone, and greeting and directing callers and visitors. She works closely with the ISI Director and Associate Director as well as the Program Directors for Asian and European Studies, providing guidance on compliance with University policy.

¹⁷ The 2004 NMEH grant was written and administered by then ISI Director, Melissa Bokovoy. The funding for the 2007 literature symposium was assembled by Professor Emeritus Peter Pabisch. Grant administration was provided by Melissa Bokovoy, with assistance from staff in the Dean's office (Yvonne Martinez-Ingram) and the Contracts & Grants Accounting office at UNM. A brief report on the P.E.N. symposium from Professor Pabisch is included in Appendix F.

6D. Describe the library resources that support the unit's academic and research initiatives

Overview

The University of New Mexico's College of University Libraries and Learning Sciences (UL&LS) consist of 4 campus libraries: Zimmerman Library (Social Sciences, Humanities, Education), Parish Memorial Library (Business and Economics), the Fine Arts Library (Fine Arts, Art History, Architecture), and the Centennial Science and Engineering Library (Sciences, Engineering). Zimmerman is the largest of the four campus libraries and also one of the largest libraries in New Mexico.

Within the University Libraries (UL) system, Zimmerman Library is the principal library that supports the International Studies Institute through a variety of research services, collection development, data management, and instruction services. While other campus libraries provide additional support to the ISI undergraduate programs, Zimmerman contains the main components in the core collection for monographs, serials, and electronic databases and resources. It also houses the Center for Southwest Research (CSWR), which specializes in interdisciplinary subjects relating to New Mexico, the Southwestern U.S., Mexico, and Latin America, as well as rare materials from around the world.

Also relevant to Asian, European, and International Studies, but operated separately, are the Law and Health Sciences libraries. The Law Library is fully accessible to all UNM students and faculty, and provides resources in U.S. and international law as well as human rights. Health issues and global challenges are covered in resources held by the Health Sciences Library and often shared with UL system.

The UL system is a member of the Association of Research Libraries. In 2010-2011 the University of New Mexico ranked 86th out of 115 (latest figures available), based on library materials, salary and total number of professional and support staff.

The University Libraries contain approximately 4 million cataloged volumes, 60,000 tangible and electronic journals and over 450 on-line databases. The Federal Regional Depository library also contains approximately 1 million volumes of paper, microfiche, CD-ROM, and electronic resources. In the past few years, UL&LS has acquired over 200 personal computers that are available to UNM faculty, students, and staff via a secure login. Zimmerman Library has extended hours Sunday through Thursday nights (until 2 am) for all UNM students, staff, and faculty with appropriate credentials. Combined, these resources provide the life system required to support the undergraduate and research agendas of the Asian, European, and International Studies programs.

Within the UL system, services are available to the University community, faculty, students, and staff. Many of the resources are now available in an electronic environment, a shift the UL has aggressively pursued over the past several years. While UL&LS continues its commitment to the development of tangible collections where appropriate, it also recognizes that with nearly universal network access and the prevalent use of tablet computers as reading devices, increasingly electronic resources are the preferred choice of access for many clients, especially

since they are available 24/7 and not location dependent. This assures immediate access to fundamental and pertinent information resources.

Library Services are divided into several categories:

1. Combined Service Points (CSP): The CSP is a blending of public services that formerly consisted of Circulation, Interlibrary Loan (ILL), Reference, and Reserve.
 - Faculty and graduate students are permitted to hold circulation monographs for one semester, with one renewal. If the resources are required for extended periods of time arrangements can be made. The UL system no longer allows the circulation of bound or unbound serials, although a serial may be borrowed for a brief period of time under certain conditions.
 - Interlibrary Loan services are provided to all members of the University community. The UL system is a member of the RAPID program which expedites acquisition of journal articles if available electronically. ILL will also purchase monographs upon request of faculty or graduate students.
 - Reference services are provided in-person during the majority of hours Zimmerman and other campus libraries are open. UL&LS also operates the “Ask a Librarian” service through chat, e-mail, and text.
 - Reserve provides a central location for teaching faculty to place articles, monographs, and other pertinent instruction/research materials for students to review. Zimmerman Library provides an area for tangible materials to be placed, and assists in the provision of electronic copies. Reserve also provides a limited number of laptops, iPads, and Kindles for students to borrow, and dispenses study group room keys.
2. Catalogs and Finding Aids: The UL materials are arranged according to location codes and call numbers. There are three distinct call number systems currently utilized in the Libraries: the Library of Congress (LC), Dewey Decimal, and the U.S. Superintendent of Documents. LIBROS is the current Integrated Library System (ILS) at UNM that provides access to bibliographic records for all materials held in the UL system as well as Law and Medicine. The exception is government information prior to 1976 which can be accessed via on-line and tangible finding aids. UNM also participates in a library consortium which includes local, regional, and other New Mexico university libraries. Access to holdings includes monographs, serials, microforms, government information, sound recordings, archival materials, and electronic books and journals.
3. Library Instruction: Individual and group instruction sessions may be scheduled at the convenience of the faculty, instructor, or student. Group library instruction sessions, arranged by the faculty or instructors, are tailored to the specific requirements of the class. These sessions include an introduction to the variety of library services available, an overview of the specific tangible and electronic resources, and other resources as requested. These sessions are generally conducted by the subject specialist within that discipline. Individual sessions are also available and can be scheduled with the subject specialist via e-mail or phone. More detailed information and assistance is available whereby the subject specialist will provide detailed instruction on the use of a specific database, research assistance, and other needs as expressed by the student.

4. Other Services: UL&LS provides a plethora of support services designed to assist undergraduate or graduate students in their research, writing or presentation requirements. There are a number of photocopiers available in each library including color copiers. Microfiche/microfilm readers and scanners are available which have copy, e-mail, scanning, and printing functionality. Each library also provides course reserves, book renewals, group study spaces, laptop borrowing, and wireless networking. UL&LS also provides an “Ask a Librarian” service – students may contact, via text, e-mail, or phone, a librarian who can provide research assistance. Finally, each subject specialist has developed research guides that provide a wealth of information on conducting research, database utilization, citation guides, and other resources.
5. Data Management: A variety of research data management, publication, and archiving services are available from UL&LS. As federal and public interest grows with regard to the provision of and access to publically funded research data, faculty members may refer to the University Libraries for assistance with creating data management plans, developing research documentation, and providing for the preservation and access of data and other research products. Faculty may also consult with data librarians regarding data collection, work flow development, and support or referrals for data analysis and visualization resources.
6. Course Offerings: UL&LS is actively engaged in instruction through the development of credit and non-credit courses, including several that are of particular interest to ISI faculty and students:
 - a. The INFO curriculum meets a growing need for courses in data and information management. These courses provide students with the conceptual and practical training which allows them to effectively design, manage, analyze, visualize, and preserve data and information. Each course is a semester in length.
 - b. Faculty and staff from UL&LS actively participate in a variety of lower and upper-level classes providing bibliographic instruction for a class or by individual appointment. The Center for Academic Programs Support (CAPS), which provides tutorial assistance for undergraduate and graduate students, is located on the 3rd floor of Zimmerman Library.
7. Services for Patrons with Disabilities: Access Services provides academic support for students who have been diagnosed as learning disabled. The UL system offers specialized services to patrons with physical disabilities. For patrons with visual impairments Zimmerman Library provides specialized equipment and resources.

The UL Cataloging and Acquisitions Department coordinates the selection of all monographs, serials, maps, and other materials found in the UL collection. Responsibility for selection and budget allocations is divided among subject specialists in several clusters (e.g. Social Sciences, Humanities, and Sciences). Each academic department has a designated Subject Librarian who has a degree of latitude over monograph spending, but very little over database or journal acquisition. Faculty in interdisciplinary programs consult the designated Subject Librarian for their home department regarding requests for new materials.

The UL system does not always track allocations by subject, particularly in the electronic environment. Many journals are acquired as part of large packages. The total UL&LS budget for all types of materials is nearly \$3,000,000.

Adequacy of the Library Collection for the International Studies Institute

With its tangible collections and over 450 electronic databases providing abstract to full-text electronic resources (see <http://library.unm.edu/> for a complete list of available databases), UL&LS supports the studies of undergraduates engaged in international and area studies programs. The UL system also makes a considerable effort to support International Studies faculty as well as Asian and European specialists from any discipline in their research and instruction needs, although budget constraints impact what can be provided.

The UL collections are, nonetheless, well suited for the undergraduate degree programs offered through the International Studies Institute. In general, UL&LS strives to provide enhanced access to e-books, journals, and databases to support faculty as well as undergraduate students.

Criterion 7. Facilities

“The facilities associated with the unit are adequate to support student learning as well as scholarly and research activities.”

7A. Describe the facilities associated with the unit and associated programs including, but not limited to, classrooms, program space (offices, conference rooms, etc.), laboratories, equipment, access to technology, etc.

The ISI currently has two offices on the 4th floor of the Humanities Building. Room 415A serves as the main ISI office and is staffed by Jazmin Knight, the ISI Operations Specialist. Room 472 is an office space that can/will be shared during AY 2013-2014 by the incoming ISI Director, Eleni Bastéa, the part-time instructor hired to teach the study-abroad capstone course in Fall 2013, and the ISI Graduate Assistant, Justin Wingerd. Both ISI offices have internet connections, but only the main office has an activated phone line. The ISI is one of the programs/departments that are sharing the copy machine/scanner in the mail room on the 4th floor of the Humanities Building.

The ISI does not control any classrooms, conference rooms, or lab space, but can request the use of such space from the respective administrators in the Humanities Building or affiliated departments, UNM Scheduling, and/or the Student Union Building (SUB). We can also rent other spaces suitable for high-profile public events, such as Bobo Room in Hodgins Hall or Keller Hall in Popejoy Hall.

Acquiring a dedicated meeting room or reading/lounge room for the ISI students in the Humanities Building would help enhance a sense of community among the students and facilitate impromptu meetings, readings, and other events.

7B. Describe any computing facilities maintained by the unit.

The ISI does not maintain any computing facilities. For the maintenance of and software upgrades on the computers used by the ISI Operations Specialist, the ISI Director, and the ISI Graduate Assistant, we rely on the IT staff in the A&S Service Center.

Criterion 8. Program Comparisons

“The programs within the unit are of sufficient quality compared to relevant peers. (Differentiate by program where appropriate)”

8A. Provide information on the distinguishing characteristics of the programs within the unit. Discuss the unit’s programs in comparison with other programs such as number of faculty, student characteristics, [and] types of programs.

At present, UNM is the only university in New Mexico to offer undergraduate degree programs (major/minor) in Asian, European, and International Studies.¹⁸ The only other area studies program offered in the state is in Latin American Studies – as a supplementary major at New Mexico State University (NMSU) in Las Cruces and as a minor at Western New Mexico University (WNMU) in Silver City. Just across the state line, students can pursue the following comparable majors or minors:¹⁹

- Extended BA in International Affairs and BA in Comparative Cultural Studies-Asian Studies Emphasis at *Northern Arizona University* in Flagstaff,
- BAs in Global Studies and Russian Language & Area Studies as well as minors Asian, European, and International Studies at *Texas Tech University* in Lubbock (one of UNM’s official peer institutions),
- BA in Latin American and Border Studies and minor in Asian Studies at the *University of Texas at El Paso* (another UNM peer institutions),
- Minor in Latin American Studies at *Western State Colorado University* in Gunnison.

The ISI with its degree programs thus fills a clear “niche” in the higher education landscape of the region. The International Studies program, in particular, is well positioned to attract regional students to the university. The IS major not only complements UNM’s existing area studies programs (including Latin American Studies), but also brings the university in line with its peer institutions – a list that includes flagship schools and research institutions as well as universities in the Southwest and Hispanic-Serving Institutions (HSI) that UNM competes with in the recruitment of faculty, staff and students. The following table presents the parallel majors and minors in International or Global Studies as well as all interdisciplinary area studies programs²⁰ that UNM’s peers are currently offering.

¹⁸ Not counting branch campuses, there are 7 publicly funded colleges or universities in the state: Eastern New Mexico University (ENMU) in Portales, New Mexico Tech (NMT) in Socorro, New Mexico Highlands University (NMHU) in Las Vegas, New Mexico State University (NMSU) in Las Cruces, Northern New Mexico College (NNMC) in Española, the University of New Mexico (UNM) in Albuquerque, and Western New Mexico University (WNMU) in Silver City.

¹⁹ Other nearby institutions in neighboring states that do not offer any academic programs in international or area studies include: Adams State University in Alamosa, CO; Colorado School of Mines in Golden; Fort Lewis College in Durango, CO; and (Southern) Colorado State University in Pueblo.

²⁰ Some schools list programs in German, Russian, or Slavic Studies that, upon closer inspection of their curricula, turn out to focus on language, literature, and culture only, without any electives or requirements in art, history, philosophy, and social sciences.

Table 11. Comparable Majors/Minors Offered at UNM Peer Institutions

Institution Name	Major/Minor in International or Global Studies	Major/Minor in Interdisciplinary Area Studies
Arizona State University	Global Studies, BA	Africa & Africana Studies, BA Asia Studies, BA (East Asia, South Asia, or Southeast Asia)
Florida International University	International Relations, BA (also as joint BA/MA with MA in International Studies)	Asian Studies, BA
New Mexico State University		Latin American Studies (supplementary major)
Oklahoma State University	International Studies (minor) (Business School offers Undergraduate Certificate in International Competency)	Hispanic & Latin American Studies, BA Asian Studies (minor) Central Asian Studies (minor) European Studies (minor) Middle East Studies (minor) Russian & East European Studies (minor)
Texas A & M University-College Station	International Studies, BA	Africana Studies (minor) Asian Studies (minor) Comparative Cultural Studies-International (minor)
Texas Tech University	Global Studies, BA International Studies (minor)	Russian Language & Area Studies, BA Asian Studies (minor) European Studies (minor)
University of Tennessee-Knoxville	Global Studies, BA	Africana Studies, BA Asian Studies, BA Latin American Studies, BA
University of Texas at Arlington	Critical Languages & International Studies, BA	
University of Texas at Austin	International Relations & Global Studies, BA	Africana & African Diaspora Studies, BA Asian Studies, BA European Studies, BA Islamic Studies, BA Latin American Studies, BA Middle Eastern Studies, BA Russian, East European & Eurasian Studies, BA
University of Texas at El Paso		Latin American & Border Studies, BA Asian Studies (minor)
University of Arizona	Global Studies, BA IDS/International Studies, BA (through University College)	Africana Studies, BA East Asian Studies, BA Middle East & North African Studies, BA
University of California-Riverside	Global Studies, BA International Relations (minor)	Asian Studies, BA
University of Colorado Boulder	International Affairs, BA	Asian Studies, BA

University of Colorado Denver	International Studies, BA	Chinese Studies (minor)
University of Houston	Global & International Studies (minor)	Chinese Studies, BA Italian Studies, BA Arab Studies (minor) German Area Studies (minor) India Studies (minor)
University of Iowa	International Studies, BA	Latin American Studies (minor or certificate)
University of Kansas (BGS=Bachelor of General Studies)	Global & International Studies, BA	African & African American Studies-African concentration, BA/BGS Arabic & Islamic Studies, BA/BGS Latin American Studies, BA/BGS European Studies (co-major) Russian & East European Studies (co-major)
University of Missouri-Columbia	International Studies, BA	East Asian Studies (minor) South Asian Studies (minor) Latin American Studies (minor)
University of Nebraska-Lincoln	Global Studies, BA	European Studies, BA Latin American Studies, BA
University of Nevada-Las Vegas		Asian Studies, BA Latin American Studies, BA
University of Oklahoma Norman	International Studies, BA International/Global Studies, BA/MA	African & African American Studies, BA Asian Studies, BA European Studies, BA European Studies: Russian & East European, BA Latin American Studies, BA Middle Eastern Studies, BA
University of Utah	International Studies, BA/BS	Asian Studies, BA Latin American Studies, BA Middle East Studies, BA

We conclude that UNM is on par and competitive with its peer institutions in terms of offering international and interdisciplinary undergraduate programs. Further comparisons regarding the number of faculty and student characteristics are difficult, if not impossible, to make since most of these majors and minors are set up and run as programs rather than academic departments. This means that they do not have any dedicated faculty lines of their own, and – as is the case at UNM – build their interdisciplinary curricula from the course offerings of affiliated faculty from various departments. Often lacking adequate staff support, most programs also do not have the resources or infrastructure to collect and publicize data on student characteristics, except at the institutional level.

Criterion 9. Future Direction

“The unit engages in strategic planning and prioritization in order to achieve its mission and vision.”

9A. Provide a summary of strengths and challenges for the unit.

As an institute and the home of three undergraduate programs, the International Studies Institute has developed a number of strengths:

- The new International Studies program has been a resounding success, as witnessed by the rapid growth in the number of IS majors. The program is also providing a pathway for students who wish to focus on Russia and Eurasia (following the demise of the Russian Studies program) and Africa.
- Thanks, in part, to the strong culture of and commitment to one-on-one academic advising by Program Directors, our students have an excellent track record of graduating on time after only 8-9 semesters. They tend to graduate with high GPAs (average of 3.6 across all BA recipients to date) and, in most cases, an international experience as part of their undergraduate education.²¹ This parallels the characteristics of students in the Honors Program/College.
- We have succeeded in meeting the educational goals of our students by providing them with flexible, tailor-made degree programs that fit their individual needs and interests. Recent hires in critical languages (Arabic, Chinese, and Japanese) by the Department of Foreign Languages & Literatures have expanded the options for students interested in Asia and the Middle East – although only with regard to the languages, literatures, and cultures of these regions (see challenges below).
- We have been able to leverage our modest resources – both human and financial – to accomplish all of the above (and more), although we have probably reached the breaking point (see challenges below).

To a large extent, our greatest challenges are directly linked to our strengths:

- Now that we have built the International Studies program and “they have come,” how can we effectively manage future enrollment growth without dedicated faculty to teach the capstone courses? And how can we sustain the current intensity and frequency of student advisement sessions with 150 or 200 majors?
- Although the College recently made a strategic investment in resources and faculty in critical languages, there is a crucial lack of faculty in several other areas that has already affected the ability of some students to complete their required course work in a timely

²¹ The data on GPAs, number of semesters to graduation, and study-abroad participation for all IS degree recipients was compiled from individual student records by the outgoing ISI Director, Christine Sauer.

manner. UNM at present has no one in the social sciences or humanities with an area specialization in East Asia or the modern Middle East.²² There is one historian who teaches Russian and Soviet history, but no FTE faculty members in the social sciences who focus on Russia or the post-Soviet space.

- Under the current structure, the part-time ISI Director is ultimately responsible for both the ISI's outreach activities (e.g., annual lecture series, collaboration with campus and off-campus entities on other events) and the academic oversight of the IS program, not to mention the organization and fund-raising for the Schloss Dyck summer program – with assistance only from the Associate Director (no SAC), the ISI Operations Specialist (0.7 FTE), and the ISI Graduate Assistant (0.25 FTE). By comparison, the Latin American & Iberian Institute (LAI) at UNM has a full-time Director (12-month contract), a part-time Latin American Studies Director (SAC), and a sizable support staff.
- The ISI Director and Associate Director have 9-month faculty contracts while the Operations Specialist works on a 12-month contract. This creates a structural problem with respect to employee supervision during the summer months. Similarly, there are advisement issues (e.g., complicated degree checks, students leaving for or returning from study-abroad trips in need of advice) that arise during the summer months, while the ISI Director and Associate Director are technically not on contract.

Asian Studies

When the Asian Studies minor and major were created in the 1980s, the “Asian mafia” (the group of faculty interested in promoting Asian Studies) came from a number of different disciplines, some of which, such as Political Science, are no longer represented among Asian Studies faculty. As a consequence, it has become difficult for students to complete the major as it is configured in a timely fashion and still maintain their focus on one of the designated areas (East or West Asia; we have had no students specializing in South Asia for quite some time). To some degree this loss of Asian Studies faculty (most recently in History and Philosophy) has been offset by an increase in faculty in the Department of Foreign Languages: we have hired three assistant professors as well as three lecturers in Arabic, Japanese, and Chinese. The change in the distribution of faculty necessitates a reconsideration of the Asian Studies distribution requirements, and indeed this issue will be on the agenda for the Fall 2013 meeting of the AS Advisory Committee.

Additionally, as a result of the informal assessment of student performance on the thesis, the AS Program Director will address the subject of creating an alternative to it. Students have had trouble working independently and meeting deadlines. The Program Director will propose a weekly class that enables students to get acquainted with research methods and materials in Asian Studies and to practice the skills needed to produce a research paper. The thesis option would be reserved for highly motivated, well-prepared students who could earn Honors for a superior paper.

²² The history department has an early modern Gulf States expert who teaches all of the West Asian courses.

European Studies

Currently, European Studies represents an entire degree program (major and minor) for between 17 and 5 majors a semester over the past four years at a cost to the University of \$1,000/year. This reflects the strongly interdisciplinary nature of the program and courses, and the high level of voluntary work contributed to the program by faculty. Furthermore, European Studies students have a strong tendency to finish in 4 to 4.5 years, to study abroad, and to complete Honors theses. The reason for this dynamism amongst the students is likely due to the very flexible nature of the degree program, which both allows students to tailor their course selections to their strongly-held, specific interests and requires them to meet with the European Studies Program Director to go over acceptable courses, thus getting more regular advising assistance. On the other hand, since the implementation of the International Studies major in 2009, European Studies has seen a sharp drop-off in majors (see Table 6), although the program remains viable and appreciated by those majors who do choose it. Also, the degree of work required of the ES Program Director relative to the extra compensation (\$1,000/year in SAC) has seen no one on campus willing to take over the position from the current Program Director for the past three years.

International Studies

The ISI has been offering the two capstone courses for IS majors (INTS 400 and 401) since Fall 2010. Both have been taught as independent study-type courses with a significant writing component (20-25 pages per student, not counting drafts and paper proposals) and several group or one-on-one discussion meetings with ISI leaders and/or affiliated faculty. One recent innovation in the study-abroad capstone (INTS 400) has been to require a final oral presentation in a conference setting, where students present their work for 10 minutes and then engage in 5-10 minutes of Q&A with faculty readers and other audience members. While the ISI Director is the instructor of record and, thus, supervises and coordinates both capstone courses, the Associate ISI Director, the ISI Graduate Assistant, and ISI-affiliated faculty members have played an important role in providing feedback to capstone students and participating in the assessment of their work.

Student credit hours generated in the capstone courses have steadily increased since Fall 2010 (see Table 9). With continued growth in the IS major, the original delivery model for the capstone courses is clearly not sustainable. While the ISI Director and Associate Director are technically on reduced teaching loads (1:1 and 1:2, respectively), they are essentially taking on the equivalent of 8 or more Honors theses each semester when working with the students enrolled in INTS 400. Very few faculty members would be expected to carry such a heavy load in a regular department. We are grateful that the Associate Dean for Curriculum & Instruction has authorized funding for a part-time instructor to teach the study-abroad capstone as a regular, scheduled class during the Fall 2013 semester. The ISI Director or Associate Director will continue to be involved with the evaluation of the capstone projects.

