

**MINUTES OF THE
MEETING OF THE ADMINISTRATIVE BOARD
of the General College and the College of Arts and Sciences**

Wednesday, April 29, 2009
3:00-5:00 PM
3020 Steele Building

The meeting was called to order at 3:05 p.m. and chaired by Senior Associate Dean Bobbi Owen.

Members in attendance: Carolyn Cannon, Bruce Carney, Lynn Glassock, Kevin Guskiewicz, Roberta Kelly, Erika Lindemann, Rich McLaughlin, Bobbi Owen, Patrick O'Neill, Abigail Panter, Tom Reinert, Steve Reznick, James Rives, Dorothy Verkerk, Adam Versenyi, Barbara Wildemuth.

Guests: Laurie Holst, Bob Miles, Friederike Seeger, Nick Sidentop.

I. Remarks by Dean Bruce W. Carney, College of the Arts and Sciences

Dean Carney thanked members of both Boards for their work this year. Dean Owen thanked Lynn Glassock and Tom Reinert for serving on the General College Administrative Board. Lynn and Tom complete their tenure on the Board on June 30th.

II. Student Exchange Program with McGill University, Montreal, Canada (records appended at the end of this document)

Bob Miles, Associate Dean for Study Abroad and International Exchanges, reported that the connections between faculty at UNCCH and McGill helped shape the proposed exchange. Approving the proposal would provide outstanding opportunities for UNCCH students to study in Montreal. As the first program with a Canadian university, it leads the way for a future exchange with a Francophone university.

The Administrative Boards approved the new exchange program with McGill University, effective with the 2009-2010 academic year.

III. Study Abroad Program in Dakar, Senegal, organized by Wells College (records appended at the end of this document)

Bob Miles told the Boards that a study abroad program in Senegal has been three to four years in development. The proposal was initiated by UNCCH faculty in the Center for African Studies and in the French section of the Department of Romance Languages. The anticipated demand justifies going with an existing program. Michael Lambert and Bob made a site visit to the Wells College Program in Dakar and saw strong opportunities for UNCCH students to learn about Francophone West Africa, and Africa generally.

The Administrative Boards approved the study abroad program in Senegal, effective with the Spring 2010 semester.

IV. Burch Field Research Seminar in Alaska and Iceland (records appended at the end of this document)

Bob Miles and Friederike Seeger, Director of the Burch Fellows Program, told the Boards that the proposed seminar will enable students to see first-hand the global crisis of climate change. The seminar will involve two courses. The first course, HNRS 351, *Global Climate Change: The Science and the History*, will be taught at two University of Alaska sites, Fairbanks and Anchorage. The second course HNRS 351, *Energy Resources: The Science and the Policy*, will be held at the University of Iceland in Reykjavik. Dean Lindemann reported that both sections of HNRS 351 were approved by the SGE on April 21.

The Administrative Boards enthusiastically approved the Burch Seminar in Alaska and Iceland, effective Fall 2009.

V. Request to Plan the M.A. in Global Studies (records appended at the end of this document)

Adam Verseyeni, Chair of the Curriculum in International and Area Studies, told the Boards that a Master of Arts in Global Studies has been in the works for approximately fourteen months. Having the program approved by the Boards will be a plus for Carolina; at the present time, the only Master's program in Global Studies in the United States is at the University of California-Santa Barbara. The program has already been approved by the Graduate School. After receiving approval from the Administrative Boards, the proposal will go to the General Administration. The approval process normally takes about 18 months. If approved, the remaining obstacle to start-up is funding.

The Administrative Boards approved the request to plan the Master of Arts in Global Studies.

VI. Discussion of What Constitutes a Major (records appended at the end of this document)

Erika Lindemann, Interim Associate Dean for Undergraduate Curricula, presented a proposal circulated prior to the meeting and developed in consultation with the Academic Advising Program. Dean Owen informed the Boards that Connect Carolina (People Soft) plans to install the Academic Advising stream on August 3. This necessitates codifying the major for all degrees.

Beginning Fall 2009, UNCCH students will be able to track their own degree progress utilizing Carolina Connect. Academic advisors will be better equipped to give more accurate information to students, because the proposal helps to clarify which courses serve as the basis for computing the grade point average in the major and which courses can be used to fulfill the Supplemental Education requirement. Defining the parameters for the B.A. major also will be useful for creating new majors in the future.

Most B.A. majors have been traditionally defined as eight to ten courses or 35 credit hours, but this definition has never been established or recorded as a policy. Of the 96 undergraduate majors, currently there are four majors that require in excess of 35 credit hours: music, studio art, environmental studies and the athletic training track of the Exercise and Sport Science major (which must meet board certification requirements). It was noted by the Boards that these four majors all seem to have professional components. Dean Lindemann indicated that she was willing to meet with the four units in the next several weeks in order to determine whether it would be possible to redefine the major within parameters approved by the Boards.

Some departments offering a B.A. degree require students to take a “gateway” course as a prerequisite to the major. There is currently no policy regarding gateway courses. Potentially, counting gateway courses toward the Supplemental Education requirement and not the major would increase capacity for fulfilling the Supplemental Education requirement. Limiting the number of gateway courses also would ensure that students may begin the major in a timely fashion and graduate on schedule.

Dean Lindemann asked the Boards to approve the following recommendations:

- To define the major core for the bachelor of arts degree in the College of Arts and Sciences as eight to ten courses or a maximum of 35 credit hours. This core forms the basis for computing a student’s grade point average in the major and determines whether or not more than half of the courses/hours in the major are unique to the major and are not double counted across majors or between the major and the minor.
- To permit one course (a maximum of four credit hours) to serve as a gateway for majors for bachelor of arts degrees in the College of Arts and Sciences. Such a gateway to the major differs from a common or “core” course or courses that all majors must complete, in that a gateway course is often taken as an exploratory or preparatory first course. It is often, but not always, a prerequisite to all or most of the courses in the major proper. A gateway course shall not be counted among the eight to ten courses making up the major, shall not be counted in computing the grade point average for a student’s major, and may be used to satisfy the supplemental education requirement if the course is numbered above 199 and satisfies divisional distribution requirements.
- Some majors for the bachelor of arts degree in the College of Arts and Sciences give students the option of selecting courses from lists of approved courses, or require students to take additional courses, offered by units outside the school, department, or curriculum in which the student is majoring. Courses from these lists may be used to satisfy the supplemental education requirement, so long as they are not being used to satisfy the major, are numbered above 199, and are appropriately distributed across divisions of the College of Arts and Sciences.
- Units in the College of Arts and Sciences may determine whether or not honors thesis courses make up the major core of eight to ten courses or increase it. However, no more than one honors thesis course (three credit hours) may be used to increase the number of courses in the students’ major, bringing the total number of courses to eleven courses.

The Boards approved the recommendations, provided that B.A. majors in music, environmental studies, studio art and athletic training be granted an exemption if these units are unable to redefine the major as consisting of no more than 35 credit hours. The Office of Undergraduate Curricula will communicate these recommendations, which are effective with the Fall 2009 semester, to deans, directors, chairs, and directors of undergraduate students.

VII. The Human Rights Cluster (records appended to this document)

Erika Lindemann, on behalf of Kenneth Janken, Director of Experiential Education, presented a proposal

to add a Human Rights Cluster to the Clusters Program. Clusters contain six to eight courses numbered above 199 that are thematically distributed across division of the College. The Boards noted that the courses in the proposed Human Rights Cluster seem to emphasize agencies, and that the individual may be under-represented. Dean Lindemann said she would inform Prof. Janken of the Board's concern and would request that Prof. Sahle add a bullet to the description of the cluster that addressed individual responsibility for and approaches to issues of human rights.

The administrative Boards approved the Human Rights Cluster effective Fall 2009.

VII. First Year Seminars and the communication intensive (CI) designation

Steve Reznick, Associate Dean for First Year Seminars and Academic Experiences, sought the Board's support in limiting the number of first year seminars carrying the communication-intensive designation. The Communication Intensive Connection requirement (CI) was originally intended to help students develop communication skills within their disciplines, a skill that comes with knowledge.