9B. Describe the unit's strategic planning efforts.

Since its creation in 2004, the strategic planning efforts of the International Studies Institute have focused on "putting the ISI on the map" for its student-centered programming. This includes,

among others, the now well-established annual lecture series, the successful introduction of the International Studies major and minor, the creation of an innovative interdisciplinary study-abroad program, and the continued commitment to a culture of one-on-one interactions between faculty advisors and the students in their programs. With some initiatives, instead of planning strategically, we had or chose to respond to external opportunities and challenges. Regardless, the ISI Executive Board discusses strategy and future plans at least once a semester when we select the topic and identify potential speakers for the annual lecture series, review the budget, and discuss curriculum issues. The ISI Director also reports about these efforts and their implementation to the Dean in the ISI's annual report as well as the required self-evaluation.

9C. Describe the strategic directions and priorities for the unit.

Over the first ten years of its existence, the International Studies Institute has followed and stayed true to the strategic directions and priorities decided at the time of its creation – to promote the international and global knowledge and awareness of UNM students as well the broader campus and off-campus communities through academically sound, interdisciplinary degree programs, international and intercultural experiences for our undergraduate majors and minors, as well as public lectures and other outreach activities. Based on the evidence assembled for this report, we have been fairly successful and efficient in this endeavor – especially when taking into account our financial and human resource constraints. But the successful path that has catapulted our degree programs from serving 29 declared majors (Fall 2003) to over 140 majors (Fall 2012) – a percentage increase of more than 380% – is now encountering limits and challenges inherent to our success. The strategic responses to these limits and challenges, especially with respect to administrative structure, staffing levels, and financial resources, will shape the future of the ISI as an institute and academic home for Asian, European, and International Studies.

With continued growth in the popular International Studies program and stable/stabilizing enrollments in Asian and European Studies, our resources will soon be strained to the breaking point. To continue our successful mission of student-centered programming, we anticipate the following human resource constraints and future needs:

- Current Staff Support: The staff position (0.7 FTE) is probably sufficient to cover the administration of the ISI and its degree programs for the immediate future. If International Studies continues to grow at its current pace, the position may need to be upgraded to 1.0 FTE.
- Current Graduate Student Support: The ISI has a 0.25 FTE GA position, which seems to be sufficient for now. With continued growth of the IS major, it may be necessary to increase the support to a 0.5 FTE position in the future.
- Current Faculty Support for Administration: The Program Directors for Asian and European Studies receive a SAC of \$1,000/year with no summer salary and no release time; yet, the AS Program Director is the instructor of record for all Asian Studies thesis courses. The ISI Director receives a SAC of \$3,000/year and a reduced (1:1) teaching

load in her/his home department, but has also served as the instructor of record for the IS capstone courses (INTS 400 and 401) and will supervise the part-time instructor for the study-abroad capstone in Fall 2013; s/he also organizes and oversees the administration of the Schloss Dyck summer program. The Associate ISI Director receives no SAC and one course release per year. Neither individual receives a summer salary. Thus, the degree programs and outreach activities of the ISI have been run with minimal faculty support from the College and the University, depending to a large extent on the “labor of love” of a handful of very dedicated faculty members. This model is not sustainable in the long run, especially with continued growth in the IS major and increased emphasis on outcomes assessment for all three programs

For the future, our strategic priority is to continue growing and strengthening the ISI degree programs while expanding the ISI’s outreach activities and collaborations. To this end, we propose the following actions:

- Increase in SAC (from \$1,000 to \$3,000) and one course release per year for the Program Directors in Asian and European Studies) to cover program support, student mentoring, as well as campus and community outreach provided by them. Increased SAC compensation will also provide the Program Directors with funds for faculty enrichment (attending conferences, workshops, etc.) and, thus, increase their leadership roles in the field.
- Increase in SAC (from \$3,000 to \$5,000) for the ISI Director, to bring it in line with the compensation of other directors in comparable positions on main campus and recognize her/his role in advising and mentoring the IS majors and minor.
- New SAC of \$2,000 and two course releases per year (increased from one) for the Associate ISI Director, to recognize that s/he is expected to participate in the administration of the ISI as well as the advising and mentoring of IS students. If the Associate Director administers the Schloss Dyck summer program, then SAC compensation should be adjusted to reflect the additional duties, with the Director receiving a SAC of \$4,000 and the Associate Director receiving a SAC of \$3,000.
 - Alternatively, the roles of the Director and Associate Director may be redefined, separating the position of the ISI Director from that of Program Director for the International Studies major/minor. This model has worked successfully for the Latin American Studies (LAS) program and the LAII. SACs, salaries, and teaching loads will then be recalculated based on specific duties and responsibilities.
- Additional staff/faculty support for student advising in International Studies. The current model of individually-tailored advising for IS students, handled solely by the ISI Director, is unsustainable. Possible solutions include hiring a part-time faculty or staff advisor dedicated to ISI degree programs on a 12-month basis.

As we plan for the future healthy growth of the ISI, both the institute and its degree programs, we have to guarantee that the ISI Director, Associate Director, and Program Directors are supported in their professional and academic responsibilities. This includes developing research, attending conferences, composing publications, and maintaining a leadership role in their respective fields. The spectacular growth of the International Studies major over the last three years is a testament to the faculty's commitment and dedication to the program at the expense, however, of their own scholarly development.

With regard to the curricula in our interdisciplinary programs, we are almost exclusively dependent on the faculty expertise and depth among affiliated departments. We are already experiencing bottlenecks in terms of faculty resources that affect curriculum delivery in certain areas, and we expect others to develop in the near future:

- Asian Studies has experienced a significant decline in the number of affiliated faculty from non-language departments, making it difficult for students to fulfill their degree requirements in a timely manner.
 - To sustain AS, more faculty are needed – especially in History and Philosophy, but also in the Social Sciences – to offer AS students a more balanced interdisciplinary program.
- In International Studies, the fastest growing major in the College of Arts and Sciences since its introduction three years ago, crucial bottlenecks are becoming apparent in preparing students for their capstone experience and supervising their capstone projects afterwards. The following support could ameliorate this situation:
 - Create a new one-semester course on studying abroad, required of all IS majors, to be offered each semester by a regular or adjunct faculty member. This could be a course buy-out from another department.
 - Create a new “milestone” course in International Studies, offered each semester and taught by regular or adjunct faculty, on a topic chosen by the IS Advisory Committee. Such a course would allow the IS program to chart its own direction more clearly and develop a stronger theoretical identity while generating student credit hours through dedicated INTS courses. This course could also be an option for students in Asian and European Studies to prepare them for their respective capstone requirements.

All three degree programs under the ISI umbrella would benefit from the following teaching support:

- A rotating visiting professor or teaching post-doc position to cover courses in the ISI and affiliated departments on emerging topics/areas that are not covered by current UNM faculty. Departments do not (and should not) take our programmatic needs into account when they make their hiring decisions, but the result can impact requirements for timely graduation of students in our interdisciplinary programs.

- Additional faculty in affiliated departments, especially in the Humanities and Social Sciences, that can expand courses offerings in certain geographical areas (e.g., Asia, Middle East, and Africa).
- Incentives for affiliated faculty to participate in the mentoring of Honors or capstone students and to offer specialized courses for ISI programs (e.g., small stipends, course buy-outs). Service on Honors committees is normally something professors do as part of their departmental service, but the ISI degree programs do not have dedicated faculty other than the respective Program Directors to fulfill this role.

In summary, our strategic direction and priorities are to (1) further strengthen our student-centered programming and (2) expand our outreach activities and collaborations across campus and in the community. To do so and, thus, put the ISI on a sustainable future path requires some restructuring of existing resources and infrastructure as well as sufficient growth and investment in human, administrative, and financial resources by the University.

Appendix A

Thesis Guidelines, Sample Syllabi, and Grading Rubrics for ISI Degree Programs

Asian Studies

1. Guidelines and Suggestions for the Asian Studies Senior Thesis
2. Syllabus for History 252: Modern Eastern Civilizations (Spring 2013, Pat Risso)
3. Syllabus for Japanese 339: Supernatural Japan (Fall 2012, Lorie Brau), cross-listed as Comparative Literature/English 339

European Studies

1. Syllabus for European Studies Seminar, History 300/500: Greece and Turkey, 1922 – Present: From Conflict to Rapprochement (Fall 2010, Eleni Bastéa), cross-listed as Comparative Literature 334
2. Syllabus for European Studies Seminar: French 425: Immigrant Europe – Interactions of Majority and Minority Cultures (Steve Bishop), cross-listed as Comparative Literature/English 425 and German 450

International Studies

1. Syllabus for INTS 400 Directed Study and Travel Abroad (Fall 2013, Ian Stewart)
2. Syllabus for INTS 401 Intercultural Experience (Fall 2013, Eleni Bastéa and Christine Sauer)
3. Grading Rubric for INTS 400: Review Essay on Intercultural Communication
4. Grading Rubric for INTS 400: Research Paper

Guidelines and Suggestions for the Asian Studies Senior Thesis

INTRODUCTION

The Asian Studies Senior Thesis is the capstone project of the Asian Studies major. Students apply the ideas, theories and methodologies that they have learned in their classes on Asia at UNM to produce a research-based essay that expounds a thesis, a question or problem.

These guidelines and suggestions for the Senior Thesis in Asian Studies (required by all Asian Studies majors) are designed to assist you in completing the requirement as expeditiously as possible. We encourage you to look upon the Senior Thesis as a challenging and rewarding opportunity to research and present your ideas on a topic that interests you.

Students should select a topic for which UNM has sufficient resources for research. It is not advisable to rely too heavily on interlibrary loan or on materials in a language that you cannot read fluently. If travel is critical for completing the research make sure you have enough time to do it. In other words, PLAN AHEAD.

While originality in your thesis is desirable, it is not critical. What is important, however, is that you formulate a question that you intend your research and analysis to illuminate. This question may evolve as you continue to write. Nevertheless, it is best to keep a question in mind. It would be best to keep doing your research and writing in response to a question, rather than researching a general “topic” (e.g., “geisha”) and then trying to discover a research question. HOWEVER, if you are interested in geisha and can’t think of a question right away, it would be a good idea to consult with your advisor about how to proceed. Once you have read some of the most important introductions to your topic, you will be better able to devise a thesis or question to structure your paper.

There is no specific length requirement (clarify this with your supervising professor), but the paper should entail **substantially more** research and writing than a term paper for a regular course. You might aim for 25 pages of text plus bibliography.

The purpose of the thesis is to assess whether you have achieved the following broad goals of the Asian Studies major:

- A. Understand and identify the historical, social, literary, political, and cultural dimensions of an Asian region, with a concentration on either the Middle East or East Asia.
(**Content**)
- B. Have the capability to critically read, discuss, write about, and engage in scholarly inquiry related to Asia-related issues and cultural expressions. (**Skills and demands of discipline**)

STEPS TOWARD COMPLETING THE THESIS

1. **Please read the linked PDF**, by Sheila M. Reindl. She has some great tips!

<http://uss.tufts.edu/arc/writingresources/documents/20tips.pdf>

2. Students are encouraged to **register in the next to last semester before graduation** for COMP 453, POLS 453, HIST 453, PHIL 453 or RELG 453, basing the section on the home department of your faculty advisor. For faculty in FLL please choose COMP 453. Any questions regarding registration should be addressed to the director. Incompletes are granted only under the most extenuating circumstances.

3. Talk to the Asian Studies director in the semester before you plan to register for the thesis to determine which faculty member might serve as the best advisor for your topic. You will also discuss an appropriate second reader, who will grade your paper (along with your advisor).

4. Before the beginning of the semester, take some time to put together a bibliography of books (academic monographs) and academic articles that deepen your knowledge of your topic and help you develop your research question(s). Record these in proper bibliographic format and submit them to your advisor. Try to look through as many of these as you can so that you have a sense of their usefulness for your project. When you meet with your advisor, you should have a better idea of how to refine your thesis question.

5. Write a brief thesis proposal (two pages), and attach your bibliography. Your proposal should include your thesis question, explain why the research is worth doing, briefly refer to what else has been written about the topic, and elaborate how you plan to address the question (how you will construct your argument). It is a good idea to start with an outline as well. The proposal should be submitted to your advisor at the beginning of the semester. The exact date can be decided with your thesis advisor. Plan to meet with both your thesis advisor and second reader to talk over the proposal as early as is feasible.

6. Stay on top of the thesis! It is helpful to create a writing schedule for yourself (pages or items on your outline that will be completed by specific dates.) Ideally, you should meet with your thesis advisor on a regular basis (weekly or bi-weekly) to submit this writing for feedback and to discuss your progress. Your advisor can better assist you if s/he knows where your research is taking you (or not taking you!)

7. You and your advisor will determine a due date for the first full draft and the final draft of your thesis. It is advisable to make this about three or four weeks before the end of the semester to allow for revision.

8. Proofread your thesis and make sure that you have page numbers, and proper citation and bibliographic format (ask your advisor about their preference for style).

8. After the advisor has approved the final draft, it will be submitted electronically or in hard copy (depending on the request of your readers) for grading.

9. Your thesis will be assessed according to the rubric below:

	unsatisfactory →			superior		
1. comparison/analysis	0	1	2	3	4	5
2. critical thought	0	1	2	3	4	5
3. research:						
evaluation of sources	0	1	2	3	4	5
analysis of issues	0	1	2	3	4	5
argument	0	1	2	3	4	5
presentation	0	1	2	3	4	5
4. Summary: overall evaluation	0	1	2	3	4	5

10. You must submit a hard copy of your thesis for the Asian Studies files. Please attach a title page that includes the thesis title (centered), your name, below which should add “Submitted in partial fulfillment of the requirements for the B.A. in Asian Studies, your thesis advisor’s name, and the full date.

instructor: Patricia Risso

office MVH 2096; phone 277-4348; e-mail prisso@unm.edu

office hours: USUALLY Mon. 2:15 to 3:15; Wed. 2:15-3:15, Fri. 2-3, and by appt.

I. scope and objectives

This course surveys nearly all of Asia from about 1600 to the present. Three large areas are emphasized: East Asia (esp. China & Japan); South Asia (esp. the modern nation states of India, Pakistan, and Bangladesh); West Asia (the Middle East).

By the end of the semester, students would be familiar with:

1. basic geographic features of Asia (see section IV, below)
2. effects of Asian and European imperialisms
3. nationalisms and establishment of modern states
4. revolutionary processes
5. aspects of Asian cultural expression

II. policies

--You are expected to attend class regularly and to take good notes. My policy is never to lend my own notes, so if you must be absent, please arrange to borrow those of a classmate.

--ANY FORM OF ACADEMIC DISHONESTY WILL RESULT IN AN F grade FOR THE COURSE. The department's description of and policy on academic dishonesty is on the History website.

--Please turn off all electronic devices during class. If you wish to use an electronic device for taking notes or recording the lecture, please see me to ask for permission.

--Qualified students with DISABILITIES needing appropriate academic adjustments should contact me as soon as possible to ensure your needs are met in a timely manner. Handouts can be made available in alternative accessible formats upon request.

--If you must come to class late or leave early, please do so as unobtrusively as possible.

III. requirements and evaluation

A. You are expected to attend every class and to take effective notes. My policy is NEVER to loan my lecture notes; if you must be absent, please arrange to borrow notes from a classmate. Four unexplained absences with a two-week period may result in dis-enrollment.

B. required books:

Ochsenwald & Fisher (= O&F), *The Middle East: A History*, 7th edn.

John Keay (= Keay), *India, A History*, 2001.

P. Ebrey (= Ebrey), *China: a Cultural, Social & Political History*.

Morton and Olenik (= M&O), *Japan* 4th edn. 2004.

Kamala Markandaya, *Nectar in a Sieve*, any edn. This novel should be read before 29 April.

It will be included in the third prepared discussion and on the third test.

C. tests

There are three tests, each covering approximately one third of the semester and each worth 100 points. The first two tests will be in class, closed notes/books and are scheduled for 18 Feb. and 29 March. The third will be split into two parts, each worth 50 pts. The first part is short answers, in class, closed notes/books, scheduled for 01 May. The essay portion will be take home and open notes/books and is due on Monday, 06 May at 1 p.m. You may take make up versions of the first two tests and the short answer portion of the third test only after I accept a written, valid excuse (such as a note from health services, a UNM coach, or a military superior).

D. There are three prepared class discussions that lead to short, written in-class, collective responses (topic details in section IV, below) scheduled for 13 Feb., 25 March, and 29 April. Attendance will be taken and I must accept a written, valid excuse (such as from health services, a UNM coach, or a military superior) before I excuse an absence. Although these exercises are ungraded, they will help me form an opinion of you as an active learner. See E, right below.

E. GRADING: 60—69 = D-, D, D+, 70—79, C-, C, C+, etc., but attendance at and quality participation in the prepared class discussions may pull up a borderline grade (e.g., 79 might translate to a B-). Absence or poor participation might have the opposite effect. Your average must be 100% or higher to earn A+. Plagiarism or cheating will not be tolerated. Any student caught doing either will receive an F in the course.

IV. outline of topics with corresponding reading assignments (subject to minor changes)

A. first third of the semester, topics 1—10, 14 Jan. through 18 Feb.

Introduction

14 Jan. topic 1, no assignment: terminology: “modern,” “eastern,” “civilization”

Overview of fifteenth through sixteenth centuries

16, Jan. topic 2, intro to China and the Ming period

ASSIGNMENT: Ebrey, section “One Hundred Schools of Thought” pp. 28-37, and ch.8. For this and ALL Ebrey chapters, assignments include documents, material culture, and connections.

18 Jan. topic 3, intro to Japan and the Ashikaga period

ASSIGNMENT: M&O, ch. 7

23 Jan. topic 4, intro to South Asia and the Mughal period

ASSIGNMENT: Keay, ch. 13 (note useful maps at beginning of book; the glossary is incorporated into the index)

25 Jan. topic 5, intro to western Asia; the Ottomans and Safavids

ASSIGNMENT: O&F 16, 17 & pp. 215- 220

Asia at the time of early European contact

28 & 30 Jan. topic 6, Qing China

ASSIGNMENT: Ebrey ch. 9, including “Connections”

01 Feb. topic 7, Tokugawa Japan
ASSIGNMENT: M&O, chs. 9, 10, 11

04 & 06 Feb. topic 8, late Mughal and early British India
ASSIGNMENT: Keay, chs. 14, 15 & 16

08 Feb. topic 9, Ottoman Empire after Suleyman the Lawgiver
ASSIGNMENT: O&F, chs. 20 & 21.

11 Feb. topic 10, Persia from Shah Abbas to the early Qajars
ASSIGNMENT: O&F pp. 221-229; on e-reserve (password: lobo252), Egger, v.2, pp. 168-179

Wednesday **13 Feb.** first prepared discussion

Friday **15 Feb.** review for test

Monday **18 Feb.** first test, includes MAPS (see section VI below)

B. middle third of semester: topics 11-14 ; 20 Feb. through 29 March: Asian intellectual, ideological and structural responses to problems in the 19th and early 20th centuries

20, 22, 25 Feb., topic 11, China: Opium War and the unequal treaties; Taiping rebellion; attempts at reform
ASSIGNMENT: Ebrey, ch. 10

27 Feb., 01, 04 March, topic 12, Japan: Europeans and Americans in Japan; Meiji restoration; early Japanese imperialism
ASSIGNMENT: M&O chs. 12, 13 & 14

06, 08 March, topic 13, South Asia: from British defeat of the Maratha confederation to coronation of the Empress of India
ASSIGNMENT: Keay, ch. 17

Spring break, March 11-15

18, 20, 22 March, topic 14, Ottoman West Asia: Tanzimat reforms and the reign of Sultan Abd al-Hamid; Persia, same time frame
ASSIGNMENT: O&F, chs. 22—27 & 29

Monday, **25 March,** second prepared discussion

Wednesday, **27 March,** review for test

Friday, **29 March,** second test (This is Good Friday. If anyone has a conflict because of a religious obligation, tell me about it BEFORE Spring break.)

C. final third of the semester = topics 15- ; 01 April-03 May.

REMINDER: You need to finish reading the Markandaya novel before 29 April.

revolutionary processes in the 20th century

01, 03, 05 April, topic 15, China: nationalist and communist revolution
ASSIGNMENT: Ebrey, chs. 11, 12, 13 & 14

08, 10, 12 April, topic 16, South Asia: Indian, Muslim, and Hindu nationalisms.
ASSIGNMENT: Key, chs. 18 & 19

15, 17 April, topic 17, West Asia: how the Iranian revolution became an Islamic revolution.
ASSIGNMENT: O&F chs. 30, 33, 39 & 40

Asia and the world, selected topics

19, 22 April, topic 18, Japan's industrial and trade economies and their impacts on society and culture
ASSIGNMENT: M&O, chs. 15, 16, 17 & 18

24, 26 April, topic 19, democracy & pluralism in the Republic of India
ASSIGNMENT: Key, ch. 20

Monday, **29 April**, third prepared discussion, including Markandaya book

Wednesday, **01 May**, review

Friday, **03 May**, short answer portion of third test

Monday, **06 May**, essay portion of third test due between 1 and 2 p.m., my office (MVH 2096)

V. topics for prepared discussions

A. Wednesday, 13 Feb. Asian imperial traditions and early contacts with Europeans: Be able to name specific, primarily EXTERNAL and primarily INTERNAL factors that contributed to the decline of Qing China.

B. Monday, 25 March. responses to problems of the 19th and early 20th c.: Compare/contrast reforms in the Ottoman Empire and Japan.

C. Monday, 29 April. discussion revolutionary processes and of the Markandaya novel:

1. How do you define a revolution? A revolutionary process? How do (or don't) these definitions fit China and Iran? Continues...

2. Markandaya avoids telling her reader the time frame of her story. Why might she do that? What decade do you think is the most likely and why?

3. What is Marandaya's most basic explanation for the poverty of her characters? What other factors are involved?

VI. geographic features and place names you need to be able to locate on an outline map for the first test (see mini-versions of maps on following pages):

East Asia: Yellow Sea, South China Sea, Yellow River, Yangtze River, Mongolia, Manchuria, Beijing, Hangzhou, Great Wall, Grand Canal, Nanjing, Xian, Shanxi province; Sea of Japan, Honshu Island, Tokyo

South Asia: Arabian Sea, Bay of Bengal; traditional provinces of Bengal, Maharashtra, Kerala, Punjab, and Sindh; Delhi (New Delhi), Calcutta (Kolkata), Bombay (Mumbai), Madras (Chennai)

West Asia: Caspian Sea, Red Sea, Persian Gulf, Tigris River, Euphrates River, Nile River, Jordan River, Cairo, Jerusalem, Damascus, Baghdad; Caucasus Mountains.

SUPERNATURAL JAPAN

JAPN/ENGL/COMP LIT 339.001

FALL 2012

MW, 2:00 - 3:15 p.m.

Dane Smith Hall 226

Associate Professor Lorie Brau

Office: Ortega Hall 353c E-mail: lbrau@unm.edu

Office Hours: M: 3:30-4:30 W: 3:30-4:30, F: 9:45-10:45 and by appointment

“Supernatural Japan” explores Japanese ideas about otherworlds, altered states, ghosts, demons, and other supernatural phenomena in literature, film, drama and folklore. Our readings cover over 1000 years of Japanese culture, and include chapters from the *Tale of Genji*, medieval *nô* plays, ghost stories and plays from the 18th and 19th centuries, and a novel by popular contemporary author, Haruki Murakami. We will examine changing representations of what we in the west would call “supernatural” elements in Japanese literature and culture and consider what socio-historical conditions might affect the form in which the supernatural appears.

PRE-REQUISITES FOR THE COURSE

You do not need to know any Japanese to take this course. It is expected that you have some experience reading and writing about literature, however. I recommend that students unfamiliar with basic essay-writing skills see me in office hours or visit CAPS for extra help.

COURSE OBJECTIVES

At the end of this course you will be able to:

- (1) identify some of the important works, genres, and terms pertinent to Japanese literary works that feature what we would call the “supernatural” elements
- (2) recognize traditional Japanese beliefs and practices surrounding death and paranormal experiences that appear in literature, myths, and legends
- (3) apply your understanding of this material to analyze supernatural themes in more contemporary literature and popular culture
- (4) argue your ideas effectively in writing (with practice) and
- (5) develop a deeper appreciation for Japanese literature and culture.

METHODOLOGY OF THE COURSE

Classes will generally consist of 15-20 minute lecture segments, in-class writing, film clip screenings, and small group and class discussions. Short on-line quizzes and posted discussion questions for homework will help you stay current with your reading.

COURSE READINGS

Books available at the bookstore:

Murasaki Shikibu (Royall Tyler, trans.) *The Tale of Genji* (abridged), Penguin.

Enchi, Fumiko. Juliet Winters Carpenter, trans. *Masks*. Knopf Doubleday. 1983

Ueda Akinari (Anthony Chambers, trans.) *Tales of Moonlight and Rain*, Columbia U. Press, 2007.

Murakami, Haruki. (Alfred Birnbaum, trans.) *A Wild Sheep Chase*. Vintage, 2002.

Optional:

Tyler, Royall. trans. Japanese Tales. Knopf Doubleday. 2002

Other readings, which you do not need to purchase, will be available on e-reserve.

The password is lobo339

WEBCT This class features a WebCT Vista component that will include the syllabus, quizzes, assignments, discussion board and other useful information.

COURSE REQUIREMENTS AND GRADING

Your grade will be based on the following criteria:

1. Attendance, participation, homework (15%)
2. On-line quizzes (15%). Located under “Assessments” on WebCT
3. Midterm exam (20%). October 10.
4. Essay (25%). November 7. Instructions will be posted.
5. Final exam (25%)

CLASS POLICIES

1. Attendance is mandatory. Please come to class on time: three instances of tardiness equal one absence. Three unexcused absences will result in your being docked one letter grade.
2. Take-home exams will be docked 2 percentage points for every day they are late. I do not accept written assignments that are more than two weeks late.
3. The purpose of the quizzes is to make sure you understand the reading for the day. I take off 20% for late quizzes.
4. Regardless of whether or not you did the reading, you must bring the text under discussion that day to class. Repeated failure to bring the text will affect your participation grade.
5. Laptops may only be open during class while you are taking notes or using class material pdfs. You will receive one warning for laptop use for purposes not related to class; the second time you will be dropped from the class.
6. Cell phones may not be used in class. This includes texting.
7. Student conversations (outside of small group discussions) during lecture are distracting to others. Please refrain from private conversations in class.
- 8. You are responsible for observing the deadlines and requirements of the class listed on this syllabus.**

ACADEMIC INTEGRITY: UNM does not tolerate plagiarism or academic dishonesty in any form. You must cite outside sources, if used, in your exams and you must them yourself. Students who plagiarize will receive an F. Refer to the UNM Policy on Academic Dishonesty: <http://pathfinder.unm.edu/policies.htm#studentcode> (Art. 3).

Note: Qualified students with disabilities needing appropriate academic adjustments should contact their instructor as soon as possible to make sure their needs are met in a timely fashion.

LECTURE SCHEDULE

8/20 (M): **Introduction to the class and the Japanese supernatural.** Ghosts and monsters. How have concepts of the supernatural changed over time?

8/22 (W) **What are *kami*? Japanese concepts of the divine.**

Reading for today: Carmen Blacker, "The Sacred Beings."

HW: Complete quiz on the reading under "Assessments" by 8/22, 2:00 p.m.

8/27 (M) **Death and the afterlife in Japan.**

Reading for today: Iwasaka and Toelken, *Ghosts and the Japanese*, pp. 1-39.

Complete quiz by 8/27. 2:00 p.m.

8/29 (W) **Japanese Otherworlds**

Reading for today: Blacker, "The Other World." Selections from the *Kojiki* (on the Web CT course page).

Complete quiz by 8/29, 2:00 p.m.

9/3 (M) No class. LABOR DAY

9/5 (W) **The Heian court and supernatural beliefs.**

Clips of *Onmyôji*.

9/10 (M) **Tale of Genji**

Reading: Introduction, "The Paulownia Pavilion."

Complete the WebCT reading quiz by 9/5, 2:00 p.m.

9/12 (W) **Tale of Genji**

Reading: "Heart to Heart" (Aoi) and "The Green Branch" (Sakaki).

9/17 (M) **Screening of Genji anime.**

9/19 (W) **Calming the spirits in medieval nô theatre**

Reading (Optional): Ortolani, Benito, "Shamanism in the Origins of the Nô Theatre."

<http://ereserves.unm.edu>

9/24 (M) **The Rokujo Haven in nô.**

Reading: "Nonomiya" and "Aoi no ue." <http://ereserves.unm.edu>

9/26 (W) **NO CLASS.** (Jewish holiday)

10/1 (M) **Revisiting Genji and nô in 20th century literature: Enchi Fumiko's Masks** (Onnamen)

Reading: Part 1, 2.

10/3 (W) **Masks**, continued.

Reading: Part 3.

WebCT quiz due by 2:00 p.m.

10/8 (M) **Naming the strange. Oni (demons)**

Reading: Reider, Noriko, "An overview: What is an oni," in *Japanese Demon Lore: Oni from Ancient Times to the Present*. Logan, UT: Utah State U. Press, 2010, pp. 1-29. [On e-reserves.](#)

10/10 (W) **Midterm exam**

10/15 (M) Setsuwa: short tale literature from the Heian and Kamakura periods.

Reading: The following tales under “Setsuwa” (from Royall Tyler’s *Japanese Tales*). [E-reserves](#). “The Ravenous Storehouse,” “The Grisly Box,” “The Bridge,” “The Invisible Man,” “The Eviction,” “No Night to be Courting.”

Complete online quiz by 10/15, 2:00 p.m.

10/17 (W) Setsuwa’s otherworlds.

Reading: “The Dog and his Wife,” “Touched in the Head,” “The Sacrifice,” “Lovesick” “Through the Water Curtain.”

10/22 (M) Setsuwa’s ghosts.

Reading (from “Setsuwa”): “The Rooted Corpse,” “An image in a flame,” “The forsaken lady,” “She died Long Ago,” “A plea from hell.”

10/24 (W) The Edo (1600-1867) period’s fascination with the strange.

Reading: Jordan, Brenda, “Yûrei: Tales of Female Ghosts.” In Stephen Addiss, ed., *Japanese Ghosts and Demons: Art of the Supernatural*. [E-reserves](#)

10/29 (M) Ugetsu monogatari.

Reading: Introduction, “House Amid the Thickets,” “Lust of the White Serpent.” [E-reserves](#).

Complete online quiz by 10/29, 2:00 p.m.

10/31 (W) Ugetsu monogatari (two more?)

11/5, 7 (M, W) Screening: *Ugetsu*, Mizoguchi Kenji (1953)

TAKE HOME ESSAY EXAM IS DUE 11/7.

11/12, 11/14 (M, W) Sensational and scary: late Edo kabuki drama.

Reading: “Tokaidô Yotsuya Kaidan,” Acts, 2, 3 (listed as “Yotsuya Ghost Stories” and “Ghost Stories at Yotsuya” in separate files). [E-reserves](#).

Complete online quiz by 2:00 p.m., 11/12.

11/19 (M) The hero’s journey in Japanese gothic.

Reading: Izumi Kyoka, “The Holy Man of Mount Koya.” [E-reserves](#).

Complete online quiz by 11/16 2:00 p.m.

11/21 (W) Introduction to Haruki Murakami and *Wild Sheep Chase*.

Reading: Murakami

11/26, 11/28 (M, W) *A Wild Sheep Chase*.

12/3 (M) Ghost stories in anime.

Reading: Napier, Susan, “Waiting for the End of the World,” (Focus on the section on “Magnetic Rose,” pp. 225-228) from *Anime: From Akira to Howl’s Moving Castle*. [On e-reserves](#).

12/5 (W) Screening: *Magnetic Rose*. Course review.

Final exam date TBA.

Eleni Bastéa, Ph.D.

Office: 301 Pearl Hall

Phone: 277-8513 (office)

E-mail: ebastea@unm.edu

Office Hours: M: 3:30-4:30; Thu. 4:00-5:00 and by appointment

University of New Mexico, Fall 2010

History 300/500-009; Comp 334-009

GREECE AND TURKEY, 1922 -- PRESENT: FROM CONFLICT TO RAPPROCHEMENT

Also cross-listed in Peace Studies and European Studies

Class meeting time: Thursdays, 5:30-8:00 Dane Smith Hall 326

Course development support: Colorado European Union Center of Excellence

<http://www.ceuce.com/>

Course release support: UNM Provost Contingency Fund; EWDP, Peace Studies; and ISI.

Guest lecture(s) support: UNM Regents' Speaker Endowment; Modern Greek Studies Association Initiatives Grant

Course Description

Despite their political differences, both Greece and Turkey share a common history that dates back to the periods of the Roman, Byzantine, and Ottoman Empires; both also had to forge strong, nationalist identities and address modernization and globalization. During the last ten years, however, important cross-cultural exchanges between Turkey and Greece have begun to challenge the stereotype of historic animosity between the two countries. In this course, we will review Greek-Turkish history, politics, and culture since 1922, as we address the following questions: What are the reasons behind this burgeoning "people's diplomacy" and its attendant political initiatives during the last decade? What is the role of the recent political events (the end of the Cold War, the collapse of the Soviet Union) and of the European Union in fostering a climate of cooperation between Turkey and Greece? More broadly, what is the role of past common history in shaping today's politics and cultural exchanges?

Goals

Our broader goal is to expand our knowledge on the recent history of Greece and Turkey, two neighboring countries with significant similarities, as well as differences. While remaining sensitive to the unique historical and cultural conditions of each country, we will also consider parallel developments, acknowledged or not, regarding nation-building, modernization, and approaches to globalization.

Evaluation

Participation in class discussions (20%). Any additional assignments, group work, and presentations (impromptu or scheduled) will be part of your class participation.

Reflection papers, three, 2-pp for undergrads, 3-pp for grads (30%)

Proposal for final paper, 2-3 pp., including bibliography, (10%). **Final term paper, due Dec.**

9.10-pp for undergrads, 15-pp for grads (40%). All assignments should be double-spaced, 11-12 font. Students may also give oral presentations (10-15 min) on their final papers.

Readings

Textbooks: Sibel Bozdoğan and Reşat Kasaba, eds., *Rethinking Modernity and National Identity in Turkey* (Seattle: U. of Washington Press, 1997).

Renée, Hirschon, ed., *Crossing the Aegean. An Appraisal of the 1923 Compulsory Population Exchange between Greece and Turkey* (New York: Berghahn Books, 2003)

Readings will be placed on e-reserve and on Reserve (Zimmerman Library).

Password: Greece-Turkey



Qualified students with disabilities needing appropriate academic adjustments should contact me as soon as possible to ensure their needs are met in a timely manner.

COURSE SCHEDULE

- Aug. 26 **Introduction to the course. Echoes of a Common Past.** Background reading for the semester: Michael E. Meeker, *A Nation of Empire, The Ottoman Legacy of Turkish Modernity* (U. of California Press, 2002), and Richard Clogg, *A Concise History of Greece* (Cambridge U. Press, 2002).
- Sept. 2 **Parallel Reflections on architecture and literature in Greece and Turkey.** Read: Eleni Bastéa, "Storyed Cities: Literary Memories of Thessaloniki and Istanbul," pp. 191-210 in Eleni Bastéa, ed. *Memory and Architecture*, (Albuquerque, NM: University of New Mexico Press, 2004); and Eleni Bastéa, "Dimitris Pikionis and Sedad Eldem: Parallel Reflections of Vernacular and National Architecture," pp. 147-169 in Keith Brown and Yannis Hamilakis, editors, *The Usable Past: Greek Metahistories*, (Lanham, MD. and Oxford, UK: Lexington Books, 2003).
- Sept. 9 **The Asia Minor Catastrophe, 1922, the Population exchange between Greece and Turkey, 1923, and the Establishment of the Republic of Turkey, 1923. The political picture.** Read: Hirschon, Introduction, pp. 3-20; Çağlar Keyder, "The Consequences of the Exchange for Turkey, pp. 39-52; and Thanos Veremis, "1922: Political Continuities and Realignments in the Greek State," pp. 53-62, in Renée, Hirschon, ed., *Crossing the Aegean. An Appraisal of the 1923 Compulsory Population Exchange between Greece and Turkey* (New York: Berghahn Books, 2003). Background reading: Bruce Clark, *Twice a Stranger: How Mass Expulsion Forged Modern Greece and Turkey* (London: Granta, 2006). **First reflection paper due.**
- Sept. 16 **The Asia Minor Catastrophe and its aftermath. The cultural picture.** Read: Tolga Köker, "Lessons in Refugeehood: The Experience of Forced Migrants in Turkey," pp. 193-208; Hercules Millas, "The Exchange of Populations in Turkish Literature: The Undertone of Texts," pp. 221-233; and Peter Mackridge "The Myth of Asia Minor in Greek Fiction," pp. 235-246, in *Crossing the Aegean*. Background Reading: Dido Sotiriou, *Farewell Anatolia* (Athens: Kedros, 1996).
- Sept. 23 **Modern Identity in Greece.** Read: Peter Mackridge, "Cultivating New Lands: The Consolidation of Territorial Gains in Greek Macedonia through Literature," pp. 175-186, in Peter Mackridge and Eleni Yannakakis, eds., *Ourselves and Others: The Development of a Greek Macedonian Cultural Identity since 1912* (Oxford, UK: Berg, 1997); and Yannis Hamilakis, "Memories Cast in Marble: Introduction," pp. 1-33 in Yannis Hamilakis, *The Nation and its Ruins: Antiquity, Archaeology, and National Imagination in Greece* (Oxford: Oxford U. Press, 2007). Watch: <http://www.creativegate.eu/thessaloniki/> **Second reflection paper due.**
- Sept. 30 **Modern Identity in Turkey: Modernism** Read: Reşat Kasaba, "Kemalist Certainties and Modern Ambiguities," pp. 15-36 and Çağlar Keyder, "Whither the Project of Modernity? Turkey in the 1990s," pp. 37-51 and Sibel Bozdoğan, "The Predicament of Modernism in Turkish Architectural Culture," pp. 133-156 in Sibel Bozdoğan and Reşat Kasaba, eds., *Rethinking Modernity and National Identity in Turkey* (Seattle: U. of Washington, 1997). Watch: http://www.youtube.com/watch?v=1oAV2Wv-Mf4&feature=player_embedded%3E
- Oct. 7 **Modern Identity in Turkey: Past** Read: Michael Meeker, "Once There Was, Once there Wasn't: National Monuments and interpersonal Exchanges," and Joel S. Migdal, "Finding the Meeting Ground of Fact and Fiction: Some Reflections on Turkish Modernization" both in *Rethinking Modernity and National Identity in Turkey*, pp. 157-191 and 252-260. We will watch and discuss the movie: Tassos Boulmetis, *A Touch of Spice (Politiki Kouzina)*, 2003. **Third reflection paper due.**
- Oct. 14 **Fall Break! Go out, go hiking! Or, stay home, read a novel!**

- Oct. 21 **Turkey and Greece at the table.** Guest lecturer: **Aslı Iğsız, University of Arizona.** Read Aslı Iğsız, “Documenting the Past and Publicizing Personal Stories: Sensescapes and the 1923 Greco-Turkish Population Exchange in Contemporary Turkey.” *Journal of Modern Greek Studies*, 26 (2008) 451–487. **Paper proposals due. One page minimum, including bibliography. Preferably, 2-3 pp.**
- Oct. 28 **Greece, Turkey, EU today in a comparative perspective.** Read Elisabeth Kirtsoglou, “Phantom Menace: What Junior Greek Army Officers Have to Say about Turks and Turkey,” in Dimitrios Theodossopoulos, ed., *When Greeks Think About Turks* (London: Routledge, 2007), pp. 162-176; “Nationalism in Greece and Turkey: The Quest for Hegemony, pp. 179-194 in Umut Özkırımlı and Spyros Sofos, *Tormented by History: Nationalism in Greece and Turkey* (New York: Columbia U. 2008). Background reading: Anna Frangoudaki and Çağlar Keyder, *Ways to Modernity in Greece and Turkey* (I.B. Tauris, 2007).
- Nov. 4 **Greece, Turkey, EU today:** Ayten Gundogdu, “Identities in Question: Greek-Turkish Relations in a Period of Transformation?” *Middle East Review of International Affairs* (March 2001), Vol. 5, No. 1. Background reading: Thalia Dragonas and Faruk Birtek, eds., *Citizenship and the Nation-State in Greece and Turkey* (London: Routledge, 2005).
- Nov. 11 **Nationalism, the EU, and Construction of National Identity within Greek and Turkish societies. Guest lecturer: Dr. Hercules Millas.** Read two of the following: Hercules Milas, “National Perception of the Other and the Persistence of Some Images” in *Turkish-Greek Relations, The Security Dilemma in the Aegean*, M. Aydin & K. Ifandis, eds (London & New York: Routledge, 2004); Hercules Millas, “The Mystery of the Affectionate Chat between Turks and Greeks,” pp. 17-26, in T. Belge, ed., *Voices for the Future: Civic Dialogue between Turks and Greeks* (Istanbul: Bilgi University Press, 2004); and Hercules Millas, “Perceptions of Conflict: Greeks and Turks in Each Other’s Mirrors,” pp. 95-113, in Othon Anastasakis, et al., *In the Long Shadow of Europe: Greeks and Turks in the Era of Postnationalism* (Leiden, Netherlands: Brill, 2009). Also see interview with Dr. Millas on the Greek Turkish Forum, 2 July 2009:
<http://greeturkish.18.forumer.com/index.php?showtopic=8456>
- Nov. 18 **Greece and Turkey in the EU context: A Rapprochement.** Bahar Rumelili, “The Talkers and the Silent Ones. The EU and Change in Greek-Turkish Relations,” Working Papers series in EU Border Conflict Studies, U. of Birmingham October 2004 and Öniş Ziya and Şuhnaz Yılmaz, “Greek-Turkish Rapprochement: Rhetoric or Reality?” *Political Science Quarterly*. Spring 2008. We will watch *The International (Beynelmilel)* (Dir: Muharrem Gulmez, Siri Sureyya Onder, 2006). **Full Drafts of final papers due. Please e-mail.**
- Nov. 25 **Happy Thanksgiving!**
- Dec. 2 **Conflict and Conciliation: A Round-table discussion.** Guests: Dely Alcantara, Kébir Mustapha Ammi, Les Field, Angus Fletcher
- Dec. 9 **Student presentations and conclusion. Final papers due in class. Please e-mail.**

SELECTED BIBLIOGRAPHY

- Anastasakis, Othon**, Kalypso Aude Nicolaidis, and Kerem Oktem, eds. *In the long shadow of Europe: Greeks and Turks in the era of Postnationalism* (Leiden, Netherlands: Brill, 2009).
- Bastéa, Eleni**, ed. *Memory and Architecture* (Albuquerque, NM: U. of New Mexico Press, 2004)
- Brown, Keith** and Yannis Hamilakis, eds. *The Usable Past: Greek Metahistories* (Lanham, MD. and Oxford, UK: Lexington Books, 2003).
- Çagaptay, Soner**. *Islam, Secularism, and Nationalism in Modern Turkey: Who is a Turk?* (Routledge, 2009)
- Calothyhos, Vangelis**. *Modern Greece: A Cultural Poetics* (New York: Berg, 2003).
- Christensen, Miyase**. *Connecting Europe: Politics of Information Society in the EU and Turkey* (Istanbul: Bilgi U. Press, 2009).
- Clark, Bruce**. *Twice a Stranger: How Mass Expulsion Forged Modern Greece and Turkey* (London: Granta Books, 2006).
- Clogg, Richard**. *A Concise History of Greece* (Cambridge U. Press, 2002).
- Dragonas, Thalia** and Faruk Birtek, eds. *Citizenship and the Nation-State in Greece and Turkey* (London: Routledge, 2005).
- Eugenides, Jeffrey**. *Middlesex* [novel] (New York: Picador, 2002).
- European Journal of Turkish Studies* 9 (2009). Visier, Claire, ed. EU-Turkey: Sociological Approaches.
- Foundation of Lausanne Treaty Emigrants** (LMV), *Common Cultural Heritage: Developing Local Awareness Concerning the Architectural Heritage Left from the Exchange of Populations in Turkey and Greece* (Istanbul: LMV, 2005).
- Frangoudaki, Anna** and Keyder Çağlar, eds. *Ways to Modernity in Greece and Turkey: Encounters with Europe, 1850-1950* (London: I.B. Tauris, 2007).
- Gündoğdu, Ayten**. "Identities in Question: Greek-Turkish Relations in a Period of Transformation?" *Middle East Review of International Affairs*. Vol. 5. No. 1. March 2001.
- Hamilakis, Yannis**. *The Nation and its Ruins: Antiquity, Archaeology, and National Imagination in Greece* (Oxford: Oxford U. Press, 2007).
- Heraclides, Alexis**. *The Greek-Turkish Conflict in the Aegean: Imagined Enemies* (Palgrave Macmillan, 2010).
- Hirschon, Renée**. *Heirs of the Greek Catastrophe: The Social Life of Asia Minor Refugees in Piraeus* (Oxford: Oxford U. Press, 1989).
- Hirschon, Renée**, ed. *Crossing the Aegean. An Appraisal of the 1923 Compulsory Population Exchange between Greece and Turkey* (New York: Berghahn Books, 2003).
- İğsız, Ash**. "Documenting the Past and Publicizing Personal Stories: Sensescapes and the 1923 Greco-Turkish Population Exchange in Contemporary Turkey." *Journal of Modern Greek Studies*, 26 (2008) 451–487.
- Ioannou, Yorgos**. *Refugee Capital* [short stories] translated from the Greek (Athens: Kedros, 1997).
- Kandiyoti, Deniz** and Ayşe Saktanber, eds. *Fragments of Culture: The Everyday of Modern Turkey* (New Brunswick, NJ: Rutgers U. Press, 2002).
- Ker-Lindsay, James**. *Crisis and Conciliation: A Year of Rapprochement between Greece and Turkey* (London: I.B. Tauris, 2007)
- Keyder, Çağlar**, ed. *Istanbul: Between the Global and the Local* (Lanham: Rowman & Littlefield, 1999).
- Keyder, Çağlar, P. Nikiforos Diamandouros, and Thalia Dragonas**, eds. *Spatial Conceptions of the Nation: Modernizing Geographies in Greece and Turkey* (Tauris Academic Studies, 2010).
- Kieser, Hans-Lukas**. *Turkey beyond Nationalism: Towards Post-Nationalist Identities* (London: Macmillan, 2006).
- Mackgridge, Peter** and Eleni Yannakakis, eds. *Ourselves and Others: The Development of a Greek Macedonian Cultural Identity since 1912* (Oxford, UK: Berg, 1997);