Because the first year seminars were developed prior to the 2006 curriculum, the CI designation does not map well onto these courses. When the 2006 curriculum is evaluated in 2010, the CI designation will be reviewed and redefined.

The Boards supported Steve Reznick's suggestion of reducing the number of CI designations for first year seminars.

IX. Confirmation of SGE approvals

The Boards approved the following additions and revisions to courses that fulfill General Education requirements, effective Fall 2009:

CMPL 134, Great Books: Romanticism, Realism, Modernism, LA, NA
CMPL 255, The Feast in Film, Fiction, and Philosophy, VP
CMPL 365, Cervantes' Don Quixote and the Birth of the Imagination, LA, NA, WB
CMPL 624, The Baroque, LA, NA, WB
EXSS 323, Sport Facility and Event Management, EE
GERM 065, FYS: German Heroes? Knights, Tricksters and Magicians, LA, NA
HIST 074, FYS: Women's Voices: European History in Female Memory, HS, CI, NA
HNRS 351a, Global Climate Change: The Science and the History, PL, EE
HNRS 351b, Energy Resources: The Science and the Policy, NA, GI, EE
INLS 101, Foundations of Information Science, SS
ISP 235, Journalism Exchange at Navarra, EE
ISP 528, UNCCH-EP Uruguay, EE
ITAL 370, Survey of Italian Literature I, LA
NUTR 295, Undergraduate Research in Nutrition, EE
PHIL 330, Metaphysics, PH
PHIL 335, Theory of Knowledge, PH
PHYS 482L, Advanced Laboratory II, EE
PWAD 131, Energy and Climate Crises: Challenges and Opportunities, GL, PL

PWAD 444, Terrorism, GL, SS
SOCL 065, FYS: Environment, Health, and Justice, SS

X. Non-General Education requests

The Boards approved the following additions that do not fulfill General Education requirements, effective Fall 2009:

COMM 398, Internship
COMM 412, Critical Theory
COMM 413, Freud, contingent on the take-home final exam being due at the time of the scheduled final exam [Instructor has agreed in writing.]
COMM 663, Practicum in Performance Studies, contingent on the final exam being due at the time of the scheduled final exam, students and instructor being present [Instructor has agreed in writing.]
COMP 185, Serious Games
COMP 585, Serious Games
GEOL 412, Principles and Methods of Teaching Earth Science
SOCL 490, Human Rights
SOCL 688, Society and Genetics
SPCL 400, C-Start

XI. Miscellaneous Approvals

The Boards approved the following miscellaneous course changes reviewed by Interim Associate Dean for Undergraduate Curricula Erika Lindemann, effective Fall 2009:

ASIA 192, Contemporary Middle East, delete the course.
ECON 463, renumber as ECON 363.
GERM 542, remove cross-list so course can be deleted.
INTS 192, Contemporary Middle East, delete the course.
LING 101, revise course description from "A survey of the many aspects of human language, including the history of language, similarities and differences among languages, language and culture, dialects, writing systems, child language acquisition, animal 'languages,' and the use of computers in analyzing languages. Linguistic methods used to describe and relate languages" to "Introduction to the formal analysis of human language, including sounds, words, sentences, and language meaning, plus child language acquisition, language change over time, social attitudes toward language, and similarities and differences among languages. Other topics may include writing systems, animal communication, and language analysis by computers."
PHYS 295, Research and Special Topics for Juniors and Seniors, delete the course.
PLCY 260, cross-list sponsor. Remove cross-list with PLAN 260.
PLCY 526, cross-list sponsor. Remove cross-list with PLAN 526.
PLCY 527, cross-list sponsor. Remove cross-list with PLAN 527.
POLI 232, change long title from "Politics in England" to "Politics of the United Kingdom"; change short title from "Politics in England" to "UK Politics."
PORT 398, change credit hours to repeatable for credit, but not repeatable within term (9 hours).

PWAD 396, change credit hours from variable (1-3 hours) to variable (1-6 hours).

RELI 192, Contemporary Middle East, delete the course.

SPCL 391, Special Topics, change from graded to Pass/Fail.

SPCL 397, Special Studies Graded, delete the course.

Curriculum Change Effective Fall 2009

Social and Economic Justice minor, Department of Sociology: Addition of POLI 411 Constitutional Interpretation: Civil Liberties and Civil Rights under the Constitution to courses applicable toward the minor.

The meeting adjourned at 4:35 p.m.



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of NORTH CAROLINA
at CHAPEL HILL

COLLEGE OF ARTS & SCIENCES

STUDY ABROAD OFFICE

2009 FedEx GLOBAL EDUCATION CENTER
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March 5, 2009

Administrative Board of the College of Arts & Sciences
Office of General Education
CB # 3510
300 Steele Building
UNC-Chapel Hill

Dear Colleagues:

Student Exchange Program with McGill University, Montreal, Canada

This letter is to seek approval for College of Arts and Sciences undergraduate and graduate students to receive academic credit for participation in a Student Exchange Program with the Faculty of Arts and the Faculty of Sciences at McGill University. This Program will be the first offered by the Study Abroad Office with a Canadian university and follows in the light of a site visit by Bob Miles to McGill University in December 2008 to discuss and negotiate arrangements for the program.

McGill University (<http://www.mcgill.ca/>) is one of Canada's best-known institutions of higher learning and one of Canada's leading research-intensive universities. The oldest university in Montreal, McGill was founded in 1821 from a bequest by James McGill, a prominent Scottish merchant. Since that time, McGill has grown from a small college to a large public university with two campuses, 11 faculties, some 300 programs of study, and more than 33,000 students. It is now ranked among the top public research universities in the world. The Faculty of Arts and the Faculty of Sciences offer various programs and courses in the Humanities and in Sciences with an interdisciplinary scope as well as several leading research centers. More information on the Faculty of Arts and the Faculty of Sciences can be reviewed at: www.mcgill.ca/arts/departments/ and www.mcgill.ca/science/.

The interdisciplinary approach of both the Faculty of Arts and the Faculty of Sciences correspond to that of the French and Francophone section of the Department of Romance



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Languages here at UNC-Chapel Hill. In addition, McGill's location in the heart of Montreal (a multicultural city comprised of many French natives speakers from Québec, France, the Caribbean, Africa, and Asia) offers many opportunities out of the classroom to learn the French language and to discover the multi-faceted aspects of Québec cultures, art, cinema, and history.

The program in French and Francophone Studies at UNC-Chapel Hill has a strong component in Quebec Studies at both the undergraduate and the graduate level. Faculty members regularly offer courses on Quebec Studies and Quebec Ethnic Studies in literature, film, and cultures, as well as courses in Francophone Studies with a Quebecois component. Quebec Studies is a growing field within Francophone Studies. Each year, the MLA job market seeks more and more candidates in French and Francophone Studies with a specialty in Quebec Studies. At the present time, McGill University Quebec Studies Abroad Program for the summer is the only program available for students to pursue Quebec Studies in Quebec. This program is open to undergraduate students.

An exchange program on a semester and/or a yearly basis for both undergraduate and graduate students will allow students in French and Francophone Studies to expand and deepen their research in Quebec Studies, to benefit from the teaching of leading scholars (such as Mac Angenot) and Quebecois writers (such as Robert Lalonde), and the many international colloquium that take place at McGill University throughout the school year. Students will also have the opportunity to take advantages of many McGill University interdisciplinary programs and research centers such as Quebec Studies, Canadian Ethnic Studies, North American Studies that are not available at UNC.

While we anticipate the initial beneficiaries of this Student Exchange Program to be undergraduate and graduate students in the French and Francophone Studies program at UNC-Chapel Hill, the academic quality and range of this peer, research-led public university presents international academic opportunities for many majors and graduate students across arts and humanities, social sciences and natural sciences disciplines.