- Meeker, Michael E.** *A Nation of Empire, The Ottoman Legacy of Turkish Modernity* (U. of California Press, 2002).
- Milton, Giles.** *Paradise Lost: Smyrna 1922: The Destruction of a Christian City in the Islamic World* (New York: Basic Books, 2008).
- Neyzi, Leyla.** "Remembering Smyrna/Izmir: Shared History, Shared Trauma." *History & Memory*. Vol. 20 (Fall/Winter 2008).
- Öniş Ziya and Şuhnaz Yılmaz.** "Greek-Turkish Rapprochement: Rhetoric or Reality?" *Political Science Quarterly*. Spring 2008.
- Özkırmılı, Umut and Spyros Sofos.** *Tormented by History: Nationalism in Greece and Turkey* (New York: Columbia U. 2008).
- Özyürek, Esra.** *Nostalgia for the Modern: State Secularism and Everyday Politics in Turkey* (Durham: Duke U. Press, 2006).
- Özyürek, Esra,** ed. *The Politics of Public Memory in Turkey* (Syracuse, NY: Syracuse U. Press, 2007).
- Rumelili, Bahar.** "The Talkers and the Silent Ones. The EU and Change in Greek-Turkish Relations," Working Papers series in EU Border Conflict Studies, October 2004. U. of Birmingham.
- Shafak, Elif.** *Bastard of Istanbul* [novel] (New York: Penguin, 2008).
- Sotiriou, Dido.** *Farewell Anatolia* [novel], translated from the Greek (Athens: Kedros, 1996).
- Stroulia, Anna, ed.** *Archaeology in Situ: Sites, Archaeology, and Communities in Greece* (Lexington Books, 2010).
- Tanpınar, Ahmet Hamdi.** *A Mind at Peace* [novel] Translated from Turkish (New York: Archipelago Books, 2008).
- Theodossopoulos, Dimitrios,** ed. *When Greeks Think About Turks* (London: Routledge, 2007).
- Tirekidis, Chrysoula.** "Modern Greek History Textbooks: Another Approach to Social Aspects of the Asia Minor Disaster" In E. Close, M. Tsianikas and G. Couvalis, eds. "Greek Research in Australia: Proceedings of the Sixth Biennial International Conference of Greek Studies, Flinders University June 2005". Flinders University Department of languages—Modern Greek: Adelaide, 175-184. Archived at Flinders University: dspace.flinders.edu.au
- Yiakoumaki, Vassiliki.** "Ethnic Turks and 'Muslims', and the Performance of Multiculturalism: The Case of Dromeno of Thrace," in Dimitrios Theodossopoulos, ed., *When Greeks Think About Turks* (London: Routledge, 2007); pp. 145-161.

FILMS

- A Touch of Spice (Politiki kouzina)* (Dir: Tassos Boulmetis, 2003)
- Waiting for the Clouds (Bulutlari beklerken)* (Dir: Yesim Ustaoglu, 2003)
- The International (Beynelmilel)* (Dir: Muharrem Gulmez, Siri Sureyya Onder, 2006)
- Loafing and Camouflage (Loufa kai parallagi)* (Dir: Nicos Perakis, 1984)

REPRESENTATIVE WEBSITES (News, culture, politics, bi-national exchanges, humor, etc)

Historical

- BBC Historical Time Line: Turkey <http://news.bbc.co.uk/2/hi/europe/1023189.stm>
- BBC Historical Time Line: Greece
http://news.bbc.co.uk/2/hi/europe/country_profiles/1014812.stm
<http://www.creativegate.eu/thessaloniki/> website on the history of Thessaloniki, 1900-30

Humorous – Music: short film on modernization in Turkey through music

http://www.youtube.com/watch?v=1oAV2Wv-Mf4&feature=player_embedded%3E

Recent Greek-Turkish Exchanges

1996 onwards: South-East European Cooperation Process

<http://www.rspcsee.org/?page=home&lng=en>

2000 onwards: Turkish-Greek Civic Dialogue Project

<http://projects.tigweb.org/trgr/about/>

2004: Greek-Turkish Architectural Heritage Promoted 14 September 2004

<http://www.turks.us/article.php?story=20040914065052330>

2007: Greek-Turkish Friendship Concert 12 January 2007

<http://www.musicweb-international.com/SandH/2006/Jul-Dec06/saygun1201.htm>

Greek, Turkish commercial chambers sign two cooperation protocols 26 November 2007

<http://www.greekembassy.org/Embassy/Content/en/Article.aspx?office=1&folder=19&article=22225>

Greek, Turkish artists establish 'Kalimerhaba' association 21 December 2007

<http://www.greekembassy.org/Embassy/content/en/Article.aspx?office=2&folder=926&article=22407>

2009: 5th Annual Greek-Turkish Friendship Get Together. 14-17 May 2009 in Rhodes, Greece; 14

May 2009, Istanbul <http://www.chaine-turkey.org/content.asp?cid=117&id=335&l=2>

Art Exhibit "Bridges" to strengthen Turkish-Greek friendship, September 2009

<http://www.hurriyet.com.tr/english/lifestyle/11060873.asp>

Greek PM George Papandreou talks with Turkish Counterpart Recep Tayyip Erdogan, 9 Oct. 2009

<http://www.ana.gr/anaweb/user/selectlang?lang=el&currpageurl=%2Fuser%2Fshowplain%3Fmaindoc%3D8035532%26maindocimg%3D8033182%26service%3D6>

Stop the old 'bridge' metaphor; Turkey has become a new regional 'hub' 6 December 2009

<http://www.sundayszaman.com/sunday/detaylar.do?load=detay&link=194729>

2010: *Today's Zaman* "Greek and Turkish nationalistic lies!" 17 February 2010

<http://www.todayszaman.com/tz-web/news-201740-109-centergreek-and-turkish-nationalistic-liesbr-i-by-i-brorhan-kemal-cengizcenter.html>

Turkish Prime Minister Recep Tayyip Erdogan on a two-day visit to Athens, 14 May 2010

<http://www.ana-mpa.gr/anaweb/user/showplain?maindoc=8715209&maindocimg=8714914&service=6>

9th-Greek Turkish Friendship Festival in Xanthi, Greece, 12 June 2010 and Princess Islands, Turkey, 15 June 2010 (links in Greek)

http://xanthipress.gr/index.php?option=com_content&view=article&id=2515:9-&catid=81:europa&Itemid=458

<http://omogeneia.ana-mpa.gr/press.php?id=10424>

Turkey asks Greece to drop claim on Aegean, 31 August 2010

<http://www.hurriyetdailynews.com/n.php?n=turkey-removes-greece-from-its-national-8220enemy8221-list-2010-08-31>

Greek Artists "Tracing Istanbul" 1 September 2010

http://www.greeknewsagenda.gr/2010/09/greek-artists-tracing-istanbul.html?utm_source=feedburner&utm_medium=email&utm_campaign=Feed%3A+GreekNewsAgenda+%28GREEK+NEWS+AGENDA%29

Aristos Doxiadis, The real Greek economy: owners, rentiers and opportunists, 23 September

http://www.opendemocracy.net/aristos-doxiadis/owners-rentiers-opportunists?utm_source=feedblitz&utm_medium=FeedBlitzEmail&utm_content=201210&utm_campaign=Nightly_2010-09-23%2005%3a30

New joint association between Turkish and Greek Journalists 19 September 2010:

<http://www.cumhuriyet.com/?hn=174648>

Common Greek, Turkish bourse index 29 September 2010

<http://www.ana-mpa.gr/anaweb/user/showplain?maindoc=7997209&maindocimg=1566219&service=98>

Fr 425/Engl 425/Comp Lit 425/Germ 450
Immigrant Europe: Interactions of Majority and Minority Cultures
(European Studies Seminar)

TTh 2-3:15
Steve Bishop

Europe struggles today to define continental and national identities in the midst of growing immigrant and migrant communities. Whereas most European countries officially embrace a policy of integration, acceptance, and equality, the increasing influx of languages, religions, phenotypes, cuisines, dress, and other cultural and physical characteristics previously underrepresented in a region has led to social conflict and reactionary politics in many cases. From Turkish workers in Germany and families of refugees from the Algerian war in France to the continued exclusion of Gypsies and the "Albanian flood" into Italy, examples abound of cultural antagonism in what is supposedly an increasingly united Europe. This course investigates the history of immigrant/indigenous conflict and cooperation from the Neolithic migrations of people and knowledge, through the Roman Empire, the Viking invasions, and 1066 up through the 20th century. The goal is to examine how cultural interaction has been a staple of European development throughout its existence, and that clear binary terminology such as 'immigrant' and 'indigenous' is often problematic, politically-fueled, and masking underlying complexities. While the course is not meant to be overly simplistic in declaring that all European interaction has been amicable and fruitful, it is designed to show how attempts at defining pure national identities and suppressing important minority contributions are both ignorant of the past and dangerous for the future.

The course is very interdisciplinary in nature, and therefore there will be a number of guest lecturers from several departments, including History, Foreign Languages and Literatures, Anthropology, English, and Medieval Studies. Some planned lectures include: Icelandic sagas, the Balkans, Neolithic dissemination of Indo-European languages, Turkish immigrants in Germany, Gypsy culture, the Jewish question, Basque identity in Spain, the Discovery of Man (Ancient Greece), The Empire Just Keeps on Rolling (Rome), Beur culture in France, 1066, the European Union, European immigration law, and national Memories and Memorials.

In keeping with the course theme and level (400+), there will also be an opportunity for students to research and write on a topic of their own choosing. More specifically, students will be asked to participate in class to the degree available (the course is primarily a lecture course), take two tests, and write either three short (3-4 pages) papers or one long (9-12 pages) paper on a topic of relevance to the student's interests and academic study. Questions can be directed to Steve Bishop at 277-6344, sbishop@unm.edu, or 323C Ortega.

Immigrant Europe: Interactions of Majority and Minority Cultures

Jan	21	Introduction
	23	What Is Europe? Questions of Geography, Language, Ethnicity...
	28	The Discovery of Man (R. Berthold)
	30	Immigrants or Invaders: The Continuing Theme of Migration + Conflict in European Prehistory (J Boone)
Feb	4	What is Europe? Questions of Theory and Commentary
	6	Origins of Indo-European Languages (J. Boone)
	11	The Empire Just Keeps on Rolling (R. Berthold)
	13	Charlemagne: New Empire, Old Problems
	18	Literary Identity: <i>The Song of Roland</i>
	20	Exile in Icelandic Sagas (H. Damico)
	25	Cultural Interactions in Anglo-Saxon England (T. Graham)
27	Embroidering Identity: 1066 and the Bayeux Tapestry	
Mar	4	Forming France, Hating Heretics
	6	Islamic Spain (C. Robinson)
	11	Test #1
	13	[paper conferences]
<hr/>		
	25	Basque Origins (L. Straus)
	27	[Discussion of IMS lectures]
Apr	1	Gypsy Europe
	3	Emancipation of Jewry in Western + Central Europe 1750-1870 (N. Pugach)
	8	The Jews in France
	10	The Balkans (M. Bokovoy)
	15	The European Union
	17	National Memories and Memorials
	22	Passing Ethnicities: Turkish-“Germans” (K. Schroeter)
24	<i>Beur</i> or French?	
May	29	Fascism: The European Comeback Tour presentations
	6	Test #2
	8	Conclusion (papers due)

International Capstone Experience – Fall 2013
INTS 400: Directed Study and Travel Abroad

Instructor: Ian Stewart
Email: ianstew@unm.edu
Office: Humanities 428
Office Hours: Tuesdays before class 1:00-3:30
Seminar Meeting: Tuesdays 4:00-6:30
Room: Humanities 472

The classroom should be an entrance into the world, not an escape from it.

– John Anthony Ciardi

Instructor’s Introduction: Education is a holistic and lifelong experience. Students and instructors must embrace the concept that education may begin, but does not end in the classroom. Indeed, ideas, like students, are confined neither to lecture halls, seminar rooms nor campus grounds; they must be encouraged to mingle and evolve, adapting from one setting to the next. That is my overriding philosophy for International Studies and will shape the approach we take, as student and instructor, in helping one another understand the aims and benefits of international scholarship both for your degree and during the course of your lives and whatever endeavors you may pursue beyond your undergraduate degree. It is my firm belief that the college classroom must be seen as a launching pad from which to begin one’s explorations. It is my aim in this course to encourage you to seek out the world of knowledge that exists beyond the boundaries of the University of New Mexico.

The course provides academic credit (3 credit hours) to students participating in approved programs abroad. ***Requires permission of the program.***

Note: This syllabus is subject to change if necessary. In the event that changes must be made to the syllabus, every effort will be made to give you ample prior notice.

Goals and Objectives: One of the primary goals of this course is to understand and identify the historical, political, social, cultural, and economic dimensions of the country(ies) visited and contextualize their implications in international processes and issues. With this in mind, this course is designed to help you become a confident, observant, engaged, thoughtful and ultimately successful participant in the life of the city, country and culture where you are traveling. Your time abroad is one step—perhaps your first step—in a lifetime of cross-cultural growth. Studying abroad can be a profoundly transformative experience, an incredible breakthrough to a new you who is at home in (at least) two worlds. The course is designed to acquaint you with the main concepts and skills of cross-cultural communication. Topics include culture itself, how we learn culture, culture shock, verbal and non-verbal communication and how Americans are perceived.

It is the ability to ask critical questions and to draw thoughtful conclusions that underscores the value of a liberal arts education. Accordingly, beyond developing a broader understanding of your particular region of study and its place in the global community, the goals of this course

include development of the following skills: reading, note taking, analysis and critical thinking, understanding historical process, and understanding historical causation. The course has a rigorous reading and writing load in order to accomplish its goals and objectives. It is expected that all participants in this course will take the workload seriously and will be well prepared for each class session.

Required Readings (denotes article or chapter to be posted on course homepage):**

- ** Abu-Lughod, Lila
2006 "Writing against Culture." Chapter 7 in *Feminist Anthropology: A Reader*.
- ** Appadurai, Arjun
1996 "Disjuncture and Difference in the Global Cultural Economy." Chapter 2 in *Modernity at Large: Cultural Dimensions of Globalization*.
- ** Briggs, Charles
1986 *Learning How to Ask: A Sociolinguistic Appraisal of the role of the Interview in Social Science Research*. Select Chapters.
- ** Caglar, Ayer S.
1997 "Hyphenated Identities and the Limits of Culture." Chapter 9 in *Politics of Multiculturalism in the New Europe: Racism, Identity and Community*.
- ** Connerton, Paul
1989 "Introduction." Chapter 1 in *How Societies Remember*.
- ** Cooper, Frederick
2001 "What is the Concept of Globalization Good for? An African Historian's Perspective." *African Affairs*. 100(399): 189-213.
2005 "Modernity." Chapter 5 in *Colonialism in Question: Theory, Knowledge, History*.
- ** Coronil, Fernando
1996 "Beyond Occidentalism: Toward Nonimperial Geohistorical Categories." *Cultural Anthropology*. 11(1): 51-87.
- ** Fabian, Johannes
1983 "Time and the Emerging Other." Chapter 1 in *Time and the Other: How Anthropology Makes its Object*.
- Hess, J. Daniel
1997 *Studying Abroad/Learning Abroad: An Abridged Edition of the Whole World Guide to Culture Learning*. Yarmouth (Maine): Intercultural Press Inc.
- ** Huesca, Robert
2013 "How Facebook Can Ruin Study Abroad." *Chronicle of Higher Education*. January 14.
- ** Kleinman, Arthur
nd "Eight Questions"
- ** Robertson, Jennifer
2002 "Reflexivity Redux: A Pithy Polemic on 'Positionality'." *Anthropological Quarterly*. 75(4): 785-792.
- ** Said, Edward W.
1985 "Orientalism Reconsidered." *Race and Class*. 27(2):1-15.

Storti, Craig

2007 *The Art of Crossing Cultures*. Boston: Nicholas Brealey Publishing. Also available in eBook format.

** Zemach-Bersin, T.

2008 “American students abroad can’t be ‘global citizens’” *Chronicle of Higher Education*, 54(26), p. A34.

Supplemental Readings (optional, but strongly recommended):

** Anderson, Carol and Kiran Cunningham

2009 “Culture, Religion and Nationality.” Chapter 4 in *Integrating Study Abroad into the Curriculum: Theory and Practice across the Disciplines*. Elizabeth Brewer and Kiran Cunningham, eds. Sterling (Virginia): Stylus Publishing.

** Anderson, Kathryn and Dana Jack

2003 “Learning to Listen.” Chapter 14 in *The Oral History Reader*. Robert Perkins and Alistair Thomson, eds. London: Routledge.

** Bateson, Gregory

1972 “Metalogues.” In *Steps to an Ecology of the Mind*.

** Bourgois, Pilippe

2005 “Missing the Holocaust: My Father’s Account of Auschwitz from August 1943 to June 1944.” *Anthropological Quarterly*. 78(1): 89–123.

** Nora, Pierre

1989 “Between Memory and History: Les Lieux de Mémoire.” *Representations*. 26(1989): 7-24.

Prestholdt, Jeremy

2008 Chapter 1 “Introduction” in *Domesticating the World: African Consumerism and the Genealogies of Globalization*. Chapter 1; Berkeley: University of California Press.

In addition to assigned and recommended readings, students are expected to follow current international events by reading such newspapers as *The New York Times*, *The Guardian*, *The International Herald-Tribune*, *The Globe and Mail*, *Le Monde*, or other reputable on-line news sources including the BBC.

Academic Integrity/Dishonesty: To accomplish its mission of providing an optimal educational environment and developing leaders of society, the University of New Mexico promotes the assumption of personal responsibility and integrity and prohibits all forms of academic dishonesty. Conduct that violates the academic integrity and ethical standards of the university community will not be tolerated. Students who violate the university’s policy on Academic Dishonesty as outlined in the Student Code of Conduct will be held accountable, which could result in a failing grade for the course. To better understand your rights and responsibilities, see the full text of the university’s Student Code of Conduct at: <http://pathfinder.unm.edu/campus-policies/student-code-of-conduct.html#studentcode>.

Assignments & Grading

- **Mini Paper** (personal bio) – (~ 2 pages) addressing the following: Who are you? Write about your personal and family background; what region/country/city are you studying, and what is your thematic focus in this area? What attracted you to this geographical area and thematic focus? Essay is graded on a **10-point scale and is worth 4 percent of the final grade**). These papers are due at the beginning of class on Tuesday, August 27.
- **Weekly Posts** – write and submit a brief paragraph on a news event or development in your chosen region/country/city; these posts are graded on a **15-point scale and are worth 6 percent of your final grade**. Posts are due by 11 pm every Monday before that week's class and will be discussed in class. Please base your posts on events that *you* followed in the news; don't rely on Google News. In your post consider how the event you are writing about relates to your thematic focus.
- **Class Participation** – every student is expected to engage in our weekly discussions and in-class workshops. Simply showing up for class is not enough. Come prepared to discuss the week's readings, other students' posts, draft papers and upcoming assignments. Questions and comments are encouraged and welcome. We will all learn from one another's experiences and insights. Class participation is graded on a **15-point scale and is worth 6 percent of the final grade**.

REVIEW PAPER & GRADING COMPONENTS:

The Review paper must focus on a cross-cultural interaction and communication that integrates the required readings on this topic with your experiences abroad. This paper is graded on a **50-point scale and is worth 21 percent of the final grade**. This essay/paper is somewhat experiential, but more formal than a personal journal/diary. It must be 8-10 pages in length, have complete references or a bibliography, follow a specific style guide (e.g., MLA, APA, Chicago), and use a formal writing style.

- **Review Paper Draft:** An initial draft of the Review Paper (LABELED DRAFT) must be submitted online by 11 pm on Tuesday, September 17. We will review and workshop drafts of one another's paper in groups in class on September 24 (week 6). **This is compulsorily and is worth 5 points of the review paper's total 50 points.**
- **Review Paper Final:** It is highly recommended (although not mandatory) that you have your essay reviewed by tutors at the Online Writing Lab (OWL) before submitting the FINAL version of your Review Paper. OWL is available 24/7 and has a turn-around time of 48-72 hours, so you should submit your essay to OWL no later than **Wednesday, September 25**. OWL can be accessed through the CAPS website (<http://caps.unm.edu/online>); please make sure to fill out the Instructor Notification Form at <http://caps.unm.edu/tutoring/inf>. Note that CAPS will not proofread papers. The final version of the Review Paper (LABELED FINAL) is due online by 11 pm on September 30. **The final Review essay is worth 45 points.**

RESEARCH PAPER & GRADING COMPONENTS:

The Research paper must be on an issue related to your thematic concentration that integrates the readings on this topic with your study-abroad experience. This paper is graded on a **scale of 100 points and is worth 42 percent of the final grade**. This is an analytical paper with a well-defined thesis or research question, supporting arguments/evidence, and conclusions. It must be 10-12 pages in length, have complete references or a bibliography and follow a specific style guide (*e.g.*, MLA, APA, Chicago), and use a formal writing style.

- **Research Paper proposal and thesis statement (5 points):** In preparation for your final research paper, draft a proposal of approximately 3 pages that (1) lays out the premise of your research paper's argument, (2) explain the rationale behind your choice of topic, (3) states the thesis or research question(s) you want to address, and (4) outlines the main supporting arguments/evidence. This proposal must be **submitted online by 11 pm Tuesday October 15** and will be and discussed in class on Tuesday October 22.
- **Research Paper bibliography (5 points):** In preparation for your final research paper, prepare an annotated bibliography of at least 3-4 references (*e.g.*, scholarly monographs, articles in academic journals, literary writings of authors) that you will use in your final research paper. This bibliography must be **submitted online with your proposal and thesis statement by 11 pm Tuesday October 15** and will be work shopped and discussed in class on Tuesday October 22.
- **Draft Research Paper (10 points):** This draft is an almost-complete version of your final paper (~8 pages in length) that presents your thesis or research question(s) and includes the main supporting arguments/evidence, including references to the sources you are using. **Draft must be submitted online by 11 pm on Monday October 28.**
- **Final Research Paper (80 points):** Must be **submitted online by 11 pm on Monday November 11.**
- **Presentation & Discussion** of your research paper in a mini-conference that includes your peers, external readers (optional), the ISI Director and the Associate Director as audience members (**graded out of 50 points worth 21 percent of the final grade**). To be scheduled during the last three class sessions (**Nov. 19, 26 & Dec. 3**); your presentation is limited to 10 minutes and will be followed by 5-10 minutes of discussion. 5 points will be assigned to the mock presentation and the final presentation and discussion will be graded out of 45 points.

Weekly Class Schedule and Important Dates

Week 1 (Aug. 20) – General Introduction and course overview.

Week 2 (Aug. 27) – Mini paper due at the beginning of class. Culture and study abroad an overview; Read Hess chapters 1, 2; Storti chapters 1, 2

Week 3 (Sept. 3) – Cultural relativism; Read Hess chapters 3, 4; Huesca; Zemach-Bersin, Robertson.

Week 4 (Sept. 10) – The West and the Rest – constructing and deconstructing a world of “us and them” in the age of Globalization; Read Said and Coronil; Cooper 2001, Prestholdt (optional).

Week 5 (Sept. 17) – Submit Review paper DRAFT online by 11 pm; Against Culture; Read Abu-Lughod; Caglar.

Week 6 (Sept. 24) – Drafts of Review paper to be work shopped and discussed in class to prepare for the Final Review Essay.

Monday, September 30 – Submit FINAL Review Essay online by 11 pm.

Week 7 (Oct. 1) – In Class Interview exercise; Read Briggs chapter 1; Kleinman’s “Eight Questions.” Anderson and Dana (optional).

Week 8 (Oct. 8) – Modern and primitive; Read Cooper 2005.

Week 9 (Oct. 15) – *No class*, but Thesis and Bibliography assignments for Research Paper due online before 11 pm.

Week 10 (Oct. 22) – Discuss and workshop thesis and bibliographies in class per above.

Monday, October 28 – Draft of Research paper must be submitted online by 11 pm.

Week 11 (Oct. 29) – The West and the Rest Part II: coeval time, technology and modernity; Read Fabian and Appadurai.

Week 12 (Nov. 5) – Memories constructed and remembered; Read Connerton, Nora, Bourgois (optional).

Monday November 11 – Submit Final Research Paper online by 11 pm.

Week 13 (Nov. 12) – Mock oral presentations.

Week 14 (Nov. 19) – Final Oral Presentations – Group 1.

Week 15 (Nov. 26) – Final Oral Presentations Group 2.

Week 16 (Dec. 3) – Final Oral Presentations Group 3.

International Studies Capstone INTS 401: Intercultural Experience Fall 2013

The course provides academic credit (1 to 3 credit hours) to students formally participating in venues that engage global issues, cross-cultural activities, and/or international studies. The course may be repeated once, provided the student participates in a different intercultural experience. *Requires permission of the program.*

There are diverse opportunities on the UNM campus and throughout New Mexico for a student to gain intercultural understanding and experience. This option for the INTS capstone allows students to find and explore these varied and myriad opportunities. Students are responsible for seeking out these opportunities and completing specific requirements for credit.

This independent study is for you to become a confident, observant, engaged, thoughtful and ultimately successful global citizen. Your intercultural activity is one step—perhaps your first step—in a lifetime of cross-cultural growth. The related capstone course is designed to assist you in developing your intercultural communication skills and your understanding of general cultural constructs that can be used at various levels. In addition, you will assemble a professional portfolio of skills/experiences for a job search or graduate/professional school application.

In addition to scheduled meetings with the INTS faculty advisor(s), the requirements for this course include assigned readings as well as writing and reflection about the readings and your experiences.

Required Readings

All of the readings are available on e-reserves at <http://ereserves.unm.edu/> under the course number (INTS 401) and Professor Bastéa's name. The password is *lobo401*.

- Adler, P. (1975). "The Transitional experience: An alternative view of culture shock." *Journal of Humanistic Psychology*, 15(4), pp. 13-23.
- Bennet, M.J. (1998). "Intercultural communication: A current perspective" (pp. 1-34). In Bennett, M.J. (editor). *Basic Concepts of Intercultural Communication: Selected Readings*. Yarmouth, ME: Intercultural Press.
- Hart, P.D. (2006). How should colleges prepare students to succeed in today's global economy? Research conducted on behalf of the Association of American Colleges and Universities. (Available at <http://www.aacu.org/leap/documents/Re8097abcombined.pdf>)
- Merali, Z. (2005). "Westerners and Easterners see the world differently." *New Scientist*. (Available at <http://www.newscientist.com/article.ns?id=dn7882>)
- Paige, R.M. (1993). "On the nature of intercultural experiences and intercultural education" (pp. 1-19). In Paige, R.M. (editor), *Education for the Intercultural Experience* (2nd edition). Yarmouth, ME: Intercultural Press.

- Paige, R.M., Cohen, A.D., Kappler Mikk, B., Chi, J.C., and Lassegard, J.P. (2006). *Maximizing study abroad: A students' guide to strategies for language and culture learning and use* (pp. 46-54, 91-106, 107-111, and 113-117). Center for Advanced Research on Language Acquisition (CARLA), University of Minnesota. (Available for purchase at <http://www.carla.umn.edu/maxsa/guides.html>)
- Saphiere, D.H., Kappler Mikk, B., and DeVries, B.I. (2005). *Communication Highwire: Leveraging the Power of Diverse Communication Styles* (pp. 21-43). Yarmouth, ME: Intercultural Press.
- Schaetti, B., Ramsey, S., and Watanabe, G. (2008). *Making a World of Difference. Personal Leadership: A Methodology of Two Principles and Six Practices* (pp. 3-16 and 35-37). FlyingKite Publications: Seattle.
- Yershova, Y., DeJaeghere, J., and Mestenhauser, J. (2000). "Thinking not as usual: Adding the intercultural perspective." *Journal of Studies in International Education*, 4(1), pp. 39-78.
- Zemach-Bersin, T. (2008). "American students abroad can't be 'global citizens'." *Chronicle of Higher Education*, 54(26), p. A34. (Available at <http://chronicle.com/article/American-Students-Abroad/25527>)

Other Requirements

- Scheduled individual meeting(s) with the INTS faculty advisor to discuss your proposed activity that will serve as a basis for this intercultural capstone course (pre-enrollment).
- *Short Response Papers* on the assigned readings and your experiences (**150 points = 75% of final grade**). There are a total of 7 response papers; the first 6 papers are worth 20 points (10%) each and the last one is worth 30 points (15%). Each paper should be about 3-4 pages in length and must address the specific issues/questions described below. Submission is electronic (*.doc, *.docx, or *.rtf files only) via e-mail attachment to the INTS faculty advisors, Professor Eleni Bastéa (bastea@unm.edu) and Professor Christine Sauer (sauer@unm.edu). Due dates are listed separately for each writing assignment.
- *Discussion Meetings* (30-45 minutes each) between student(s) and up to two members of the INTS Advisory Committee about your response papers (**50 points = 25% of final grade**). There will be 3-4 discussion meetings throughout the semester, to be scheduled at a mutually convenient time. Prior to each meeting, you will receive comments and/or questions from the capstone advisor(s) on your previously submitted response papers.

Assignment 1

Read: Adler (1975)

Write about the different skill sets that you identify as coming out of an experience where you are dealing with difference and stress (i.e., the ability to deal with ambiguity and work through a situation in which expectations are not initially defined).

Due: 2 pm on Friday, August 30 (week 2)

Assignment 2

Read: Merali (2005); Zemach-Bersin (2008)

Write about the concept of seeing below the surface. What are the less obvious, more culturally nuanced differences in your intercultural experience that you have observed thus far?

Due: 2 pm on Friday, September 6 (week 3)

Discussion 1: Wednesday, September 11, 11:00-11:45 am (week 4)

Assignment 3

Read: Adler (1975); Paige (1993); Paige et al. (2006)

Write: What cultural lens are you viewing your experience through? What holds importance for you? How can you portray this experience to others, and discuss the differences you are encountering? This assignment is designed for you to begin to see what you are observing, the cultural differences that stand out for you, and what value those cultural differences may hold. Here's a little secret: even with globalization there are cultural differences (and yes, even if you are in the United States, there are cultural and communication differences). If observing difference seems obvious to you, try to start to think beyond the "above water" iceberg differences (clothing, personal distance, methods of worship, gestures, food) and begin to think about the differences that lie below the surface of the iceberg (views on equality, religious beliefs, relationship with the environment, attitudes toward sexuality).

Due: 2 pm on Friday, September 20 (week 5)

Assignment 4

Read: Yershova et al. (2000)

Write: What types of "thinking" are you cultivating in your experience and how does this differ with the way you typically "think"? List some attributes of comparative thinking – how have you demonstrated these thus far in your intercultural experience?

Due: 2 pm on Friday, September 27 (week 6)

Discussion 2: Wednesday, October 2, 11:00-11:45 am (week 7)

FALL BREAK (October 10-11)

Assignment 5

Re-read and review: Merali (2005); Paige et al. (2006); Yershova et al. (2000)

Write: Make a comparison between something you have encountered in this experience that is different from your prior experiences or knowledge. This "something" could be politics, child-rearing, dating, environmental concerns, education, business, religion, poverty, and/or countless other things. In making this comparison, keep in mind that you should know something about the topic you choose to write about.

Due: 2 pm on Friday, October 25 (week 10)

Assignment 6

Read: Hart (2006); Saphiere et al. (2005)

Write: What experiences are you having that match what employers are looking for in young graduates? In what ways can effective intercultural communication be an asset across context and cultures?

Due: 2 pm on Friday, November 8 (week 12)

Discussion 3: Wednesday, November 20, 11:00-11:45 am (week 14)

Assignment 7

(Re-)Read: Bennett (1998); Hart (2006); Saphiere et al. (2005); Schaetti et al. (2008)

Reflect and write: Compile thoughts and ideas of your experience and what those things add to your professional and/or academic toolkit. Your intercultural experience is an integral part of your college experience and you will want to do the most to market all that you are learning and experiencing as you move into a professional career and/or continue in academia. For this assignment, think about skills and experiences that are highly regarded for whatever field you are looking to go into. We are going to link these to the way(s) you have demonstrated these skills during your intercultural experience. This assignment has two parts:

1. List skills that are important to your field of interest and then list some experiences you've had that relate to those skills.
2. Compose a write-up of these skills and experiences that you can incorporate into cover letters, application essays, and/or develop into talking points for interviews.

Due: 2 pm on Friday, November 22 (week 14)

THANKSGIVING BREAK (November 28-29)

Discussion 4: Wednesday, December 4, 11:00-11:45 am (week 16)

NOTE: The readings and other requirements will be shortened and negotiated according to the length of your program and the number of credit hours assigned.

Learning Outcomes

- Develop your language/intercultural communication skills and understanding of general cultural constructs that can be used internationally, transnationally, nationally, and locally.
- Analyze key essays/documents that demonstrate your intercultural development and can be used for understanding your experience.
- Create a professional portfolio for a job search or graduate/professional school application process.

INTS 400 Review Essay on Intercultural Communication: Grading Rubric

General Category (45 points total)	CRITERION	Excellent 100 – 90%	Good 89 – 80%	Satisfactory 79 – 70%	Unsatisfactory 69 – 0%
Knowledge (10 points)	Understanding of facts, observations, and readings.	Clear understanding demonstrated.	Understanding is demonstrated for the most part.	Understanding is incomplete, but potential is there.	No understanding demonstrated, or misunderstood.
Comprehension (15 points)	Comparisons (between target culture and native culture). Articulation of differences and/or similarities.	In-depth, insightful comparisons made. Multiple angles explored.	Interesting comparisons made, lacking some depth. Multiple angles mentioned.	Comparison(s) mentioned, but not explored. Superficial.	No comparisons.
Evaluation (15 points)	Personal, thoughtful engagement with topic.	Original personal investment in the topic that seems well thought-out.	Some personal engagement with evidence of reflection.	Personal engagement is either minimal and/or unconvincing.	No personal engagement demonstrated.
Presentation (5 points)	Writing (style, grammar, typos); organization (incl. bibliography), and relevance of topics discussed.	Clearly written with nearly perfect grammar and spelling. Clear organization and complete documentation of sources. Relevant and consistent choice of topics for discussion.	Generally easy to read; grammar and spelling errors don't interfere with meaning. Evident organization, but some rough transitions; mostly complete documentation of sources. Mostly relevant and consistent choice of topics.	Writing mostly comprehensible, but problems with grammar and spelling. Organizational structure needs work; incomplete documentation of sources. Somewhat relevant and consistent choice of topics.	Poorly written with unacceptable number of grammar and spelling errors. Poor organization; no documentation of sources. Not relevant or consistent choice of topics.

INTS 400 Research Paper: Grading Rubric

Category (80 total points)	Excellent (100-90%)	Good (89-80%)	Satisfactory (79-70%)	Unsatisfactory (69-0%)
Thesis/Research Question (16 points)	Identifies a focused, manageable topic that has not been considered at length. Thesis is maintained throughout the paper.	Identifies a focused and doable topic and appropriately addresses that topic throughout the paper.	Identifies a topic that is too narrowly/broadly defined and leaves out relevant aspects of the topic.	Thesis unclear or paper not related to thesis.
Supporting Arguments & Analysis/Methodology (36 points)	Synthesizes in-depth information from relevant sources representing various points of view/approaches. Includes skillfully developed field specific methodology; organizes and synthesizes evidence to reveal insightful results.	Presents in-depth information from relevant sources representing various points of view/approaches. Includes correctly developed field specific methodology; analysis reveals insightful results.	Presents information from relevant sources representing limited points of view/approaches. Attempts to include field specific methodology; provides analysis that is not effective in revealing insightful results.	Presents information from irrelevant sources representing limited points of view/approaches. Methodology misunderstood or not used; analysis missing or unrelated to thesis.
Conclusion (20 points)	States a conclusion that is a logical extrapolation from the inquiry findings.	States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings.	States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings.	States an ambiguous, illogical, or unsupportable conclusion from inquiry findings.
Presentation (8 points)	Clearly written with nearly perfect grammar and spelling. Clear organization and complete documentation of sources.	Generally easy to read; grammar and spelling errors don't interfere with meaning. Evident organization, but some rough transitions; mostly complete documentation of sources.	Writing mostly comprehensible, but problems with grammar and spelling. Organizational structure needs work; incomplete documentation of sources.	Poorly written with an unacceptable number of grammar and spelling errors. Poor organization; no documentation of sources.

Appendix B

ISI Fall Lecture Series 2004-2012

2004 *Islam and Europe*

- “Islam in the Medieval Imagination,” Jay Rubenstein, Assistant Professor, Department of History, University of New Mexico
- “European Muslim Intellectuals and the Qur'an,” Andrew Rippin, Professor, Department of History, University of Victoria, Canada
- “The Contested Islamic Past in Spain and Portugal,” James Boone, Associate Professor, Department of Anthropology, University of New Mexico
- “The Orient Within: Muslim Minorities and the Negotiation of Modern Nationhood in Bulgaria,” Mary Neuburger, Associate Professor, Department of History, University of Texas at Austin
- “French Identity, 'Muslim Hordes' and the *Chanson de Roland*,” Stephen Bishop, Assistant Professor, Department of Foreign Languages and Literatures, University of New Mexico
- “Russia’s Islamic Past -- Europe’s Future?” Robert D. Crews, Assistant Professor, Department of History, Stanford University
- “Memory and Architecture in Greece and Turkey,” Eleni Bastéa, Associate Professor, School of Architecture and Planning, University of New Mexico
- “Banning the Muslim Headscarf: Europeans Debate Religious Toleration and Gender Equality,” Jytte Klausen, Associate Professor, Department of Politics, Brandeis University

2005 *Human Rights in a Global Context*

- “China’s Information Revolution and its Democratic Future,” Xiao Qiang, Director of the China Internet Project, Graduate School of Journalism, University of California, Berkeley
- “Bait and Switch: Human Rights and U.S. Foreign Policy,” Julie Mertus, Associate Professor, Division of International Peace and Conflict Resolution, American University
- “Dangerous Transitions: How Extremists Used Mass Murder to Prevent Compromise in El Salvador and Rwanda,” William Stanley, Associate Professor, Department of Political Science, University of New Mexico
- “Priming the Pump: First Steps in the Escalation of Political Violence,” Carole Nagengast, Professor, Department of Anthropology, University of New Mexico
- “Remembering the Golden Rule: Humane Treatment in the War on Terror,” Jennifer Moore, Professor and Director of Peace Studies, School of Law, University of New Mexico
- “The Complicated Story of Business and Human Rights,” Harry Van Buren III, Assistant Professor, Anderson Schools of Management, University of New Mexico
- “Human Rights and the Quest for Human Integrity,” Steven Poe, Professor, Department of Political Science, University of North Texas

2006 *Globalization*

- “Globalization and Gender,” Susan Tiano, Professor, Department of Sociology, University of New Mexico
- “Globalization: Who Benefits?” Robert Scott, Senior International Economist, Economic Policy Institute, Washington, DC
- “Environmental Movements: The ‘Good’ Globalization?” Kathryn Hochstetler, Professor, Department of Political Science, University of New Mexico
- “Pursuing Security through Trade Institutions: The Transformation of Regional Economic Institutions into Conflict Managers in Africa,” Kathy Powers, Assistant Professor, Department of Political Science, Penn State University
- Panel Discussion: “Terrorism, Globalization and State Sovereignty: What is the Proper Role of the UN?” World Affairs Delegation/Model United Nations Team, University of New Mexico
- “Can Africa Prosper in the Age of Globalization?” Martin Brennan, Diplomat in Residence, University of New Mexico
- Panel Discussion: “Globalization and Global Health,” Nina Wallerstein, Professor and Director, Masters in Public Health Program; Lyndon Haviland, Assistant Professor of Family and Community Medicine; Dale Alverson, Professor of Pediatrics and Medical Director, Center for Telehealth and Cybermedicine Research, Health Sciences Center, University of New Mexico
- “The Impact of Globalization on Latin America,” Werner Baer, Lemann Professor of Economics, University of Illinois at Urbana-Champaign

2007 *Environment and Sustainability*

- “The Heat is On: Drivers, Consequences, and Salvation from Global Change,” Bruce Milne, Professor, Department of Biology and Director of Sustainability Studies Program, University of New Mexico
- “Global Warming and the International Community,” David Gutzler, Professor, Department of Earth and Planetary Sciences, University of New Mexico
- “Lady Bird Johnson's Wildflower Research Center: A Case Study in the Synergies Between Local and Global Environmentalism,” Vera Norwood, Professor, Department of American Studies, University of New Mexico
- Keynote Address: “Environment and Sustainability,” Suedeem G. Kelly, Commissioner, U.S. Federal Energy Regulatory Commission, Washington, DC
- “Environmental Policies and their Effects on the Tibetan Plateau,” Emily T. Yeh, Assistant Professor, Department of Geography, University of Colorado, Boulder
- “Soviet and Post-Soviet Issues in Environment and Sustainability,” Douglas Weiner, Professor, Department of History, University of Arizona
- “Greening Brazil: Environmental Activism and Politics,” Kathryn Hochstetler, Professor, Department of Political Science, University of New Mexico
- “Economic Globalization and the Environment: Compatible or Colliding?” Jennifer Clapp, CIGI Chair in International Governance and Associate Professor, Faculty of Environmental Studies, University of Waterloo, Canada

- 2008 *Global Instability: Causes, Consequences, and Cures*
- Keynote Address: “The Global Financial Crisis,” Loretta Napoleoni, Economist and Author of *Rogue Economics: Capitalism’s New Reality* (Random House, 2008)
 - “Trade and Labor Standards: A New Approach to an Old Debate,” Andrew Schrank, Associate Professor, Department of Sociology, University of New Mexico
 - “The Subprime Mortgage Crisis: Code, Crash, and Open Source,” Erik Gerding, Assistant Professor, Law School, University of New Mexico
 - “Credit Crunch: Observations from Wall Street’s Front Line,” Eric R. Carlson, UNM Alumnus, Senior Associate, UBS Investment Bank
 - “A Global Perspective on Energy Security and Climate Change,” Arnold B. Baker, Chief Economist, Sandia National Laboratories
 - “The U.S. Elections and the War in Iraq,” Mark Peceny, Professor and Chair, Department of Political Science, University of New Mexico
 - “The Caucasus Conflict and the Role of the Media,” Marta Dyczok, Associate Professor, Departments of History and Political Science, University of Western Ontario, Canada
- 2009 *Revolutions of 1989: From Tiananmen Square to the Berlin Wall*
- “Nothing Happened Here: Tiananmen Square 1989,” Fabio Lanza, Assistant Professor, Department of History, University of Arizona
 - “Did Yugoslavia Have a 1989?” Melissa Bokovoy, Associate Professor and Regents’ Lecturer, Department of History, University of New Mexico
 - “Home Is Where the Wall Is: Ambivalence in Margarethe von Trotta’s 1994 Film *The Promise*,” Katja Schröter, Associate Professor, Department of Foreign Languages and Literatures, University of New Mexico
 - Panel Discussion: “Life under Socialism” with UNM faculty members Sever Bordeianu (General Library), Tania Ivanova (Foreign Languages and Literatures), Katja Schröter (Foreign Languages and Literatures); moderated by Erika Monahan (History)
 - “Nouveau Bravado or Brave New World? Russian Culture after 1989,” Helena Goscilo, Professor and Chair, Department of Slavic Languages and Literatures, Ohio State University
 - “The Emergence of Transnational Subjects: The EU Eastern Enlargement and Women’s Activism in Poland,” Joanna Regulska, Professor and Dean of International Programs, Women’s Studies Program and Department of Geography, Rutgers University
 - “Tearing Down the Wall: The East German Revolution and German Unification, 1989-1990,” Jonathan Zatlín, Associate Professor, Department of History, Boston University
- 2010 *Global Threats*
- “ICYIZERE (hope): Trauma, Forgiveness, and Reconciliation after the Rwandan Genocide,” Patrick Mureithi, Filmmaker and Artist in Residence, Drury University