Sincerely:

Larry King
Chair
Department of Romance Languages



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March 16, 2009

Administrative Board of the College of Arts & Sciences
Office of General Education
CB # 3510
300 Steele Building
UNC-CH

Dear Colleagues:

The African Studies Center, the Department of African and Afro-American Studies and the Study Abroad Office are submitting to you for consideration a proposal for a **Semester Study Abroad Program in Dakar, Senegal**, organized by Wells College. We wish to offer the program to UNC-CH students starting in the 2010 spring semester and continuing every semester thereafter. Further information about Wells College can be found at: <http://www.wells.edu/index.htm>. Detailed information about the Wells College program in Dakar can be reviewed at: <http://www.wellsabroad.com/dakar.html>

This proposal has been developed by Dr. Michael Lambert (Associate Professor, Department of African and Afro-American Studies, UNC-CH), Dr. Robert Miles (Associate Dean for Study Abroad and International Exchanges) and Mr. Rodney Vargas (UNC-Chapel Hill Office of Study Abroad). A site visit to Dakar, Senegal was conducted by Dr. Robert Miles and Dr. Michael Lambert in the 2008 spring to discuss academic collaboration with University Cheikh Anta Diop and to review the logistical infrastructure in Dakar to support study abroad programs in Senegal.

Program Rationale

At UNC-CH, student interest in Africa is high and there is a demand for additional study abroad opportunities in Africa. Senegal provides an appropriate entry point into Africa for students who are interested in exploring African studies, and especially in Francophone Africa. The local institutions with which Wells College collaborates (West African Research Center, Africa Consultants International, and University Cheikh Anta Diop) have a proven history of working with American students and US study abroad programs. The African Studies Center has recently initiated instruction in Wolof, Senegal's lingua franca, at UNC-CH. The success of this Wolof language program will depend on having a study abroad program in a location where the language is spoken. Finally, this study abroad program is part of a broad strategic initiative that UNC-CH is currently developing with the University Cheikh Anta Diop.

The Wells College program in Dakar is well suited to meet current demands. Dakar, is one of the most vibrant cities in western Africa where modern amenities mix with the cultural tradition of

the Wolof, Peul and Sérère peoples. And, as a developing nation with a colonial history, Senegal offers an opportunity to examine the influence of European and US cultures in a post-colonial context. The special attraction of the Wells College program is its focus on interaction with the local population, not as folklore but in everyday life circumstances. It is designed not only for students who want to major in African studies, but for all students wishing to develop their interest in political science, literature, history or the arts while experiencing a very different culture.

Host Institutions

The program is administered and delivered in collaboration with three institutions in Dakar:

University Cheikh Anta Diop: Tracing its origins to 1918, the University Cheikh Anta Diop is one of the oldest and most respected universities in West Africa. It consists of five divisions or facultés, including science and technology, humanities, law and political science, business and economics, and medicine and pharmacy. In addition, it houses the seven national professional schools charged with the education and training of teachers, technicians, archivists, and journalists.

The University runs a language school, Institut de Français pour Etrangers (IFE), designed to help foreign students reach the necessary level of French before they enroll in regular university courses which are taught in French. It is also home to several prestigious institutes, including institutes for the study of tropical medicine, applied mathematics, environmental studies, African political studies, and the Institut Fondamental d'Afrique Noire (IFAN) which includes an important center for research on women's issues. IFAN also manages three museums, including a renowned collection of more than 13,000 pieces of West African art.

African Consultant International: African Consultant International (ACI) is a consulting organization created in 1984 that specializes in French and Wolof language instruction, cross-cultural orientation programs, and audio-visual training. ACI operates from the Baobab Resource Center located in the neighborhood of the university. ACI provides various instructional support services to the Wells College program, including the teaching of Wolof, and furnishes classroom space for various Wells seminars and tutorial classes. The Baobab Center also houses a very useful library for work on local studies, and provides e-mail services to Wells College.

WARC: The West African Research Center (WARC) was created in 1992 to promote exchanges between African researchers, West African research institutions and the USA. Its various programs and multiple services facilitate researchers' work and the collaboration among its partners which include Boston University, Université Cheikh Anta Diop, the University of Nouakchott, and various NGOs and international organizations.

Program Structure and Content

Two slightly different semesters will be offered to our students enrolled in this Wells College Semester in Dakar. The fall semester is designed for students with a lower level of French language and a spring semester for students in a more advanced level of French language. The dates, number of weeks and language prerequisite is as follows:

	Fall	Spring
Dates	Early Sept-Mid-Dec	Early Jan-Mid May
Weeks	17	17
French Language prerequisite	2 semesters	4 semesters

In the fall semester, courses will be offered by WARC specifically for students admitted to this program. In addition to semi-intensive French and Wolof, students will choose two or three subject courses: Senegal Today, African Literature, and History of Islam, all of these will be offered in French. Students also have the opportunity to undertake an independent study under the guidance of a UCAD professor that allows for analytical reflection and discussion.

The following charts list the courses and number of credits that are offered during the fall semester at WARC:

WELLS COLLEGE IN DAKAR: FALL SEMESTER

(September 1- December 22, 2009)

1. Courses

	Faculty	Contact hours & Credits
Wolof	Aissatou Sow/Gueye	4 hrs/week x 15 weeks= 4 credits
Semi-Intensive French	Sambou	4 hrs/week x 15 weeks= 4 credits
Sénégal Today: Socio- cultural issues and political structure	Ibrahima Seck	3 hrs/week x 15 weeks= 3 credits
African Literature	Ousmane Sene/Abou Ngom	3 hrs/week x 15 weeks= 3 credits
History of Islam	Abdou Aziz Kébé	3 hrs/week x 15 weeks= 3 credits

2. Independent Study

Students will have the opportunity to work on a project relating to one of the subject areas below. Twice a week each student will present to the group his/her experience in a seminar format supervised by a UCAD professor. A final 20-page paper is due at the end of the semester in order to receive the 2 course credits.

	Advisor	Contact hours & Credits
Environment studies	Alioune Kane/Babacar Diouf	2 hrs/week x 15 weeks= 2 credits
Gender studies	Aminata Diaw Cissé	2 hrs/week x 15 weeks= 2 credits
African cinema	Ben Diogaye Beye	2 hrs/week x 15 weeks= 2 credits

The academic structure and content of the spring semester is as follows:

WELLS COLLEGE IN DAKAR: SPRING SEMESTER

(January 10-May 15, 2010)

1. Courses

Spring semester courses are offered by UCAD and WARC. As in the fall semester, students in the

spring semester typically will enroll in a Wolof course and a French Language course at IFE, and also choose two or three subject courses from the list below. They may also select the optional independent research project. All French language courses taught at the IFE are specifically designed for foreign students. French courses at IFE are available at the beginner, intermediate, and advanced levels. Written and oral placement exams are conducted during the first week of the program.

	Advisor	Contact hours & Credits
Wolof	Aissatou Sow/Gueye	4 hrs/week x 15 weeks= 4 credits
African Literature in French	Ousmane Sene/ Abdou Ngom	3 hrs/week x 15 weeks= 3 credits
African Political System	Babacar Gueye and Moussa Ndior	3 hrs/week x 15 weeks= 3 credits
African Cinema	Ben Diogaye Beye	3 hrs/week x 15 weeks= 3 credits
Urban Sociology	Ibou Sane	3 hrs/week x 15 weeks= 3 credits
Gender and Development	Aminata Diaw Cisse	3 hrs/week x 15 weeks= 3 credits
Advanced French Grammar	Sambou	3 hrs/week x 15 weeks= 3 credits
History of Senegambia	Abderahmane Ngaide	3 hrs/week x 15 weeks= 3 credits
Conflict Resolution	Abderahmane Ngaide	3 hrs/week x 15 weeks= 3 credits
History of Islam	Abdoul Aziz Kebe	3 hrs/week x 15 weeks= 3 credits

2. Language courses

These courses focusing on French language, Francophone/French literature and civilizations (a complete IFE courses list is attached in Appendix One) are taught at the University's Institut de Français pour Etrangers. These courses are designed for non-native speakers of French, at different levels.

3. Independent Study

As in the fall semester, students will have the option to do an independent study project and will choose a UCAD professor to work with for two hours during 15 weeks to earn two credits. A final 20-page paper is due at the end of the semester in order to receive the 2 course credits.

Academic Credit

This program will convey UNC-CH transfer (TREQ) credit. Per indication of the Romance Languages Department (ROML), some courses can count towards French credits as well, such as "Cours de Renforcement du Français" (count for FREN 255) and "African Literature in French" (count for FREN 260). All the other courses will count as General Electives.

GPA, Language and Other Requirements

Minimum GPA requirement: 3.0

The program requires a sound knowledge of French before departure (at least FREN 204 level is recommended), and offers serious language training with special emphasis on everyday conversation. It is intended that students will reach a very good to excellent mastery of French before their return. The level of courses is suitable for a French language major.

Field Trips

Guided trips to Gorée Island and St are included in the cost of the program. A visit to the National Bird Park of Djoudj introduces students to the rich wildlife one can find in Senegal in several parks such as Nikolo Koba.

Student Accommodation

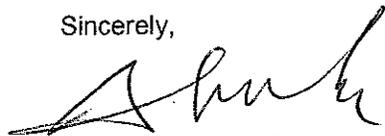
Student accommodation is provided by home stays with Senegalese families who live either near the university or downtown. Students usually have their own room, furnished with at least a bed, a study desk, and a closet. Families are chosen not only for their ability to provide the basic necessities, but also for their interest in sharing their lives with their guests. Meals are taken with the family at least twice a day (morning and evening). Transportation and lunch money are provided each month for those living too far from the university to return home at noon.

Program Administration

The program is administered by a resident director, currently Dr André Siamundele (Ph.D. Yale) who is Assistant Professor of French and Francophone Studies at Wells College. A weeklong orientation precedes the semester. Meetings, lectures, and guided tours are organized to familiarize students with every aspect of the program: academic goals, cultural life of the city, museums and library facilities, transportation network, banks, post offices, stores, etc. And Wells College provides all program participants with an emergency contact sheet prior to departure. This sheet will include a 24 hour contact numbers in country; contact number for the program director; and a 24-hour staffed number at Wells security. This number can be called from overseas in the event of an emergency. This number can be used if the other two are not answered. For a complete Wells College Off Campus Study Standards for Health and Safety Management, please see Appendix Two.

We hope this proposal has given a clear representation of the semester study abroad program that we wish to offer starting in the spring of 2010 and thereafter every year. The African Studies Center and the African and Afro-American Studies Department are excited by the potential opportunity presented and we hope the Administrative Board will give this proposal all serious consideration. We are happy to provide you with any addition information, if you desire, to aid in your evaluations of this proposal.

Sincerely,



Julius Nyang'oro, Ph.D.
Chair
African Studies Department



Robert Miles, PhD.

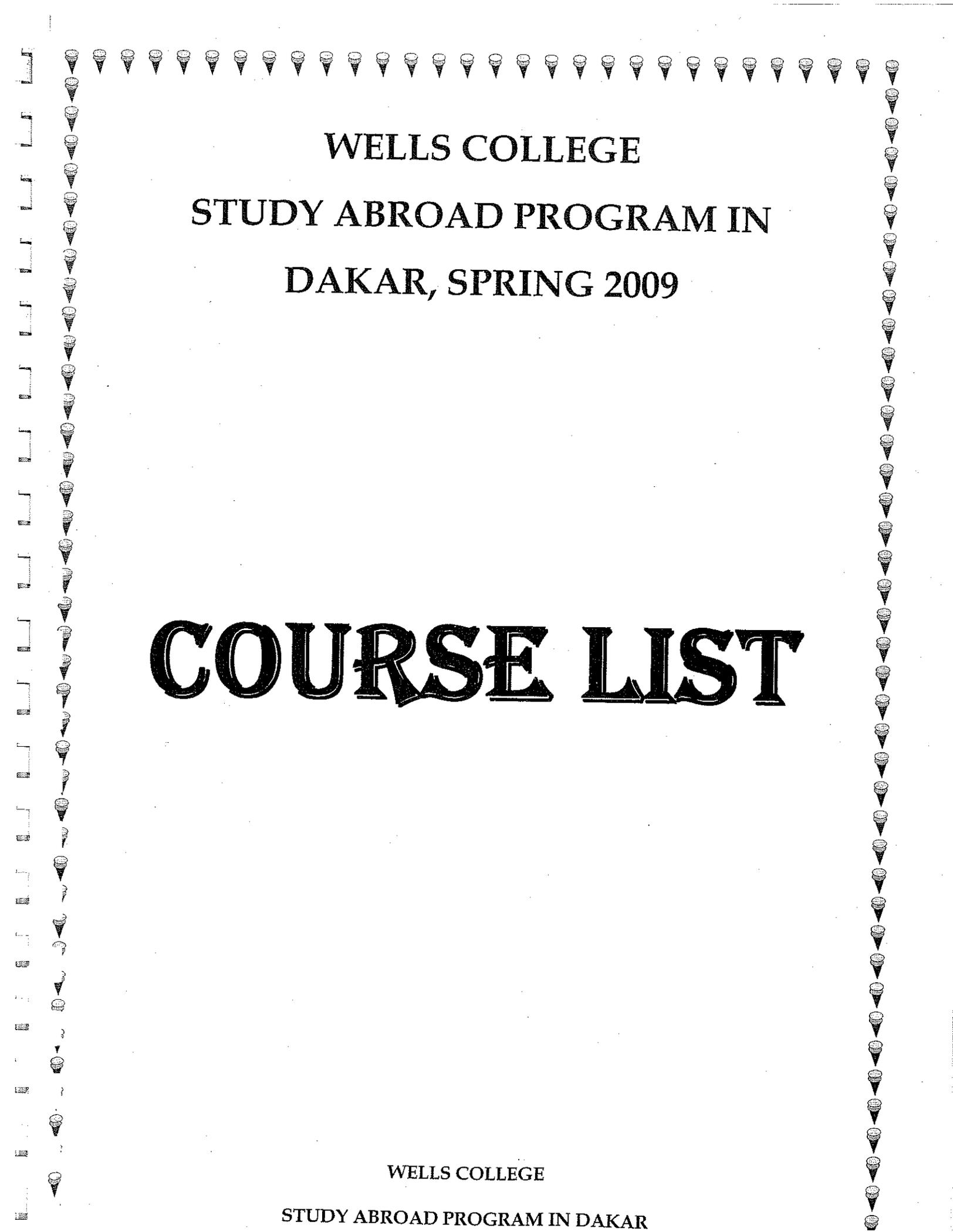
Associate Dean for Study Abroad and International Exchanges



Michael Lambert, Ph.D
Director, African Studies Center

APPENDIX ONE

COURSE LIST



WELLS COLLEGE
STUDY ABROAD PROGRAM IN
DAKAR, SPRING 2009

COURSE LIST

Dear Wells Student

The present is a compilation of the various courses offered

1. especially for you by WARC (West African Research Center)
2. for those who want to improve their skills in French, at IFE (Institut de Français Pour Etrangers)
3. for the more adventurous students, by the Departments of the Faculté des Lettres et Sciences Humaines, at University Cheikh Anta Diop.

We tried hard to give you the information you need to choose your courses, but there still remain some uncertainties regarding the professor teaching a particular course at UCAD. That is why our Program Director and his assistants will hold sessions with you to fill in the gaps and help you through the process of identifying and choosing courses.

Note that the academic year in the university system is different from that of our program; the first semester ends in mid-February, and the second semester starts a week later. This does not affect your course of study in a major way since course contents are mostly continued from 1st to 2nd semester. Here again, we will guide you in such way as to minimize your incertitude.

Bonne sélection et meilleurs voeux pour un excellent semestre!

Professor Sène
Program Director

I. Courses at WARC

Program Courses at WARC

Each semester, a number of special courses are offered to our visiting students. They are taught in French, carry **3 credit hours** and a **letter grade**.