- “Child Soldiers in Africa: From Degradation to Reintegration,” Stephen L. Bishop, Associate Professor, Department of Foreign Languages and Literatures and Africana Studies Program, University of New Mexico
- “Prioritizing Global Threats: An Intelligence Officer’s Perspective,” James E. Steiner, Public Service Professor, Department of Public Administration and Policy, SUNY Albany (cancelled due to weather-related flight cancellation)
- Panel Discussion: “Nuclear Threat,” with James A. Tegnalia (Research Professor, Department of Chemical and Nuclear Engineering, UNM), Farajollah Ghanbari (Distinguished Member of the Technical Staff and System Engineer, Global Security Engagement and International Safeguards Department, Sandia National Laboratory), and Andrew L. Ross (Professor, Department of Political Science, and Director, Center for Science, Technology and Policy, UNM)
- “Screening Trafficking: Action, Reaction, and Reception,” Yana Hashamova, Associate Professor, Slavic Department, and Director, Center for Slavic and East European Studies, Ohio State University
- “Bio Threats,” William So, Ph.D., Policy and Program Specialist, Federal Bureau of Investigation, Washington, DC
- “Political Terrorism and Gender: Comparisons from European History,” M. Jane Slaughter, Professor, Department of History, University of New Mexico
- “Policy Responses to Nuclear Threats,” Hans M. Kristensen, Director, Nuclear Information Project, Federation of American Scientists, Washington, DC

2011 *Youth and Revolutions*

- “After the Revolution: Youth, Democracy and the Politics of Disappointment in Postsocialist Serbia”, Jessica Greenberg, Assistant Professor, Department of Communication Studies, Northwestern University
- “Egypt: Back to the Future,” Mahmoud Taha, Regents’ Lecturer and Associate Professor, Department of Civil Engineering, University of New Mexico\
- “Rethinking the Ontohistorical Revolution in its Youth,” Iain Thomson, Professor, Department of Philosophy, University of New Mexico
- “Youth and African Freedom Struggles,” Abosede George, Assistant Professor, Department of History and Africana Studies Program, Barnard College, Columbia University
- “From Africa to Europe: French Muslims and Revolutions,” Hafid Gafaïti, Andrew Mellon Distinguished Professor, Horn Professor of Romance Languages, Qualia Professor of French and Francophone Studies, Texas Tech University
- “Systemic Causes of the Arab Spring,” Heidi Lane, Associate Professor, Department of Strategy and Policy, U.S. Naval War College and Research Fellow, International Security Program, Belfer Center for Science and International Affairs, John F Kennedy School, Harvard University
- “Modernity Denied: Sierra Leone and the Antimodern Revolution,” Ian David Stewart, Author of *Ambushed: A War Reporter’s Life on the Line* (Algonquin Books, 2002) and Doctoral Candidate in Anthropology and History, University of Michigan

2012 *Food and Culture around the Globe*

- “Food and Everyday Life in the Postsocialist World,” Melissa Caldwell, Professor, Department of Anthropology and Co-Director of the Multi-Campus Research Program on Studies of Food and the Body, University of California Santa Cruz
- “Indian Ocean Cuisine? On the Limits of National Cultures,” Krishnendu Ray, Associate Professor and Chair, Department of Nutrition, Food Studies, and Public Health, New York University
- “Cannabis and/as Food: Excavating Food–Medicine–Drug Linkages in the Atlantic World,” Chris Duvall, Assistant Professor, Department of Geography, University of New Mexico
- “Belize and the Globalization of Food in the 19th Century,” Richard Wilk, Provost’s Professor, Department of Anthropology, and Program Director for Food Studies, Indiana University
- “Food and Nationalism in Japanese Food Comics,” Lorie Brau, Associate Professor, Department of Foreign Languages and Literatures, and Asian Studies Program Director, University of New Mexico

ISI Conference 2013

Cultures of Exile: Conversations on Language and the Arts
(draft schedule)

WEDNESDAY, OCTOBER 23, 2013

- 9:30—10:00 am Welcome: Eleni Bastéa and Walter Putnam [Hodgin Hall]
- 10:00—12:00 pm **Session I: In the poets’ words: Voices from the American Southwest**
Luci Tapahonso, UNM, a reading
Levi Romero, UNM, a reading
Commentator: Diana Rebolledo, UNM
- 12:00—1:15 pm Lunch for speakers [Hodgin Hall]
- 1:30—3:30 pm **Session II: Creativity, Exile, and Entrepreneurship [Hodgin Hall]**
Organizer and commentator: Manuel Montoya, UNM
Marisol Encinias, co-director National Institute of Flamenco
Marisa Magallanez, director of Philanthropy, National Institute of Flamenco
Julia Gilroy, Santa Fe International Folk Art Market
Rudy WL Montoya, VP, Design and Creative Consulting, In Medias Res Consulting
Alice Loy, Tom Aageson, Global Center for Cultural Entrepreneurship
Karen Schaefer, Micaela Brown, Rikki Quintana, Albuquerque Council for International Visitors
- 4:00—5:00 pm Reception and Art Exhibit. Yoshiko Shimano et al, UNM [Pearl Hall]
- 5:30—6:30 pm Silvia Gruner, artist, Mexico City, [title TBA] Gale Memorial Lecture [Pearl Hall]

THURSDAY, OCTOBER 24, 2013

- 10:00—12:00 pm **Session III: Language as home and exile** [Hodgin Hall]
Angus Fletcher, CUNY, “Exile and Nostalgia”
Shirley Geok-lin Lim, UC Santa Barbara, “Standing Apart, Standing A
Part: Girlhood and Exilic Citizenship”
Commentator: Natasha Kolchevska, UNM
- 12:00—1:15 **Lunch for speakers** [Hodgin Hall]
- 1:30—3:30 pm **Session IV: Exile as a political and literary topos** [Hodgin Hall]
Vera John Steiner, UNM, “Cultural Legacy and Life Long Commitments”
Devin Naar, U. of Washington, "From Spain to Salonica and beyond: The
Multiple Homelands and Competing Vernaculars of Sephardic
Jews"
Commentator: Laura Matter, Albuquerque Academy
- 4:00—5:00 **Book signing** [Pearl Hall lobby or UNM Bookstore]
- 5:30—6:30 Hung Liu, artist, Mills College, [title TBA] [Pearl Hall]
- 7:00—8:30 Reception [Tamarind Institute, UNM]

FRIDAY, OCTOBER 25, 2013

- 10:00—12:00 pm **Session V: The writer as private witness** [Hodgin Hall]
Kébir Ammi, Paris, “My only country: Words and literature”
Liana Theodoratou, NYU, “ Vassilis Alexakis, Paris—Athens”
Commentator: Walter Putnam
- 12:00—1:15 pm **Lunch for speakers** [Hodgin Hall]
- 1:30—4:00 pm **Session VI: The writer as political witness** [Hodgin Hall]
Marjorie Agosin, Wellesley College, “The Exile Writer and the Literary
Imagination in the Americas”
Constantine Hadjilambrinos, UNM, ““Exiled to the Homeland: The
Changing Cultural Geography of Greek Diaspora”
Karen Bishop, Rutgers University, “ New Cartographies of Exile”
Commentators: Les Field, UNM and Angus Fletcher, CUNY
- 6:00—6:30 pm Museum tour of the exhibit “Stitching Resistance,” curated by Marjorie
Agosin, **National Hispanic Cultural Center Art Museum Albuquerque** (off
campus).
- 6:30—7:30 pm Poetry Reading:
Diane Thiel, UNM
Marjorie Agosin, Wellesley College
NHCC Wells Fargo Auditorium
- 7:30—8:30 pm Closing Reception immediately following, NHCC

Schloss Dyck Summer Programs 2008-2013

2008 *Europe, Germany, and the Americans*

- ECON/POLS 478: “The EU and Germany – History and Current Issues,” taught by Professor Christine Sauer, Department of Economics, College of Arts and Sciences
- COMP/ENGL 432, AMST 310: “American Writers in Europe,” taught by Professor Peter White, Departments of English and American Studies, College of Arts and Sciences

2009 *Revolutions of 1989 and the “New Europe”*

- HIST 300: “1989 –The Fall of Communism in Eastern Europe,” taught by Associate Professor Melissa Bokovoy, Department of History, College of Arts and Sciences
- ECON/POLS 478: “1989 and its Consequences for Germany and the European Union,” taught by Professor Christine Sauer, Department of Economics, College of Arts and Sciences

2010 *The Ministry of Illusion: From Weimar to Nuremberg*

- GRMN/COMP/ENGL 336, GRMN 550: “Myths, Dreams, Illusions: Ideology and the Cultural Reproduction of Reality,” taught by Visiting Assistant Professor Jason Wilby, Department of Foreign Languages and Literatures (German), College of Arts and Sciences
- LAW 593, POLS 300: “The Nuremberg Trials,” taught by Professor Antoinette Sedillo Lopez, School of Law

2011 *Carbon and the Future of the World*

- EPS 400/519, CHEM 471/545, GEOG 499.001: “The Science of Carbon,” taught by Associate Professor Tobias Fischer, Department of Earth and Planetary Sciences, College of Arts and Sciences
- LAW 593, ECON 395, GEOG 499.009: “The Legal Framework for Carbon Reduction,” taught by Professor Denise Fort, School of Law

2012 *Power of the Sun*

- ECE 495/595, SUST 402: “Photovoltaics – Devices and Systems,” taught by Assistant Professor Olga Lavrova, Department of Electrical and Computer Engineering and Center for Emerging Energy Technologies, School of Engineering
- ARCH 462/662, SOC 398: “Communal Concerns – Housing and Photovoltaic Assets,” taught by Assistant Professor Kristina Yu, Architecture Program, School of Architecture and Planning

2013 *Europe and Africa (as) Stories: Folk and Fairy Tales*

- GRMN 366, COMP/ENGL 336: “European Folk and Fairy Tales,” taught by Associate Professor Susanne Baackmann, Department of Foreign Languages and Literatures (German), College of Arts and Sciences
- AFST 397, COMP/ENGL 332: “African Folk Tales,” taught by Associate Professor Stephen Bishop, Department of Foreign Languages and Literatures (French) and Africana Studies Program, College of Arts and Sciences

Other ISI Sponsored/Co-Sponsored Events 2009-2013

2009-2010 Academic Year:

- “Japanese Rakugo,” performance by Kaishi Katsura, professional performer and cultural ambassador for Japan (September 2009)
- “The Obama Administration’s View of Counterterrorism,” lecture by Shari Villarosa, Department of State (September 2009)
- “Growing up in Turbulent Times – Russia from the 1980s to the Present,” lecture by Dr. Vladimir Ivantsov, St. Petersburg University (September 2009)
- “Observation in the Flesh, Observation in the Spirit: The Duplex Sentence of Medieval Characterization,” lecture by Professor Chauncey Wood, McMaster University (February 2010)
- Black History Month (February 2010)
- French Film Festival (March-April 2010)
- “Love in the Middle Ages,” Spring Lecture Series, Institute for Medieval Studies (April 2010)
- “Ancient Poems and Universalist Poetics,” lecture by Professor Geoffrey Russom, Brown University (May 2010)

2010-2011 Academic Year:

- “Sustainability and Education as Finland’s Message in the U.S.,” presentation by Finnish Ambassador Pekka Lintu (12/9/2010)
- “Plutopolis: How security, secrecy and radiation produced model cities in the US and USSR,” lecture/workshop by Professor Kate Brown, University of Maryland (2/19/2011)
- Black History Month (February 2011)
- “Money/Myths,” 32nd Annual Conference of the 19th Century Studies Association, Albuquerque (3/3-6/2011)
- “Tolkien’s *Legend of Sigrid and Gudrun*: Creative Drama or Scholarly Exercise?” lecture by Professor Rory McTurk, University of Leeds (3/7/2011)
- “Global Cyber-Impact: Society and World Politics,” National Security Symposium, National Security Studies Program (3/30-31/2011)
- “Medieval Encounters: Cultures in Contact, Convergence, and Conflict,” Spring Lecture Series, Institute of Medieval Studies (4/11-14/2011)

2011-2012 Academic Year:

- “Student Activism in the Age of Twitter and Facebook,” presentation and workshop by John Anugraha, founder of Global Citizens for Sustainable Development, Bangalore, India (9/19/2011)
- “9/11 Ten Years After: Evolving Threats and US Responses,” Fall Symposium, National Security Studies Program (9/22-23/2011)
- “Women, War and Peace,” 2-day film series with panel discussions (10/3-4/2011)
- “Weaponizing Translation: U.S. Counterinsurgency and the Problem of Language,” lecture by Professor Vicente Rafael, University of Washington (11/29/2011)
- “9/11 and U.S.-Latin American Relations,” lecture by Professor Peter H. Smith, UC San Diego (1/23/2012)

- “Myth, Monument, and Modernity in Contemporary China: How Modern China Has Built an Ancient Mythology,” lecture by Professor Robin McNeal, Cornell University (4/9/2012)
- “Medieval Masterpieces,” Spring Lecture Series, UNM Institute for Medieval Studies (4/16-19/2012)
- “Our World in Ferment,” 2-day symposium organized by the Santa Fe World Affairs Forum, St. John’s College, Santa Fe (4/16-17/2012)
- “Bedtime and Other Stories from the President’s Guest House,” author reading by Benedicte Valentiner, former General Manager of Blair House (4/19/2012)
- “European Involvement in Serbia: From Intervention to Integration?” lecture by Professor Branislav Radeljić, University of East London, UK (4/26/2012)
- “Euro Crisis and Beyond: What Does it Mean for the U.S.?” lecture by Dr. Antonio de Lecea, Minister of Economic and Financial Affairs, European Union Delegation (4/26/2012)

2012-2013 Academic Year:

- “In the Footsteps of Marco Polo,” video presentation and discussion with author and filmmaker Dennis Belliveau (11/12/2012)
- “New Slavery and Sierra Leone's Child Soldiers,” guest lecture by Ian Stewart, former journalist and PhD candidate, University of Michigan (11/28/2012)
- “The Geopolitics of Energy and the Middle East,” lecture by Ambassador Molly K. Williamson (2/6/2013)
- “The Eurozone Crisis and the Future of the Euro,” lecture by Professor Joseph Jupille, Director of Colorado European Union Center of Excellence (CEUCE), University of Colorado-Boulder (2/15/2013)
- “Regionalism in the World Polity,” seminar by Professor Joseph Jupille, University of Colorado-Boulder (2/15/2013)
- “German Economic Model: Myths, Realities and Transferability,” lecture by Rainer Rudolph, Head of the Economic and Commercial Section, German Embassy, Washington, DC (3/22/2013)
- “Russia: Ex Superpower – Lessons for the United States,” lecture by Dr. Robert H. Donaldson, Trustees Professor of Political Science, University of Tulsa, and Director, Tulsa Committee on Foreign Relations (3/25/2013)
- “Medieval Myths and Monsters,” Spring Lecture Series, UNM Institute for Medieval Studies (4/15-18/2013)

Appendix C

Annual Progress Report: International Studies B.A.

Academic year: 2011-2012

Department/Program: International Studies Institute

Degree program(s): B.A. in International Studies (INTS)

Person(s) preparing report: Christine Sauer

Date submitted: October 1, 2012

Questions to be Addressed	SLOs Assessed in the Academic Year		
1. List the student learning outcomes for which assessment data were gathered during the academic year or for which development work was done on assessment measures.	A1. Students will draw on their knowledge of international processes and issues to identify and describe at least two dimensions – historical, political, social, cultural, economic – of specific international issues or problems.	B2. Students will present and discuss their research in compelling, coherent, clear analytical arguments.	C1. Students will complete their foreign language classes (usually 102/201/202 or equivalent) with a minimum grade of C.
2. For each learning outcome, describe a) the measures used (at least one-half of the measures used are to be direct measures, and at least one direct measure must be used for each SLO), b) the sample of students from whom data were collected, c) the timetable for the collection, and d) the setting in which the measures were administered).	<p>a) <u>Capstone experience</u>: Papers written for INTS 400 or 401. [DIRECT]</p> <p>b) Nine majors who have completed the capstone course (INTS 400 or 401) since the start of the degree program.</p> <p>c) Final 3-4 weeks of semester.</p> <p>d) Assessment of final papers by at least 2 INTS faculty advisors.</p>	<p>a) <u>Capstone experience</u>: Papers written for INTS 400 or 401 and follow-up discussion with INTS faculty advisors. [DIRECT]</p> <p>b) Nine majors who have completed the capstone course (INTS 400 or 401) since the start of the degree program.</p> <p>c) Final 3-4 weeks of semester.</p> <p>d) Assessment of final papers and follow-up discussion by at least 2 INTS faculty advisors.</p>	<p>a) <u>Analysis of grade distribution</u>: Grades earned in foreign language classes. [INDIRECT]</p> <p>b) Nine majors who have completed the capstone course (INTS 400 or 401) since the start of the degree program.</p> <p>c) September 2012.</p> <p>d) Final grades in foreign language classes collected from unofficial transcripts.</p>

<p>3. Describe the results of the assessment. (What do they tell you about student learning? What did you learn about the strengths and weaknesses of your program?) If specific results are not available, describe the progress made on initiatives in the approved assessment plan.</p>	<p><u>INTS 400 (8 students)</u>: Scores on research paper (10-12 pp.) ranged from 83.5% to 94.5%, with average of 89.3%. <u>INTS 401 (1 student)</u>: Score of 79.5% on 5 of 6 short response papers submitted.</p> <p>Using 80% as a benchmark, results imply that all INTS 400 students meet expectations for the INTS B.A. One drawback of the current assessment process is that the composition of the faculty advisory committee changes from student to student.</p>	<p><u>INTS 400 (8 students)</u>: Total scores for 2 papers and follow-up discussion (based on substance and presentation) ranged from 87.5% to 95.3%, with average of 90.4%. Scores for oral discussion were generally higher than for written work. <u>INTS 401 (1 student)</u>: Total score of 82.6% on 6 of 7 papers and follow-up discussion (based on substance and presentation). Score for oral discussion was higher than for written work.</p> <p>Using 80% as a benchmark, results imply that all capstone students meet expectations for the INTS B.A., with stronger oral than written presentation skills. One drawback of the current assessment process is that the composition of the faculty advisory committee changes from student to student.</p>	<p>Sample of 9 majors completed 26 foreign language classes, with 73.1% of INTS students earning grades of A+/A/A-, 23.1% earning grades of B+/B/B-, and 3.8% earning grades of C+/C.</p> <p>Results suggest that almost ¾ of INTS majors graduating or close to graduating excel in foreign language classes. However, this does not necessarily imply a high level of communicative proficiency “in the field.”</p>
<p>4. Describe the departmental process by which faculty reviewed the assessment procedures and results and decided on the actions and/or revisions that were indicated by them.</p>	<p>The SLOs for the interdisciplinary INTS program are similar to the original SLOs developed for Asian, European, and Russian Studies in 2007-2008, prior to approval of new INTS degree in May 2009. As the primary faculty advisor for INTS students, the ISI director is the instructor of record for the 2 capstone courses (first offered in Fall 2010), supervising all capstone students and recruiting affiliated faculty to serve as additional advisors for capstone projects. To date, only 4 students have graduated with a B.A. in INTS (Dec. 2011: 1 student; May 2012: 3 students) and 9 have completed the capstone requirement. This year’s assessment report serves as a pilot and will be reviewed and/or revised by the INTS Advisory Board after receiving feedback from A&S.</p>		

<p>5. Describe the actions and/or revisions that were implemented in response to the assessment processes and results.</p>	<p>See explanation under #4. Waiting for feedback on SLOs, measures, and pilot assessment report from A&S.</p>
<p>5. <i>Given the assessment activities and results to date, describe your assessment plans for the next academic year. If significant changes have been made to degree program SLOs or to the general assessment strategy, please clearly describe.</i></p>	<p>1) Refine broad learning goals and SLOs. 2) Develop online survey of graduating seniors to assess students' perception of their learning and obtain information about future plans (e.g., job placement, graduate school). 3) Explore possible direct measures of foreign language proficiency.</p>

Appendix D

Office of Institutional Analytics Data

- Table D1. Fall Enrollment by Major and Level, 2003 to 2012
- Table D2. Full-Time/Part-Time Enrollment by Level of Student Admitted to Program, Fall 2003 to Fall 2012
- Table D3. Total Number of Degree Recipients, Academic Years 2002-2003 to 2012-13

Table D1.
Fall Enrollment by Major and Level (2003 to 2012)
International Studies Institute

Major: International Studies

Undergraduate Students in University College with Declared Major in Discipline										
	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Year 1: Freshman							1	11	10	10
Year 2: Sophomore								10	29	7
Year 3: Junior								0	4	7
Year 4: Senior								1	0	3
Total	0	0	0	0	0	0	1	22	43	27

Undergraduate Students with Declared Major Admitted to Major College										
	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Year 1: Freshman								0	0	0
Year 2: Sophomore								9	9	16
Year 3: Junior								6	16	39
Year 4: Senior								0	10	22
Total	0	0	0	0	0	0	0	15	35	77

Major: Asian Studies

Undergraduate Students in University College with Declared Major in Discipline										
	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Year 1: Freshman	0	1	1	2	6	5	4	1	4	2
Year 2: Sophomore	1	0	0	0	4	2	6	2	1	3
Year 3: Junior	0	1	0	0	1	0	0	0	1	1
Year 4: Senior	0	0	0	0	0	0	0	0	1	0
Total	1	2	1	2	11	7	10	3	7	6

Undergraduate Students with Declared Major Admitted to Major College										
	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Year 1: Freshman	1	0	0	0	0	0	0	0	0	0
Year 2: Sophomore	1	2	2	0	1	2	4	3	3	2
Year 3: Junior	2	5	6	5	3	5	7	6	4	5
Year 4: Senior	9	5	10	6	4	9	8	13	10	16
Total	13	12	18	11	8	16	19	22	17	23

Major: European Studies

Undergraduate Students in University College with Declared Major in Discipline										
	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Year 1: Freshman	1	2	2	1	2	2	1	2	2	0
Year 2: Sophomore	0	2	1	1	0	3	3	2	0	0
Year 3: Junior	1	0	1	0	0	2	0	0	1	1
Year 4: Senior	0	0	0	1	0	0	0	0	0	0
Total	2	4	4	3	2	7	4	4	3	1

Undergraduate Students with Declared Major Admitted to Major College										
	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Year 1: Freshman	1	1	0	0	0	0	0	0	0	0
Year 2: Sophomore	4	0	1	2	1	1	1	0	0	2
Year 3: Junior	0	6	1	4	3	4	5	6	1	1
Year 4: Senior	4	2	9	10	10	8	5	2	4	4
Total	9	9	11	16	14	13	11	8	5	7

Major: Russian Studies

Undergraduate Students in University College with Declared Major in Discipline										
	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Year 1: Freshman	1	0	1	2	0	1	1	0	0	1
Year 2: Sophomore	0	1	0	0	0	0	0	0	0	0
Year 3: Junior	0	1	0	0	0	0	1	1	0	0
Year 4: Senior	1	2	1	2	0	1	4	1	0	0
Total	2	4	2	4	0	2	6	2	0	1

Undergraduate Students with Declared Major Admitted to Major College										
	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Year 1: Freshman	0	1	0	0	0	0	0	0	0	0
Year 2: Sophomore	0	1	0	1	1	0	0	1	1	0
Year 3: Junior	1	1	4	1	1	1	2	0	1	1
Year 4: Senior	1	2	2	3	4	1	0	2	1	1
Total	2	5	6	5	6	2	2	3	3	2

Data Source: Enrollment Management dataset based on 21-day HED Enrollment file
 UNM Office of Institutional Analytics: Vicky Dueer

Table D2.
Full-Time/Part-Time Enrollment by Level of Students Admitted to Program
International Studies Institute
Fall 2003 to Fall 2012

Major: INTS, International Studies

Level	FT-PT	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Undergrad	FT								14	34	66
Undergrad	PT								1	1	11
Undergrad	Total	0	0	0	0	0	0	0	15	35	77

Major: ASIN, Asian Studies

Level	FT-PT	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Undergrad	FT	11	12	17	10	7	13	15	17	10	19
Undergrad	PT	2	0	1	1	1	3	4	5	7	4
Undergrad	Total	13	12	18	11	8	16	19	22	17	23

Major: EURS, European Studies

Level	FT-PT	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Undergrad	FT	7	8	10	14	9	11	9	6	3	5
Undergrad	PT	2	1	1	2	5	2	2	2	2	2
Undergrad	Total	9	9	11	16	14	13	11	8	5	7

Major: RUSS, Russian Studies

Level	FT-PT	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Undergrad	FT	2	4	4	5	3	1	2	2	2	2
Undergrad	PT	0	1	2	1	4	1	0	1	1	0
Undergrad	Total	2	5	6	6	7	2	2	3	3	2

Data Source: Enrollment Management dataset based on 21-day HED Enrollment file
 UNM Office of Institutional Analytics: Vicky Dueer

Undergraduate enrollments exclude declared majors in program who are in University College and have not yet been admitted to the program's college. These are matriculated students into a degree-granting college.

Table D3.
Total Number of Degree Recipients
2002-2003 to 2012-2013 Academic Years
International Studies Institute

Major	Degree	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Asian Studies	B.A.	7	2	5	7	3	3	6	3	6	4	6
European Studies	B.A.	1	1	1	4	4	6	6	4			
International Studies	B.A.										4	14
Russian Studies	B.A.					1	3	1				1
Total Degrees Awarded		8	3	6	11	8	12	13	7	6	8	21

Data Source: Academic Outcome maintained in the Operational Data Store-frozen at a specified date to maximize degrees awarded.

UNM Office of Institutional Analytics: Vicky Dueer

Note: Degree data for Asian, European, and Russian Studies is frozen in Feb 2013 as most degrees are considered as entered. It is possible though, that a few are still not counted. For International Studies, to provide more up-to-date information on degree awarded, a current pull was extracted on August 27, 2013.

Degrees are based on Academic Year which counts as leading summer, fall, and spring semester.

If a student receives multiple degrees within the ten-year period, they are counted each time.

Appendix E

Abbreviated Curriculum Vitae for Core ISI Faculty

Eleni Bastéa, Regents' Professor in Architecture, ISI Director and Chair of ISI Executive Board,
www.elenibastea.com

Stephen Bishop, Associate Professor of French, European Studies Program Director and Member
of ISI Executive Board, http://www.unm.edu/~fl/fac_sbishop.html

Melissa Bokovoy, Professor and Chair of History, Founding ISI Director and Member of ISI
Executive Board, http://www.unm.edu/~hist/faculty/bokovoy_melissa.html

Lorna Brau, Associate Professor of Japanese, Asian Studies Program Director and Member of
ISI Executive Board, http://www.unm.edu/~fl/fac_lbrau.html

Tania Ivanova-Sullivan, Assistant Professor of Russian, Member of ISI Executive Board,
http://www.unm.edu/~fl/fac_tivanovasullivan.html

Christine Sauer, Professor of Economics, ISI Associate Director, Member of ISI Executive
Board, and International Studies Program Director, <http://econ.unm.edu/contacts/faculty-profiles/christine-sauer.html>

William Stanley, Professor and Chair of Political Science, Member of ISI Executive Board,
<http://polisci.unm.edu/people/faculty-profiles/william-stanley.html>

ELENI BASTÉA, M. ARCH., PH.D.

August 2013

Regents' Professor in Architecture and Director, International Studies Institute
 School of Architecture and Planning, Pearl Hall
 The University of New Mexico
 MSC04 2530, Albuquerque, NM 87131-1226 - USA
www.elenibastea.com e-mail: ebastea@unm.edu

ACADEMIC POSITIONS [SINCE 1989]

Regents' Professor in Architecture, School of Architecture and Planning, UNM	Since 2012
Professor in Architecture, UNM	Since 2007
Associate Professor, 2002-07, Assistant Professor, 2001-02 (UNM)	
Visiting Associate Professor in Architecture, School of Architecture, U. of Notre Dame	Spring 2000
Assistant Professor in Architectural History, School of Architecture, Washington University	1989 – 99

AFFILIATED ACADEMIC POSITIONS

Adjunct Professor, Dept. of Art and Art History, UNM
 Affiliate faculty, Center for Middle Eastern Studies, University of Arizona

PROFESSIONAL POSITIONS (CURRENT)

Advisory Board, Journal of Greek Media and Culture, (Intellect) UK (to be launched, 2014)	Since 2013
Editorial Board: <i>Hemisphere: Visual Cultures of the Americas</i> , UNM.	Since 2009
.Cent Magazine (UK), Contributing architecture editor & creative associate	Since 2005

EDUCATION

Ph.D. in Architectural History, University of California, Berkeley	Fall 1989
Master of Architecture, University of California, Berkeley	Spring 1982
BA in History of Art, Bryn Mawr College	Spring 1980

FELLOWSHIPS AND AWARDS [SELECTED, SINCE 2001]

School of Architecture and Planning, Regents' Professor	2012
School of Architecture and Planning Research Grant, Contemporary Indigenous Architecture	2012
Colorado EU Center of Excellence, Teaching Course Enrichment Grant, Cities & Literature course	2011
SA+P Research Grant (with Prof. T. Jojola) for Exhibit on Contemporary Indigenous Architecture	2010
Teaching grant UNM (with Prof. T. Jojola) for new course, Contemporary Indigenous Architecture	2010
Colorado EU Center of Excellence, Teaching Course Enrichment Grant, Greece & Turkey course	2010
UNM Teaching Allocation Subcommittee (TAS) Grant "Native American Architectural History"	2008
UNM Research Allocation Committee (RAC) Small Grant "Venice: Images of the City, Images of the Mind: An illustrated literary exhibit"	2008
Navarino Foundation Prize, Short story "The High Heels" [in Greek]	2006
Getty Summer Institute "Constructing the Past in the Middle East: Istanbul & Thessaloniki"	2006
UNM RAC Large Grant, "Urban legacy and change in post-1923 Greece and Turkey"	2005
Graham Foundation Grant for research on "The Memory of Place in Modern Greece & Turkey"	2004
UNM Libraries Faculty Acknowledgment Award	2004
UNM Teaching (TAS) Grant "In the Footsteps of Pausanias: A Topographical Record of Ancient Greek Architecture"	2004–05
RAC Grant "Memories of Place in the Accounts of Greek Orthodox Refugees from Anatolia"	2002–03

BOOKS BY ELENI BASTÉA

Venice without Gondolas, poetry collection with photos by Mark Forte and Eleni Bastéa (Georgetown, KY: Finishing Line Press, 2013); ISBN: 978-1-62229-199-1
Αθήνα 1834—1896. Νεοκλασική πολεοδομία και ελληνική εθνική συνείδηση [translation of *The Creation of Modern Athens: Planning the Myth*], translated by Eleni Bastéa. (Libro publishers, Athens, Greece, 2008); 446 pp. ISBN 978-960-490-084-6
Memory and Architecture. Eleni Bastéa, editor and contributor (Albuquerque: University of New Mexico Press, 2004); 335 pp. ISBN 0.8263.3269.2.

The Creation of Modern Athens: Planning the Myth (Cambridge U. Press, 2000); 280 pp. ISBN 0.521.64120.9. Co-winner of the John D. Criticos Prize, administered by the London Hellenic Society; finalist for the Sir Steven Runciman Award by the Anglo-Hellenic League of London.

CHAPTERS IN BOOKS [PUBLISHED, SELECTED]

- “And perhaps our research leads us back to a world we lost,” in *Constructing a Community of Thought: Letters on the Scholarship, Teaching and Mentoring of Vera John-Steiner*, Peter Lake and Cathrene Connery, editors (New York: Peter Lang, 2013); 122-125.
- “Modernization and its discontents in post-1950s Thessaloniki: Urban Change and Urban Narratives,” Eleni Bastéa and Vilma Hastaoglou, in *Landscapes of Development: The impact of Modernization Discourses on the Physical Environment of the Eastern Mediterranean*, Panayiota Pyla, editor (Cambridge, MA: Harvard University Graduate School of Design, 2013): 90--117. Refereed.
- “Athens” in *Capital cities in the Aftermath of the Empires: Planning in Central and Southeastern Europe*, Emily Gunzburger Makaš and Tanja Damljanović Conley, editors (Routledge: London & New York, 2010): 29-44. Refereed.
- “Storied Cities: Literary Memories of Thessaloniki and Istanbul,” in Eleni Bastéa, ed. *Memory and Architecture*, (Albuquerque, NM: University of New Mexico Press, 2004): 191-210. Refereed.
- “Dimitris Pikionis and Sedad Eldem: Parallel Reflections of Vernacular and National Architecture,” in *The Usable Past: Greek Metahistories*, Keith Brown and Yannis Hamilakis, editors (Lanham, MD. and Oxford, UK: Lexington Books, 2003): 147-169. Refereed.
- “Regularization and Resistance: Urban Transformation in Late – nineteenth-century Greece,” in *Greek Society in the Making, 1863 – 1913*, Philip Carabott, editor, (Aldershot: Variorum, 1997); 209 – 30.
- “Athens. Etching Images on the Street: Planning and National Aspirations,” in *Streets: Critical Perspectives on Public Space*, Zeynep Çelik, et al, editors, (U. of California Press, 1994); 111 – 24.

ACADEMIC JOURNAL ARTICLES [SELECTED]

- “Nineteenth-century Travellers in the Greek Lands: Politics, Prejudice, and Poetry in Arcadia.” *Dialogos. Hellenic Studies Review*, U.K., no. 4 (1997); 47 – 69. Refereed.
- “Our City: Salonica.” *Places* 1, no. 3 (Spring 1984): 26 – 32. Refereed.

GENERAL-CIRCULATION PUBLICATIONS [SELECTED]

- “Venice without Gondolas” (poem & photographs) .*Cent Magazine*, UK, Spring/Summer 2009; pp. 86-7
- “Looking at Frank Gehry Upside-Down,” .*Cent Magazine*, UK, Spring/Summer 2008; pp. 66-69. Essay by Eleni Bastéa. Photography by Eleni Bastéa and Mark Forte.
- “The Memory of Buildings,” .*Cent Magazine*, UK, Spring 2006, Issue 6, pp. 39-42.
- “Kariokes from Thessaloniki” short story [in Greek]. *Thessaloniki 2012. Short-story contest*. [in Greek] Thessaloniki: Ianos, 2011: 130—136.
- “The High Heels,” short story [in Greek], Winner of the 2006 Navarino Foundation Prize. *Anatolia College Alumnus*, Spring 2007, pp. 53-55; *Greek Reader*, Dartmouth College, edited by Irene Kacandes, 2012.

ENCYCLOPEDIA ENTRIES

- “Architecture: Domestic,” (127 – 130); “Architecture: Public Works,” (137 – 140); “Cities,” (343 --44); “Neoclassicism” (1137 – 39) and “Town Planning,” (1654 – 56); in the *Encyclopedia of Greece and the Hellenic Tradition*, Graham Speake, editor, (London and Chicago: Fitzroy Dearborn, 2000). The *Encyclopedia* was one of the finalists for the Sir Steven Runciman Award, 2001.
- “Thessaloniki,” and “Athens,” entries in the *Encyclopedia of Vernacular Architecture of the World*, Paul Oliver, editor, (London: Cambridge University Press, 1997), vol. 2, 1491 – 92, 1497 – 98.
- “Athens 529 – 1204,” and “Athens 1205 – 1834” entries in *The Grove Dictionary of Art*, Jane Turner, editor, (London: Grove, 1996), vol. 2, 670 – 73.

DOCUMENTARY INTERVIEWS

- Smyrna: The Destruction of a Cosmopolitan City* (2012).
Expulsion and Exchange of populations: Turkey -- Greece: 1922-1924, (2012)
- Both documentaries were directed and produced by Maria Iliou, Proteas Productions (non profit). In collaborating with the director both as a historical consultant and an interviewee, Bastéa drew from her own on-going archival research on Smyrna (present-day Izmir, in Turkey), as well as family stories and oral-history interviews she conducted over the years.

STEPHEN L. BISHOP

employment history

Associate Professor of French, August 2006-present, University of New Mexico;
Assistant Professor of French, August 2000-2006, University of New Mexico;
Visiting Assistant Professor of French, August 1999-May 2000, University of New Mexico;

education

Ph.D. in French and Francophone Literature, University of Michigan, May 1999;
M.A. in French and Francophone Literature, University of Michigan, May 1994;
J.D. (Law), University of Michigan, May 1993;
Institut des Etudes Européennes (Law), Université Libre de Bruxelles, Jan.-July 1992;
B.S. in Biology, *magna cum laude*, University of Illinois Urbana-Champaign, June 1990;

teaching experience

African Folktales and Proverbs	Stamp Out Malaria
La Justice littéraire	African Women and Liberation Struggle
Advanced French Grammar	African Great Books
Le devoir de violence (African Lit.)	Children in Conflict (African Lit.)
La honte et la culpabilité dans la littérature africaine	Rebels With a Cause (African Lit.)
French Stylistics and Translation	French Composition (Francophone Cinema)
La littérature française tout court	From Paris to Provence (study abroad course)
French Composition (Un regard sur l’Afrique Centrale)	Féminisme(s) Français et Francophone
The French and the Non-French	La Criminelle de la France
African Women Writers	(R)évolution de la justice
Ecrire l’Identité au Québec	A Literary Evolution of French Justice
Law and Literature	Beur ou Français?
Three Examples of Post-Colonial Development	Bad Boys and Girls de la France
French Philosophy and Literature	Immigrant Europe
Images of the Self: Ancient Greece to Modern France	Images of the State: The Western Tradition

publications

“Imperialism-Africa” entry in *Encyclopedia of Race and Race Relations*, 2nd edition, ed., Patrick L. Mason, Palgrave Macmillan, 2013; 357-361;
“Jean-Marie Teno: The Legal Outsider of Cameroonian Cinema”, *Law and Literature Journal*, Farleigh Dickinson U P, 2012 (issue suspended – publication date unknown);
“Oppositional Approaches to Female Genital Mutilation in African Literature”, *Empathy and Rage*, Oxfordshire: Ayebia Clarke Publishing, 2009; 38-51;
Legal Oppositional Narrative: A Case Study in Cameroon, Lanham (MD): Lexington Books, 2008;
“Hallucinatory Mimicry and the Quest for an Identity à l’Orient.” *Dalhousie French Studies* 77 Winter 2006; 117-27;
Le déterreur, Légende et vie d’Agoun’chich, Mohamed Khaïr-Eddine, Yahia, *pas de chance*, and Nabile Farès entries; *Dictionnaire des pays du Maghreb*; ed. Ambroise Kom, 2007, 15 pages;
Translation of “Des discours contraints et de l’occulte: Procès et représentations de la (post)colonie dans le cinéma camerounais”; *Cinema and Social Discourse in Cameroon* (Alexie Tcheuyap). Bayreuth African Studies; 2005; 173-194;
“Literature in the Law: The Legal *Clando* in Cameroon.”; *Cycnos* (“Droit et Littérature” special edition) Vol. 19 No. 2; 147-60; 2002;
Séverin-Cécile Abega, Antoine Abel, Stanislas Adotevi, Philomène Bassek, Mongo Beti, Mbella Sonne Dipoko, Kenjo Jumbam, Ferdinand Oyono, and Guillaume Oyônô-Mbia entries; *Encyclopedia of African Literature*; Routledge; 3, 11, 51, 62-5, 148, 252, 427-9; 2002;

- “Témoignage du sang: la justice des vieilles familles.”; *The Art and Genius of Anne Hébert*; ed. Janis Pallister; Fairleigh Dickinson UP; Madison; 264-73; 2001;
- “From a Judicial Authority to a Judicial Power.” *Juridis Périodique* (1998): 96-99;
- “Black Hats, White Faces: Banning ‘les Westerns’ in Cameroon.” *Selected Papers -Interdisciplinary Study of Social Imagery Conference* (1996): 33-39;

Conferences (selected)

- “The Delicate Art of Shaming in African Child Soldier Narratives,” Children and War Conference, Salzburg, July 2013;
- “Child Soldiers in Africa”, Oasis Foundation, Albuquerque, February, 2013;
- “Service Learning in French: Helping Students Help Immigrant Communities,” AATF, Chicago, July, 2012;
- “Between Trauma and Entertainment: Child Soldiers as Cultural Critics,” MLA, Seattle, January 2012;
- “L’exotisation des rites des enfants-soldats,” RMMLA Conf, Scottsdale, October 2011;
- “La mort de l’enfance dans la mort de l’enfant,” Conseil international d’études francophones, Aix, May 2011;
- “Telling the Stories Behind the Law: Female Genital Mutilation and Human Rights Law,” MLA Conf, January 2011;
- “Child Soldiers in Africa: from Degradation to Reintegration,” ISI Lecture Series, Albuquerque, October 2010;
- “The Hungarian Sisyphus: Sándor Márai Before Camus,” RMMLA Conf, Albuquerque, October 2010;
- “Romancing Violence: Entertainment’s Encouragement of Visual Pleasure in Female Victimization,” Gray-Torres Domestic Violence Conf, Albuquerque, September 2010;
- “Tuez-les!: les enfants-soldats et l’assassinat des relations traditionnelles,” Conseil international d’études francophones, Montreal, May 2010;
- “Jean-Marie Teno: The Legal Outsider of Cameroonian Cinema,” Law and Literature Conf, New York City, April 2010;
- “Unsustainable Conflict: Child Soldiers as Cultural Critics,” African Literature Association, Tucson, March 2010;
- “Faire honte e(s)t faire la revolution”, Conseil international d’études francophones, New Orleans, June 2009;
- “Evolution de la honte littéraire en Afrique francophone”, Conseil international d’études francophones, Cayenne, June 2007;
- “Derrida as Cultural Theorist,” University of New Mexico Symposium on Jacques Derrida; Albuquerque; April 2005;
- “Oppositional Approaches to FGM in African Literature,” MLA; Philadelphia; December 2004;
- “French Identity, ‘Muslim Hordes’, and the *Chanson de Roland*,” ISI Lecture Series “Europe and Islam”; Albuquerque; September 2004;
- “Pannes d’essences dans *Panne de sens* de Mouss Benia,” Conseil international d’études francophones; Liège; June 2004;
- “Hallucinatory Mimicry and the Quest for Identity à l’Orient,” MLA; San Diego; December 2003;
- “La justesse et la justice du discours dans les films de Jean-Marie Teno,” Conférence du Conseil international d’études francophones; New Orleans; June 2003;
- “Origins, Play, and Dissemination of Derrida: the Production of a Cultural Theorist,” RMMLA; Scottsdale; October 2002;
- “The Rhetoric of Illegal Literary Persuasion,” Law & Society Conf; Budapest; July 2001;
- “Literature in the Law: The Legal *Clando* in Cameroon,” Conférence Internationale de Nice: Le droit et la littérature; Nice; June 2001;
- “Teaching Law Through Literary Theory,” MLA Conf; Washington DC; December 2000;
- “The Legality of Literary Theory; Literature on Trial Conference,” Atlanta; October 2000;

“Contemporary Conflict of Legal Traditions in Cameroun: Opinions from Those Who Create Them,”
Law & Society Conf; Miami; May 2000;
“Writing Against the Law: Kamerunian Resistance to Cameroonian (In)Justice,” ALA Conf; Lawrence;
April 2000;

professional service (selected)

Outside the university:

Member, Board of Directors, “PeacePal” (NGO), August 2013-present;
Editor in Chief, *Nouvelles Etudes Francophones*, June 2011-present;
Member, Board of Directors, “Pride of Cameroon” (NGO), June 2011-present;
Member, Editorial Board, *UnCut/Voices*; July 2010-present;
Member, Editorial board (African Literature), *Nouvelles Etudes Francophones*; June 2010-2011;
Member, Conseil d’Administration, Conseil international d’études francophones; June 2009-13;
Member, MLA Executive Committee: Law as Literature Discussion Group; January 2002-December 2004;
Co-Author; MLA Discussion Group (Law as Literature) proposal; January 2001 (successful);

Administrative work in Department, College, and University of New Mexico Committees:

Chair, Director of Africana Studies Search Committee, January 2013-present;
Chair, Assistant Professor of Arabic Search Committee, October 2011-March 2012;
Member, African Studies Curriculum Committee, September 2011-present;
Member, Honors College Task Force, November 2010-May 2011;
Member, African-American History search, Africana Studies, November 2010-January 2011;
Member, Athletic Council; August 2009-2013;
Member, Honorary Degree Committee, September 2009-present;
Member, African Studies-English assistant professor search committee; September 2007-February 2008;
Member, Religious Studies-Comparative Literature professor search committee; September 2006-February 2007;
Undergraduate French Adviser, Foreign Languages & Literatures, August 2006-present;
Undergraduate Director, Foreign Languages & Literatures, August 2006-August 2011;
Undergraduate Languages Adviser, Foreign Languages & Literatures, August 2006-2011;
Member, French assistant professor search committee, October 2005-February 2006;
Member, Africana Studies Curriculum Revision Committee, August 2005-October 2008;
Member, FLL Curriculum Committee, August 2005-present;
Director, French Summer Study Abroad Program, August 2001-present;
Director, European Studies Program, August 2001-August 2004, August 2007-present;
Assistant Director, European Studies, August 2000-August 2001, September 2004-August 2007;
Member, Lower Division Language Coordinator search committee, Fall 2004;
Member, International Studies Institute Advisory Committee; January 2004-present;
Member, UNM International Task Force, January 2003-May 2008;
Faculty speaker (“How to Succeed in the Classroom”), LobOrientation, Summer 2000, 2002-present;
Graduate Advisor, French, August 2000-August 2003;
Member, Foreign Languages & Literatures Graduate Committee, August 2000-August 2003;
Member, Foreign languages & Literatures Administrative Assistant search committee, August 2003;
Member, Classics assistant professor search, September 2001- March 2002;
Member, French course coordinator search, Summer 2000;
Member, European Studies Summer Scholarship Committee; 2000, 2001-2003, 2005-2011;
Translator (French), various university departments, 1999-present

University of New Mexico
Short Faculty Vitae

Melissa K. Bokovoy

Department of History

August 2012

Educational History

B.A., 1983, Pomona College, Claremont, CA 91711, History.