1. *History of Islam in Senegal:*

Instructor: Prof Abdou Aziz Kébé (Arabic)

A study of Islam as it was introduced in Senegal by the 11th Century, and the adaptation of the religion in the Senegalese context; its ramifications in the socio-cultural, political and economic fabric of the Senegalese society. The instructors will also introduce students to the various Islamic Brotherhoods in Senegal.

2. *African literature (Anglophone and / or Francophone)*

Instructor: Professor Abdou Ngom (English and Literature)

This course, which may be taught in French or English (on students' request), will familiarize students with African literature written both in Francophone and Anglophone Africa. Emphasis will be laid on the African-ness of such literature works: the settings, characterization, themes, discourse etc... The instructor will also approach the works from a multi-disciplinary perspective to better illustrate their cultural, sociological, political, religious etc... implications.

3. *African Political System*

Instructor: Prof. Babacar Gueye and Dr Moussa Ndior (Political Science)

Most African Countries became independent in the 60's. Since then, they are experimenting a number of political options and strategies either foreign or home-grown. The instructor, who is an expert in the field, will help students develop a better understanding and reading of the African political landscape.

4. *Urban Sociology*

Instructor: Prof. Ibou Sané (Sociology)

This course introduces the students to various aspect of urbanism starting with its history in the US and in France. Urban ideology and culture leads to the concept of space; a space which is the product of social and economical forces as well as perspective on everyday life.

5. *Conflicts Resolution*

Instructor: Prof. Abderrahmane NGaïde

This course focuses on the various strategies used to solve conflicts in Africa. Students may have realized that, every year, a number of internal and external conflicts flare up on the African continent. What are the indigenous, national and international mechanisms used to solve such conflicts? Other conflict-related issues will also be addressed by the instructor, a distinguished specialist of political science issues in West Africa.

6. *Gender Issues*

Instructor: Prof. Aminata Diaw Cissé

The major purpose of this course is to explore gender issues in Senegal. The course will strengthen students' knowledge of gender issues and practices while introducing them to the general perception of these issues in Africa (specifically Senegal). We will emphasize challenges

Senegalese society faces while taking into account gender relations at various levels. Rather than focusing on gender theories, we will dwell more on the role religion, the patriarchal system, socio-cultural constraints play in gender dynamics.

7. *Histoire de la Senegambie*

Instructor: Prof Abderrahmane NGaide

It is a history based on a holistic view of Senegambia without any consideration of pre-colonial kingdom borders nor of those inherited from the colonial past.

This course is meant to help students understand the political, economic and social dynamics issues in the Senegambian regional communities in the long term. It is also about regional or interregional trade, the impact of the Atlantic trade, the contradiction between Muslim power and Ceddo power, the process of fragmentation and expansion of the Senegambia space, the gradual loss of autonomy in all areas due to colonial and current problems relating to regional integration

Offerings in African Art

1. **Senegalese Music and dance**: Students take this course with a Senegalese artist and his crew. To be confirmed
2. **The African film with focus on Senegalese cinema**: This course will be an opportunity to discover African societies through African films. African cinema being financially, as weak as African countries are underdeveloped, it should be interesting for any aspiring filmmaker and any student interested in the field to experience the achievement of African directors, despite the very lack of means. Besides, the African cinema is a window open on African culture and should therefore contribute to your better understanding of the black continent.

The course combines the viewing and exploration of selected films and the issues they raise with lectures and presentations introducing the social, political and cultural environment these films were made and refer to.

Through the exploration of "other» cinematic traditions, the goal of the course is to extend the horizon of the students' understanding of film and filmmaking as multiplicity of cinematic and artistic practices, tightly interwoven with, but often extend beyond, the context in which they were created. The teacher who, himself is an African filmmaker, will also show clips, from some of his works, to be commented and discussed.

Syllabus: Courses at WARC

WOLOF: 50 heures

Instructeur : Mme Aïssatou Sow
Mr Gueye

Tel : 77 402 81 45
Tel : 77 554 42 99

I - Présentation du cours

Les cours de wolof donnés dans cette formation se feront sous formes de compétences. Nous allons étudier 10 compétences dont la rédaction a pour base le C.B.T (Competency Based Teaching).

Notre souhait le plus ardent serait qu'après avoir assimilé le contenu de ces compétences, l'apprenant ait acquis les structures de base en wolof pour sa survie aussi bien en site de stage que dans la ville ou le village où il se trouve et qu'il se sente mieux intégré dans sa nouvelle société.

Chacune des leçons proposées poursuit des objectifs que le formateur essaiera d'atteindre grâce aux outils ci-après: les mots de vocabulaire, la grammaire et les structures fonctionnelles.

II - Les Compétences sont :

1. Nuyoo = Salutation
2. Wonalé = Présentation
3. Waa KĚR gi = La famille
4. Li nu WĚR = L'environnement
5. CĚR -u yaram ak WĚR gi yaram = les parties du corps et l'état de santé
6. Tegtal = Demander et donner une direction
7. JĚND ak jaay = Acheter et discuter les prix
8. Ci restaurant bi = Au restaurant
9. Ci Nawkat bi = chez le tailleur
10. Tukki = le voyage /le transport
11. Wax ci lu jĚm ci kanam = parler de ses projets

III - Emploi du Temps

Mardi & Jeudi : 15h-17h

IV- Notation :

Les étudiants seront notés sur la base de :

- | | |
|--|-----|
| -leur participation active en classe : | 10% |
| -un premier devoir : | 20% |
| -un second devoir : | 20% |
| -un devoir final : | 50% |

Les dates des devoirs seront annoncées par l'instructeur au moins une semaine à l'avance.

N.B :Au-delà de trois (3) retards et absences, l'étudiant sera pénalisé.

Course Title: African Literature in French / 45 heures

Instructor: Professor Abdou NGOM (UCAD)

Tel: Cell phone: 77 657 61 59

Home: 33 860 00 74

E-mail : abdoungom24@hotmail.com

Teaching Assistant: Joséphine Tendeng / Awa Fall

Tel: Joséphine: 77 578-72-68

Awa: 77 577-75-58

Office: 33 864 – 14 – 28

Venue: WARC

Contact Hours: Monday: 3:00 pm – 6:00 pm

Course description: This course, which is taught in French, seeks to familiarize students with African literature originally written in the French language or translated into French.

The works to be covered will be selected from a variety of African countries and writers and emphasis will be laid on the African-ness of such literacy pieces through an in-depth investigation and analysis of settings, characterization, themes, language etc....

The instructor will approach the works on the syllabus from a multi-disciplinary perspective to better illustrate their cultural, sociological, political, religious etc.... meanings and implications.

Syllabus:

- Chinua ACHEBE (Nigeria) : *Le monde s'effondre*
- Ferdinand OYONO, *Une vie de boy*
- Ahmadou KOUROUMA (Ivory Coast) : *Les soleils des indépendances*
- Ken BUGUL (Sénégal) : *Le baobab fou*
- Mariama BA (Sénégal) : *Une si longue lettre*

Class Schedule:

Lundi 19 Janvier	Introduction to the course and to <i>Le monde s'effondre</i> by Chinua ACHEBE
Lundi 26 Janvier	<i>Le monde s'effondre</i> by Chinua ACHEBE
Lundi 02 Février	<i>Le monde s'effondre</i> by Chinua ACHEBE
Lundi 09 Février	Ferdinand OYONO, <i>Une vie de boy</i>

Lundi 16 Fevrier	Ferdinand OYONO, <i>Une vie de boy</i>
Lundi 23 Fevrier	Ferdinand OYONO, <i>Une vie de boy</i>
Lundi 02 Mars	Ahmadou KOUROUMA : <i>Les soleils des independances</i>
Lundi 09 Mars	Ahmadou KOUROUMA : <i>Les soleils des independances</i>
Lundi 16 Mars	Ahmadou KOUROUMA : <i>Les soleils des independances</i>
Lundi 23 Mars	Ken BUGUL (Sénégal) : <i>Le baobab fou</i>
Lundi 06 Avril	Ken BUGUL (Sénégal) : <i>Le baobab fou</i>
Lundi 20 Avril	Ken BUGUL (Sénégal) : <i>Le baobab fou</i>
Lundi 27 Avril	Mariama BA : <i>Une si longue Lettre</i>
Lundi 04 Mai	Mariama BA : <i>Une si longue Lettre</i>
Lundi 11 Mai	Mariama BA : <i>Une si longue Lettre</i>

* 5 hours have been set aside for meetings with Instructor on students' requests. Such meetings are for further discussions on issues raised in class or on topics for final papers.

Further Readings: Students are urged to consult resources available on African Literature and the social sciences at the West African Research Center (WARC) library and also at University Cheikh Anta Diop library.

Grading: grading will be based on:

1 – Class attendance

2 – Class participation

3 – 3 papers. Topics for papers may be submitted and discussed with instructor. They will likely cover two books from the syllabus and papers should be 5 - page documents (double spaced) to be turned in according to an assignment schedule that will be specified later.

The Instructor

Professor Abdou NGOM

Department of English

Cheikh Anta Diop University

Course Title: Le système politique africain : le cas du Sénégal /45heures

Instructor: Prof. Babacar Gueye and Dr Moussa Ndior (Political Science)

Tel: Cell phone: 77 567 95 00 - 77 533 71 15

E-mail: gbabacarg@yahoo.fr -- ndiorfaye2001@yahoo.fr

Teaching Assistant: Joséphine Tendeng / Awa Fall

Tel: Joséphine: 77 578-72-68

Awa: 77 577-75-58

Office: 33 864 – 14 – 28

Venue: WARC

Contact Hours: Tuesday: 9:00 am – 12:00 am

Course description: Au Sénégal, des élections présidentielles et législatives se sont déroulées respectivement en février et juin 2007 et des élections locales vont avoir lieu en mars 2009.

Ce cours est l'occasion de présenter l'évolution politique et institutionnelle Sénégal.

Il s'agira notamment de voir si le modèle constitutionnel choisi est adapté à l'environnement socioculturel du Sénégal.

Dans cette perspective, il sera question d'étudier la nature du régime politique, la légitimité du cadre politique (élections, participation citoyenne...), les acteurs politiques, la décentralisation (démocratie locale), les droits humains, le rôle de la société civile et l'influence de la religion (confréries religieuses) dans le système politique sénégalais.

Ces questions seront examinées à la fois sous un angle théorique et pratique. C'est pourquoi ce cours comportera une partie théorique dans la quelle seront examinées les questions évoquées ci-dessus et une partie pratique consistant à envoyer les étudiants en stage auprès des partis politiques, d'organisations de la société civile spécialisées dans les questions de gouvernance.

Par ailleurs, à l'occasion des élections locales qui se tiendront au mois de mars, les étudiants participeront, auprès de la RADDHO, à l'observation des élections.

Première partie

I. Évolution politique du Sénégal.

Voir Hessling G. « Histoire politique du Sénégal » Karthala 1985.

Ngaïdé M. « Cours de système politique sénégalais ».

II. Nature du régime politique actuel du Sénégal.

Diéye A. « Rôle et place du parlement dans la nouvelle constitution ». Décembre 2001.

III. La décentralisation (démocratie locale)

Diéye A. « La décentralisation sénégalaise mise à l'épreuve des faits ». Mars 2005.

Diouf A. « L'expérience sénégalaise de décentralisation facteur d'approfondissement de la démocratie locale et de la promotion du développement local ». 1997.

Guèye B. « Transformation de l'Etat au Sénégal ».

Rapport AFRIMAP

IV. Le système électoral sénégalais (code électoral)
Rapport AFRIMAP

La transparence du processus électoral : la CENA.

La participation populaire électorale (Mémoire M. Ndior)

Le rôle et la place de la société civile sénégalaise (Mémoire M. Ndior)

VI. Les droits humains au Sénégal

Les sources des Droits humains

Mbodj E. « Manuel pratique des droits de l'homme au Sénégal ».

Ngaïdé M. « Cours de Système politique sénégalais »

Les obstacles au respect des droits humains

Mbodj M. (Ibid)

Ngaïdé M. « Cours de libertés publiques »

VII. Synthèse des systèmes politiques africains.

Deuxième Partie

Stage pratique de deux mois auprès d'un parti politique, de la CENA ou d'une ONG spécialisée dans les questions de gouvernance.

Présentation orale du rapport de stage.

L'évaluation de chaque étudiant comportera trois éléments :

- la participation : 20% de la note finale ;
- la présentation : 40% de la note finale ;
- le rapport de stage : 40% de la note finale.

Course Title: **Cinéma Africain / 45 heures**

Instructor: Professor Ben Diogaye BEYE

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E-mail: bendiog@yahoo.fr

Teaching Assistant: Joséphine Tendeng / Awa Fall

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Awa: 77 577-75-58

Office: 33 864 – 14 – 28

Venue: WARC

Contact Hours: Friday: 3:00 pm – 6:00 pm

Course description .D'abord, il sera circonscrit au cinéma d'Afrique au Sud du Sahara, principalement a l'Afrique de l'Ouest, qui aura été le moteur ayant drainé notre cinéma a la place qu'il occupe, aujourd'hui, dans le monde.

Il s'agira , a travers des projections de films et lectures suivies de débats (nous aurons fourni, aux étudiants des extraits de livre, en leur conseillant de lire, a titre personnel, le livre en question, dans son entièreté); , il s'agira, donc, de faire saisir a nos étudiants, les problématiques par lesquelles, nos cinéastes passent pour exposer leur Culture (La Culture africaine d'une façon générale ou, plus particulièrement, celle de leur pays propre) .Mais nous irons plus loin, en leur donnant des "lectures", en tant que leur Instructeur.sur nos différentes expériences d'une trentaine d'années de pratique cinématographique

Aussi, dans le cadre de ces "lectures « nous ferons venir des confrères dont nous projetterons les films et les laisserons, face aux étudiants, pour donner plus d'éclairage sur tel ou tel aspect de leur film. Ici, l'Instructeur se contentera d'être le Modérateur des débats, entre le Cinéaste et nos étudiants. La procédure sera la même quand l'Invite sera Journaliste ou Enseignant. Dans ce cas précis, la discussion sera plus théorique et cherchera a mieux faire comprendre aux étudiants, un aspect d'un film, en allant au-delà des "vérités" de ce réalisateur, pour accéder a La vérité de la Culture d'ou le cinéaste aura trouvé sa propre vérité.

Je ne sais pas, encore, quelle sera la périodicité des rencontres avec les étudiants, mais cela ne fait rien, puisque le schéma sera le même, dans tous les cas de figure. Ainsi, de manière pratique, voici comment nous comptons organiser les sessions :

Au premier jour de classe, nous ferons un aperçu de l'histoire du cinéma. Le livre qui sera conseillé a la lecture, pour être débattu- a la prochaine session -aura donc un rapport a l'histoire du cinéma africain. Ce même jour, on essaiera de visionner le film " Boroom saret" de Sembene Ousmane, qui est un film qui annonce la tendance de l'esthétique du réalisme socialiste. Qui aura marqué les

premières années de notre cinéma. En effet, beaucoup de cinéastes africains entreront dans ce sillage et feront du cinéma africain, sur une période relativement longue, un cinéma de dénonciation, un cinéma, politiquement et socialement engagé.

A partir de là, notre cours suivra l'évolution du cinéma africain, historiquement, politiquement et esthétiquement. A chacune de ces étapes (historique; politique; esthétique), nous mettrons l'accent sur le cinéaste qui aura le plus marqué l'étape de notre évolution (Par exemple, en 1972, Mambeti Diop, avec "TOUKI-BOUKI", marquera la rupture avec le cinéma de dénonciation; de cinéma politique et de cinéma linéaire)

Quand le cours arrivera, historiquement dans la période des guerres de libération en Afrique, naturellement, nous ferons intervenir les cinéastes des pays qui avaient engagé cette guerre et discuter les enjeux de ces conflits.