M.A., 1987, Indiana University, Bloomington, IN 47405, History.

Ph.D., 1991, Indiana University, Bloomington, IN 47405, East European History since 1453.

Employment History

Professor of History. The University of New Mexico. August 2012-present

Associate Professor of History. The University of New Mexico. August 1998-2012

Director, International Studies Institute. The University of New Mexico. 2003-2005 and 2006-2008.

Assistant Professor of History. The University of New Mexico. August 1991-1998.

Visiting Assistant Professor. Department of Ethnic Studies, University of California, San Diego. April-June 1996.

Assistant Professor of History. Saint Mary's College of Minnesota. August 1990-May 1991.

Director. International Summer Studies Program for Indianapolis Public Schools. March-July, 1989 and 1990.

Professional recognitions, honors, memberships, etc., (research, teaching, service)

UNM Outstanding Teacher of the Year for 2010-2011.

Peter N. Kujachich Endowment in Serbian and Montenegrin Studies Annual Lecture. March 2010. Institute of Slavic, East European, and Eurasian Studies. The University of California, Berkeley.

Senior Scholar. Training Seminar for Junior Scholars. August 2001 and August 2006. East European Programs, Woodrow Wilson International Center for Scholars and the Joint Committee on Eastern Europe of the American Council of Learned Societies.

Regents Lecturer, 2003-2005. The College of Arts and Sciences. The University of New Mexico.

Snead-Wertheim lectureship, 2003-2004. Departments of History and Anthropology. The University of New Mexico.

Winner of the American Association for the Advancement of Slavic Studies' Barbara Jelavich Prize, 1999. Monograph: *Peasants and Communists: Politics and Ideology in the Yugoslav Countryside, 1941-1953*. Pittsburgh: University of Pittsburgh Press, 1998.

Books authored or co-authored

Jane Slaughter, Melissa Bokovoy, Pat Risso, Pat Romero, and Yao Ping. *Sharing the World Stage: Biography and Gender in World Civilization*. 2 Vols. Boston: Houghton Mifflin, 2008.

Jane Slaughter and Melissa Bokovoy. *Sharing the Stage: Biography and Gender in Western Civilization*. 2 Vols. Boston: Houghton Mifflin, 2003.

Melissa Bokovoy. *Peasants and Communists: Politics and Ideology in the Yugoslav Countryside, 1941-1953*. Pittsburgh: University of Pittsburgh Press, 1998.

Edited Book(s)

State-Society Relations in Yugoslavia, 1945-1992, eds. Melissa K. Bokovoy, Carol Lilly, and Jill Irvine. New York: St. Martin's Press, 1997. 384 pp.

Articles in refereed journals and edited collections (since 2002)

“Collectivization of Agriculture in Yugoslavia.” In Arnd Bauerkämper and Constantin Iordachi, eds. *The Collectivization of Agriculture in Communist Eastern Europe: Comparison and Entanglements from the 1930s to the 1980s*. Budapest: Central European University Press. Fall 2013.

“Gender and Reframing the First World War in Serbia during the 1980s and 1990s.” In Bonnie Smith and Joanna Regulski, eds. *Women and Gender in Cold War Europe*. New York: Routledge, 2012, pp. 147-169.

“Consecrating Sites: Šabac, Cer and the Mačva Region in Serbia’s Commemorative Culture of the First World War.” *Centropa: A Journal of Central European Architecture and Related Art*. Volume 12, Number 1 (January 2012), pp. 33-47.

“Gendering Grief: Lamenting and Photographing the Dead in Serbia,” *Aspasia: The International Yearbook of Central, Eastern, and Southeastern European Women's and Gender History*. Volume 5 (2011), pp. 46-69.

“Kosovo under Autonomy, 1974-1990,” Momčilo Pavlović with Melissa Bokovoy, and Nebojša Vladisavljević. In Charles W. Ingrao and Thomas A. Emmert, eds. *Confronting the Yugoslav Controversies: A Scholars' Initiative*. Purdue University Press, 2009, pp. 123-157.

“Kosovo Maidens: Serbian Women Commemorating the Wars of National Liberation, 1912-1918.” In Nancy Wingfield and Maria Bucur, eds. *Women and War in Twentieth Century Eastern Europe*. Indiana University Press, 2006, pp. 157-171.

“Serbia, Croatia, and Yugoslavia.” Carol Lilly and Melissa Bokovoy. In Kevin Passmore, ed. *Women, Gender and the Extreme Right in Europe, 1919-1945*. Manchester: Manchester University Press, 2003, pp. 91-96.

“Croatia.” In Kevin Passmore, ed. *Women, Gender and the Extreme Right in Europe, 1919-1945*. Manchester: Manchester University Press, 2003, pp. 111-123.

Curriculum Vitae

August 2013

Lorna Brau

Associate Professor of Japanese, Department of Foreign Languages and Literatures
Ortega Hall353C, MSC03 2080, 1 University of New Mexico, Albuquerque, NM 87131
Tel: 505-277-4771 Fax: 505-277-3599 E-mail: lbrau@unm.edu

Education

Ph.D., 1994, New York University, New York, New York, Performance Studies

Dissertation: *Kimono Comics: The Performance Culture of Rakugo Storytelling*

Advisors: Barbara Kirshenblatt-Gimblett, Barbara Ruch (Columbia University)

M.A., 1980, University of Michigan, Ann Arbor, Michigan, Japanese Literature

B.A., 1976, *Magna cum laude*, Radcliffe College, Harvard University, Cambridge, Massachusetts,
Folklore and Mythology (Ethnomusicology)

Employment History

Associate Professor, Japanese Language and Culture, July 2008 – present,

Department of Foreign Languages and Literatures, University of New Mexico (UNM),
Albuquerque, NM

Assistant Professor, Japanese Language and Culture, January 2001 – June 2008,

Department of Foreign Languages and Literatures, UNM

Lecturer III, Japanese Language and Culture, August 1998 – December 2000,

Department of Foreign Languages and Literatures, UNM

Visiting Assistant Professor, Japanese Language and Culture, August 1995 – June 1998,

Department of Foreign Languages and Literatures, UNM

Professional Recognition

Invited Visiting Researcher, 3-13 July, 1995, Tokyo National Research Institute of Cultural
Properties

Monroe Lippman Memorial Award for Distinguished Doctoral Dissertation, 1994,
New York University

Sidney and Celia Siegel Award for Distinguished Scholarship in the Humanities, 1991
New York University

Phi Beta Kappa, May 1976, Harvard University

Publications

Brau, Lorie. "Oishinbo's Adventures in Eating: What Japanese Comics Communicate about
Food and Cultural Identity" in Toni-Johnson-Woods, ed. *Manga: An Anthology of Global
and Cultural Perspectives*. New York and London: Continuum, 109-127, 2010.

Brau, Lorie. *Rakugo: Performing Comedy and Cultural Heritage in Contemporary Tokyo*. Lanham, MD: Lexington Books, February 2008.

Brau, Lorie. "New Plots and Playful Schemes: *Shukô* in *Rakugo*, Japanese Comic Storytelling." *Text and Presentation*, pp. 23-34, 2006.

Brau, Lorie. "Oishinbo's Adventures in Eating: What Japanese Comics Communicate about Food and Cultural Identity." *Gastronomica: The Journal of Food and Culture*, 4/4, pp. 34-45, 2004.

Brau, Lorie. "Rakugo Fans at Play" in William Kelly, ed. *Fanning the Flames: Fans and Consumer Culture in Contemporary Japan*. State University of New York Press, pp. 127-149, 2004.

In Preparation

Brau, Lorie. *Manga Cuisine: Food, Popular Culture and Japanese Identity* [working title].

Recent Presentations at Professional Meetings

"Soba, Edokko, and Japanese Cultural Identity." Association for Asian Studies, San Diego, CA, March 21, 2013.

"He Cooks, She Eats: Gender in Japanese Culinary Comic Books." Popular Culture Association of Australia and New Zealand, Sydney, Australia, July 5, 2010.

"Vocalizing the Past in Edo Rakugo." Association for Asian Performance, New York, NY, August 6, 2009.

Invited Talks

"Food and Nationalism in Japanese Food Comics." International Studies Institute Lecture Series (Food and Culture Around the Globe), University of New Mexico, November 2, 2012.

"Comedians in Kimonos: An Introduction to the Art and Performance Culture of Rakugo." Talk and Performance. Invited by Professor Scott Clark, Rose-Hulman Institute, Terre-Haute, Indiana, January 19, 2010.

Research Funding

- Association for Asian Studies, Northeast Asia Council, June 2 – July 6, 2004.
- Research Allocations Committee, University of New Mexico, June 2 – July 6, 2004.
- Dean's Dissertation Fellowship, New York University, September 1993 – May 1994
- Dissertation Write-up Grant, Japan Program, Social Science Research Council, June 1992 – January 1993
- Fulbright Graduate Research Fellowship, September 1990 – February 1992

Tania Ivanova-Sullivan
Curriculum Vitae

EDUCATION

- **Ph.D.** in Slavic Linguistics, Department of Slavic and East European Languages and Literatures, The Ohio State University, 2005
- **M.A.**, Department of Medieval Studies, Central European University, Budapest, Hungary, 1999
- **B.A. and M.A.** in Bulgarian Philology from Sofia University “St. Kliment Ohridski,” Magna cum laude; **Minor** – Czech, 1997

PROFESSIONAL EXPERIENCE

- Assistant Professor of Russian, University of New Mexico, Department of Foreign Languages and Literatures, August 2008-present
- Visiting Assistant Professor of Russian, University of New Mexico, Department of Foreign Languages and Literatures, August 2007 – June 2008
- Visiting Assistant Professor in Slavic Linguistics, OSU, Slavic Department, 2006-2007

COURSES TAUGHT

Undergraduate

Russian 201 (Intermediate Russian I)

Russian 202 (Intermediate Russian II)

Russian 301 (Advanced Russian I)

Russian 302 (Advanced Russian II)

Russian 401 (Russian non-fiction in Russian)

Russian 490: Understanding others: the multifaceted world of human communication

Russian 339: 19th-century Russian culture and history through film

Russian 339: 20th-century Russian culture and literature

Comp 340: Balkan culture: construction of identities

Modern Languages 101: Approaches to languages and cultures

SCHOLARSHIPS, GRANTS AND AWARDS

- *Large Research Allocation Grant, University of New Mexico*, Fall 2011 (\$ 7,872)
- *Course development small grant, National Security Studies Program, UNM*, Summer 2010
- *Fulbright-Hays Fellowship of the Department of Education, ACTR Summer Russian Language Teachers Program in Moscow State University*, 2006

SELECTED PUBLICATIONS

“Interpretation of Anaphoric Subject Pronouns in Heritage Russian”, *Selected Proceedings of the Second Language Research Forum 2012*, Cascadilla Press (forthcoming).

“Electronic inter-cultural communication” (with S. Shimberg). In Kotsubinskaya, L.B. (Ed.), *Translation, Language, Culture*. (12 pp.). St. Petersburg: Leningrad State University Publ. (forthcoming).

“Bulgarian Crime Fiction: From Artistry to Arbitrariness” (with Y. Hashamova), *Balkanistica* 25 (2012): 75-100.

“Lost in Between: The Case of Russian Heritage Speakers” (with L. Isurin), *Heritage Language Journal* 6.1 (2008): 72-104. Special issue on Russian as a Heritage Language. <http://www.heritagelanguages.org/>

“Interpreting Medieval Literacy: Learning and Education in *Slavia Orthodoxa* and Byzantium in the 9th-12th centuries,” in *Medieval Education*. Ed. by R. Begley and J. Koterski, 50-68. New York: Fordham University Press, 2005.

INVITED PRESENTATIONS

“The First Language of Early Bilinguals: A Psycholinguistic Study of Russian Heritage Speakers”, invited talk (with honorarium) to the Center for Slavic and East European Studies & the Department of Slavic and East European Languages and Literatures, The Ohio State University, April 5, 2012

“Bilingualism and Multilingualism: Teaching for the Global Future”, invited presentation to a panel at the 2010 Inaugural AMME (Alliance for Multilingual Multicultural Education) Conference, Albuquerque, NM, May 19-21, 2010

“Life Under Socialism”, invited presentation to a panel, dedicated to the 20th anniversary of the Fall of the Berlin Wall, UNM, November 2009

“How Is a Standard Language Created And Who Gets to Have One (The Case of Bulgarian and Macedonian)”, Presentation at the Balkan Dialectology Workshop, organized by the OSU Department of Linguistics, Columbus, OH, May 1st, 2006

SELECTED CONFERENCE PRESENTATIONS

“Shallow Processing of Referential Dependencies in Heritage Russian”, at the Second Language Research Forum, Carnegie Mellon University and University of Pittsburg, October 18-21, 2012

“Pronoun Resolution by Heritage Russian Speakers: Linguistic and Processing Factors”, at the Annual Conference of the American Association of Applied Linguistics, Boston, March 24-27, 2012

“Comprehension and Production at the Syntax-Pragmatics Interface in Heritage Russian”, at the 5th Heritage Language Research Institute, UCLA, June 2011

“Comprehension of Indefinite Determiners by Russian Heritage Speakers”, at the Fifth Annual Meeting of the Slavic Linguistic Society, University of Chicago, October 29-31, 2010

“Null Anaphora in the Language of Russian Heritage Speakers”, First International Conference on Heritage Languages”, UCLA, February 2010

“Crime, Politics, and Free Market: Post-Socialist Transformations of Crime Fiction in Bulgaria”, at the Southwest Texas, Popular Culture and American Culture Association, Albuquerque, NM. February 25-28, 2009

SERVICE TO THE PROFESSION

Referee for Oxford University Press, Section “Foreign Dictionaries” (2007-2010)

Reviewer for the journal “Second Language Research” (2011)

Ad-hoc evaluator of a grant proposal for the Standard Research Grants Program of the Social Sciences and Humanities Research Council of Canada (2010)

National Heritage Language Resource Center Affiliate, UCLA (2010-present)

Abbreviated Curriculum Vitae 2013

Christine Sauer

Department of Economics, MSC05 3060
University of New Mexico, Albuquerque, NM 87131-0001
505-277-1963 / sauer@unm.edu

EDUCATION

Ph.D.	Economics	Brown University	May 1987
M.A.	Economics	Brown University	June 1982
B.A. (Vordiplom)	Economics	Kiel University (Germany)	May 1979
Diplôme	French Language/Civilization	Université Lyon II (France)	Sept. 1978

EMPLOYMENT

Professor	Economics Department, University of New Mexico	2004-present
Associate Professor	Economics Department, University of New Mexico	1993-2004
Assistant Professor	Economics Department, University of New Mexico	1987-1993
Lecturer	Economics Department, University of New Mexico	1985-1987

ADMINISTRATIVE APPOINTMENTS

Associate Director	International Studies Institute, University of New Mexico	2013-present
Director	International Studies Institute, University of New Mexico	2008-2013
Interim Director	International Studies Institute, University of New Mexico	2005-2006
Program Director	European Studies Program, University of New Mexico	2004-2008

AREAS OF EXPERTISE

Applied Macroeconomics & Monetary Economics: inflation uncertainty; economic growth; monetary policy effectiveness; seigniorage; money & banking

International Economics: international finance & open economy macroeconomics; exchange rate volatility; economics of monetary integration (EU, Latin America); German economic history; international trade & trade policy

MAJOR PUBLICATIONS: Books

C. Sauer. *Alternative Theories of Output, Unemployment, and Inflation in Germany: 1960-1985*. Springer Verlag: New York/Berlin/Heidelberg, 217 pages, 5 chapters. 1989.

MAJOR PUBLICATIONS: Articles in Refereed Journals

- C. Lange and C. Sauer. "A Modular Approach to Seigniorage in a Monetary Union." *International Journal of Monetary Economics and Finance*. Vol. 3(1), 50-68. 2010.
- C. Sauer and C. Lange. "Static and Dynamic Seigniorage Losses from Dollarization." *Journal of Emerging Markets*. Vol. 10(1), 30-41. 2005.
- C. Lange and C. Sauer. "Dollarization in Latin America: Seigniorage Costs and Policy Implications." *Quarterly Review of Economics and Finance*. Vol. 45, 662-679. 2005.
- C. Sauer, K. Gawande, and G. Li. "Big Push Industrialization: Some Empirical Evidence for East Asia and Eastern Europe." *Economics Bulletin*. Vol. 15 (9), 1-7. 2003.
- C. Sauer and A.K. Bohara. "Exchange Rate Volatility and Exports: Regional Differences between Developing and Industrialized Countries." *Review of International Economics*. Vol. 9 (1), 133-152. 2001.
- C. Sauer and J. Scheide. "Money, Interest Rate Spreads, and Economic Activity." *Weltwirtschaftliches Archiv/Review of World Economics*. Vol. 131(4), 708-722. 1995.

- C. Sauer and A.K. Bohara. "Monetary Policy and Inflation Uncertainty in the United States and Germany." *Southern Economic Journal*. Vol. 62(1), 139-163. 1995.
- A.K. Bohara and C. Sauer. "The Role of Inflation Uncertainty in Germany: Friedman's Hypothesis Revisited." *Empirical Economics*. Vol. 19, 611-627. 1994.
- C. Sauer. "Money Illusion and the Long-Run Demand for Money in Germany." *Konjunkturpolitik*. Vol. 38(5/6), 340-352. 1992.
- A.K. Bohara and C. Sauer. "Competing Macro-Hypotheses in the United States: A Kalman Filtering Approach." *Applied Economics*. Vol. 24, 389-399. 1992.
- A.K. Bohara and C. Sauer. "German Money-Income Linkages under Fixed and Flexible Exchange Rates: Further Evidence." *Konjunkturpolitik*. Vol. 36(1), 27-42. 1990.
- A.K. Bohara and C. Sauer. "A VARMA Analysis of German Money and Income Data: Fixed Versus Flexible Exchange Rates." *Weltwirtschaftliches Archiv/Review of World Economics*. Vol. 126(3), 456-473. 1990.

INVITED/REFEREED PRESENTATIONS AT PROFESSIONAL MEETINGS

Eastern Economic Association Meeting	1993
Global Finance Conference (Germany)	2003
International Symposium on Private/Public Partnerships (Russia)	2000
Midwest Economics Association Meeting	1990 (2 papers), 1992, 1999
Western Economic Association International Conference	1990, 2001, 2002, 2004, 2007
Western Social Science Association Annual Conference	1997, 2000, 2001, 2003, 2005, 2006, 2007

SELECTED PROFESSIONAL ACTIVITIES

- Session organizer, moderator, and discussant at professional meetings
- Reviewer for academic journals and publishers (*Appl Econ*, *Australian Econ Papers*, *Contemp Econ Policy*, *Int J Monet Econ & Finance*, *Int Rev Econ & Finance*, *J Econ Integration*, *J Int Trade & Econ Dev*, *J Macro*, *JMBC*, *Rev Int Econ*, *Rev World Econ*, Kluwer, Worth, O'Donnell Associates)
- Panelist at roundtable discussions
- Interviewee for local TV, radio, and print media
- Presenter/lecturer at U.S. and foreign universities, summer schools, local professional associations, and community groups
- Former chair and board member of Albuquerque Committee on Foreign Relations
- Organizer and faculty leader, UNM study-abroad program at Schloss Dyck, Germany (since 2008)
- Organizer of ISI lecture series: "Food & Culture around the Globe" (2012), "Youth & Revolutions" (2011), "Global Threats" (2010), "Revolutions of 1989: From Tiananmen Square to the Berlin Wall" (2009), "Globalization" (2006), "Global Instability: Causes, Consequences, and Cures" (2008)
- Faculty advisor to ODE and World Affairs Delegation (Model UN Team)
- Member (incl. chair) of numerous departmental, college, and university committees at UNM

PROFESSIONAL MEMBERSHIPS

American Economic Association (AEA), Committee on the Status of Women in the Economics Profession (CSWEP), Deutscher Hochschulverband (DHV)

PROFESSIONAL RECOGNITION, HONORS, AWARDS

Travel Grant	German Fulbright Commission	1980-1981
Fellowship	Kiel-Brown University Exchange Program	1980-1981
Tuition Scholarship	Brown University	1983-1984
Outstanding Teacher of Year Award	University of New Mexico	2008-2009
Presidential Teaching Fellow	University of New Mexico	2011-2013

Appendix F

Report on the 2007 Austrian PEN Conference (submitted by Professor Peter Pabisch)

The International Studies Institute (ISI) of the University of New Mexico (UNM) organized and supported an American three week symposium high up in Taos Ski Valley in the Rocky Mountains from July 22 to August 12, 2007. As an international conference it followed the 32nd session of the internationally renowned German Summer School of New Mexico using its five star hotel facilities at the Snakedance Condominiums. It concentrated on literature and trans-Atlantic culture between the reputed Austrian P. E. N. Centre in Vienna and the International Studies Institute (ISI) with its special Austrian Studies segment of the University of New Mexico. Over sixty guest lecturers and authors from the United States and Europe were present at least part of the time.

The former Associate Dean of the College Arts and Sciences arranged the cooperation between the ISI and Foreign Languages and Literatures (FLL). Thanks to the skills of the past director of ISI, Professor Melissa Bokovoy, the very complicated bureaucracy of UNM's Development Office could be satisfied successfully and the donated amount in direct and indirect finances of some \$120,000 could be dispersed orderly with the help of Professor Peter Pabisch and his counterpart in Vienna, the president of the Austrian P. E. N. Professor Wolfgang Greisenegger, who were assisted by a very capable staff, among them Charles Kalm, a UNM student, who has become a lawyer in the meantime. His success was such that ISI kept him for several semesters as a program assistant.

The program was one of the first international successes of ISI and its results are published in a book, edited by Peter Pabisch and Wolfgang Greisenegger, in the *Jahrbuch für Internationale Germanistik, Reihe A – Vol. 100*, 2010 (264 pp.) by the international publisher of scholarship Peter Lang in Bern, Switzerland, in German, English, French, and Spanish; its title: "From the Golden Mushrooms to the D. H. Lawrence Ranch: Austrian Literature and Art Encounter in the Rockies." A small rock sculpture provided by artist Ursula Weissbacher during the symposium is exhibited in Ortega Hall of UNM and photographed in the book.

Peter Pabisch, Professor emeritus