Lorsque nous aurons fixé, en accord avec le WARC, l'emploi du temps de notre cours, nous présenterons un memo, pour fixer définitivement, les films et les livres dont nous aurons besoin et le jour ou nous en aurons besoin.

Course Title: **SOCIOLOGIE URBAINE**

Instructor: Professor **Ibou SANE**

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Email : **ibousane3@yahoo.fr**

Teaching Assistant: Joséphine Tendeng / Awa Fall

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 Office: 33 864 – 14 – 28

Venue: WARC

Contact Hours: Friday: 9:00 am – 12:00 pm

THEME : LA VILLE

Introduction

La sociologie urbaine n'est pas pour autant comme aime le rappeler le professeur Ives GRAFMEYER la sociologie de tout ce qui se passe dans la ville Elle se centre plutôt sur la dimension proprement urbaine des divers aspects de la vie sociale.

La sociologie urbaine a amassé aujourd'hui une somme importante de connaissances générales sur la ville.

Ce cours a pour intérêt de montrer que la gestion des villes ne peut être effective sans la maîtrise des informations relatives à la connaissance des différentes composantes des villes. En effet, l'expansion urbaine née du jeu combiné de la croissance démographique, de l'accroissement des besoins d'espace par les habitants et de l'évolution même de notre civilisation, pose sans cesse à l'homme politique, à l'administration, au chercheur en sciences sociales des problèmes de tout ordre qu'ils ne peuvent éluder. Dès lors, il est important d'insister dans ce cours de sociologie urbaine sur la ville de manière diachronique et synchronique en partant d'abord :

- des travaux de l'Ecole de Chicago afin de mieux expliquer les figures de la ville, la ville en tant que territoire et population, en tant que cadre matériel et unité de vie collective, la ville en tant que configuration socio spatiale et laboratoire social (cadre d'observation des phénomènes urbains, des comportements et des pratiques).

La sociologie contribue de ce fait à une analyse générale de la société et de ses transformations.

L'accent sera mis dans ce cours d'abord sur :

- 1) l'histoire de la sociologie urbaine aux Etats-Unis, puis en France
- 2) sur l'idéologie urbaine
- 3) la culture urbaine
- 4) la centralité urbaine
- 5) sur les espaces (espaces comme produit social, espace comme milieu, espace comme enjeu, espace comme cadre d'observation : microsociologie de vie quotidienne.
- 6) Les systèmes
- 7) Les processus
- 8) La division sociale de l'espace urbain
- 9) Peuplement et mobilité
- 10) Intégration et socialisation
- 11) L'habitat spontané au Sénégal (restructuration de l'habitat et la régulation foncière.)
- 12) Le crédit horaire sera réparti en fonction de ces différents thèmes et l'évaluation qui sera graduelle tient compte de ces thèmes.

Ouvrages de base à consulter

- 1) WEBER Max, la ville, éditions Aubier, Paris 1982,218pages
- 2) GRAFMEYER Yves, Joseph Isaac, l'école de Chicago, éditions Mouton, Paris 1976.
- 3) GRAFMEYER Yves, Sociologie urbaine, édition Nathan, Paris 1994,127 pages
- 4) CASTELLS Manuel, la question urbaine, édition Maspéro, paris 1981,526 pages
- 5) REICHERT Henri , Analyse sociale de la ville, éditions Masson Paris, 1980
- 6) RONCAYOLLO Marcel, la ville et ses territoires, éditions Gallimard, Paris,1990
278 pages.
- 7) ANNERZ Ulf, Explorer la ville, éditions minuit, Paris, 1983,418 pages
- 8) LEDRUT Raymond, Sociologie urbaine, éditions PUF, Paris,1979
- 9) SINNIGER Michel , Vivre avec la ville, éditions Centurion,Paris1976, 117pages
- 10) ELA Jean Marc, la Ville en Afrique Noire, éditions Khartala,Paris1983,216pages
- 11) OSMONT Annick, Une Communauté en ville africaine : les castors de Dakar,PUG 1978, 193 pages.
- 12) NDIONE Emmanuel Seyni, Dakar, Une société en grappe, ENDA /Graf, Dakar 1993
- 13) LEFEBVRE Henri,Du rural à urbain,éditions Anthropos,1970,285 pages.

Plan de cours de sociologie urbaine

1 ère partie : Ville et sociologie

Introduction

I- La problématique urbaine / éclairage sur le concept de « ville »

A- Position de Max WEBER

B- Position de Emile DURKHEIM

C- Position de Karl MARX

II - L'Ecole de Chicago ou la naissance de l'écologie urbaine. (Paradigme écologique)

III- La Sociologie Urbaine Américaine

IV – La sociologie urbaine Française

Paragraphe I – L' Ecole culturaliste

Paragraphe II – La Pertinence sociale de l'espace.

A- Droit à la ville

- B- Le Scientisme Technocratique
- C- Le Mythe de la modernité
- D- L'attitude humaniste
- Paragraphe III – L'organisation Institutionnelle de l'espace
- V - La Question urbaine : Espaces et Sociétés.

Conclusion

2 ème partie : L'Idéologie urbaine

- I – L'école de Chicago : Naissance de l'idéologie urbaine
 - A- La ville comme configuration spatiale
 - B – La ville comme laboratoire social
- II- Des prémices aux définitions actuelles de la ville.
 - A- La ville des Géographes
 - B- La ville des Administrateurs
 - C- La ville des Architectes
 - D- La ville des Aménageurs
 - E- La ville des Psychanalystes et des Historiens
 - F- La ville des Sociologues et des Idéologues.

Conclusion

3ère partie. L'IDEOLOGIE URBAINE : SUITE

- I- L'idéologie urbaine
 - A- la culture urbaine : mythe ou réalité
 - B- Sociétés urbaines et lutte des classes.
 - C- Détermination des milieux sociaux urbains.
- II- Les éléments de la structure spatiale
 - A- Système économique et espace.
 - Production et espace
 - L'espace de consommation
 - La question du logement
 - La ségrégation urbaine
 - Le cadre de vie.

- B- La politique urbaine.

Conclusion

4ère partie. La problématique de la centralité.

- I- La Centralité urbaine
 - A- la notion de centre

B- La Gestion Administrative, Financière, Politique

C- Le Centre Urbain

D- Le Centre Echangeur

E- Le Centre Ludique

F- Concentration des fonctions

II – Rupture entre élément centre et les « centres »

III- Le Système Urbain

A- L'Urbain

B- Par rapport au niveau économique

C- Par rapport au niveau politico institutionnel

D- Le Centre symbolique

5ème partie. La problématique de l'habitat spontané au Sénégal

Introduction

I- Définitions de l'habitat spontané

II- Les différents types d'habitat spontané.

A- L'habitat irrégulier

B- L'habitat régulier

III- L'amélioration de l'environnement.

IV- La Sécurité Foncière

V- La Participation

VI- Le Recouvrement des coûts

VII- La Promotion des micros entreprises

VIII- Les Stratégies.

A- La Replicabilité Institutionnelle.

B- La Replicabilité Financière

IX Le Programme

Conclusion

Mode de Validation :

L'étudiant devra effectuer un travail de recherché personnel en sociologie urbaine en fonction des thèmes abordés lors des différentes séances. Ce travail sera défendu en classe. Il est noté par le professeur qui transmet à l'administration la note.

Course Title: GENRE ET DEVELOPPEMENT / 45 heures

Instructor: Professor Aminata Diaw Cissé

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Email : amidiaw@refer.sn

Teaching Assistant: Joséphine Tendeng / Awa Fall

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Awa: 77 577-75-58

Office: 33 864 – 14 – 28

Venue: WARC

Contact Hours: Wednesday: 9:00 am – 12:00 am

DATES	HEURES	COURS SUR GENRE ET DEVELOPPEMENT
Mercredi 21 janvier	3h	Analyse de genre, théorie et concepts
Mercredi 28 janvier	3h	Projection du film de Faat Kiné de Ousmane SEMBENE
Mercredi 04 février	3h	Genre, citoyenneté et développement.
Mercredi 11 février	3h	Exposé des étudiants suivi de discussions
Mercredi 18 février	3h	Les femmes, chefs de ménage Etude du texte de Codou BOP
Mercredi 25 février	3h	Les relations de genre en milieu wolof – Projection du film « Le Mandat » de Ousmane SEMBENE
Mercredi 04 mars	3h	Genre et politique : Etude de texte
Mercredi 12 mars	3h	L'accès des femmes aux instances de décision

Mercredi 18 mars	3h	Visite à l'Association des Femmes Africaines pour la Recherche et le Développement (AFARD)
Mercredi 25 mars	3h	Exposé des étudiants suivi de discussions
Mercredi 08 avril	3h	Genre et législation (Guest lecture)
Mercredi 15 avril	3h	Exposé des étudiants suivi de discussions
Mercredi 22 avril	3h	Hommes et femmes entre sphères publique et privée (Guest lecture)
Mercredi 29 avril	3h	Exposé des étudiants suivi de débats
Mercredi 06 Mai	3h	Débat général et évaluation du cours

EVALUATION

- Assiduité et participation : 10%
- Travail personnel (exposé) : 40%
- Deux (02) devoirs à rendre : 50%

Course Title

COURS DE RENFORCEMENT DE FRANÇAIS

Instructor:

Professor Sambou

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sambouephrem@voila.fr

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Joséphine Tendeng / Awa Fall

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Awa :

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Venue:

WARC

Contact Hours:

Friday: 12:00 pm – 2:00 pm

OBJECTIFS :

Ce cours concilie l'étude de la langue avec celle de la civilisation sénégalaise. Il s'agit d'une part de développer les quatre compétences (compréhension et production écrites et compréhension et production orales) d'autre part de permettre aux étudiants de se familiariser avec une civilisation étrangère (sénégalaise en particulier, africaine en général) et de la comparer à la leur.

Objectifs linguistiques : parler et écrire correctement la langue française

Objectifs fonctionnels : exprimer une opinion, argumenter et débattre

Objectifs culturels : connaître quelques aspects de la société et de la littérature sénégalaise

A-Points grammaticaux

Etude des temps :

Du passé (passé composé, imparfait, plus que parfait, passé simple)

Du futur et du conditionnel

Du subjonctif

De la concordance des temps

De la voix passive

De l'expression du temps

Du gérondif

De la phonétique

Des connecteurs logiques

Des pronoms relatifs

Des pronoms personnels

La forme négative

Les différentes prépositions.

Les objectifs visés sont la maîtrise et l'emploi de ces points grammaticaux. Quant à la méthode, il ne s'agit pas de cours systématiques de grammaire mais d'orienter les étudiants à découvrir eux-mêmes les points grammaticaux à partir d'une batterie d'exercices adéquats.

Course Title Histoire de la Sénégambie : Construction de l'Etat sénégalais à partir de la lecture historique de sa périphérie/45heures

Instructor: Professor Abderahmane NGAIDE

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Venue: WARC

Contact Hours: Monday: 9:00 am – 12:00 pm

Résumé

Ce cours fera l'histoire d'une partie de la Sénégambie méridionale afin d'observer et d'analyser les difficiles insertions d'une périphérie étatique dans l'histoire de la construction de l'Etat sénégalais souverain et indépendant.

L'objectif principal est réussir à expliquer comment une communauté longtemps à l'écart de la construction de l'Etat se retrouve subitement « embarquée » dans l'aventure républicaine. Le village maraboutique de Madina Gounass en constituera l'exemple.

Le prétexte de l'histoire de cette partie du Sénégal sera l'occasion pour décrire la marche vers la modernisation de l'Etat est des difficultés inhérentes à l'éloignement de la périphérie et des sentiments d'appartenance contrariée à un espace aussi éclaté que la Haute Casamance.

En effet, Madina Gounass, communauté tidjane pratiquant un islam rigoriste, est le théâtre permanent de conflits internes liés à son incorporation dans l'espace étatique sénégalais et les différentes logiques liées à la décentralisation et au transfert du pouvoir vers les collectivités locales. Les marabouts guides de la communauté se retrouvent ainsi coincés entre la modernité et les règles traditionnelles de gestion du pouvoir spirituel et temporel. Cette logique perturbe « l'ordre naturel » des choses au point de rendre l'action de l'Etat difficile.

Bibliographie sommaire

Barry, B. 1988 *La Sénégambie du 15^{ème} au 19^{ème} siècle. Traite négrière, Islam, conquête coloniale*, Paris, L'Harmattan, 431 p.

Cruise O'Brien, Momar Coumba DIOP & Mamadou DIOUF, 2002 *La construction de l'Etat au Sénégal*, Paris, Karthala, 231 p.

Diop, M.-C 2002 *Le Sénégal contemporain*, Paris, Karthala.

- Ngaide, A. 1998 « Le royaume peul du Fuladu. L'esclave, le colon et le marabout », Thèse de IIIème cycle d'histoire, 280 p.
- 1999 « Conquête de la liberté, mutations politiques, sociales et religieuses en haute Casamance. Les anciens *maccube* du Fuladu (Kolda-Sénégal) », in R. Botte, J. Boutrais & J. Schmitz (éds), *Figures Peules*, Paris, Karthala, pp. 141-164.
- 2002a « Les marabouts face à la "modernité". Le *dental* de Madina Gounass à l'épreuve », in M.-C. Diop (sous la dir.), *Le Sénégal contemporain*, Paris, Karthala, pp. 617-652.
- 2002c « Islam, Charismatic Preachers and Religious Orders in Colonial Upper Casamance : the History of Ceerno Al Hajji Aali Caam », in Thomas Bierschenk & Georg Stauth (editors), *Islam in Africa, Yearbook of the Sociology of Islam*, n° 4, LIT, Münster, pp. 186-210.

PS : Je communique le plan du cours au début du cours.

Course Title **Genèse et résolutions des conflits en Afrique de l'Ouest**

Instructor: Professor Abderahmane NGAIDE

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Venue: WARC

Contact Hours: Thursday: 9:00 am – 12:00 pm

Objectifs et description du cours

Le XX^{ème} siècle a vu naître en Afrique de l'ouest des conflits armés d'un genre particulièrement violent. Les batailles mettent en péril le peu de structures économiques et politiques nées après les indépendances. Il est devenu de plus en plus difficile de distinguer combattants et non combattants. La majorité des civils est armée et empruntent les circuits de la rébellion ou sont tout simplement les victimes de ces guerres qui connaissent une mutation profonde. Ces mutations conduisent, forcément, à la désorientation de la diplomatie préventive et exigent la mise en place de nouveaux mécanismes de résolution des conflits.

Par conséquent, les sociétés civiles émergentes, les autorités traditionnelles, les Etats et les institutions internationales sont sollicitées afin de réfléchir de manière conséquente à l'endiguement des conflits. Dans ce cours nous allons aborder les types de conflits qui émergent au sein des Etats et entre les Etats en nous appuyant sur des exemples concrets afin d'éprouver la notion de résolution des conflits.

Evaluation :

- **Assiduité : 20%**
- **La participation : 40%**
- **Un commentaire final : 40%**

Plan sommaire :

- **Introduction générale sur la notion de conflit**
- **Une géographie historique de l'Afrique de l'ouest**
- **Genèse des conflits en Afrique de l'Ouest**

- **Typologie des conflits**
- **Victimes et réfugiés**
- **Désarticulation sociale et économique**
- **Résolution et mécanismes de gestion**
- **Conclusion : comment endiguer les conflits en Afrique**

Bibliographie sommaire

Annan, K. (1998). « Rapport sur les causes des conflits et la promotion d'une paix et d'un développement durables en Afrique ». New York, ONU.

Banque mondiale (2000). *L'Afrique peut-elle revendiquer sa place dans le XXIe s. ?* Washington, D. C. : Banque mondiale.

Bamba, K. (2006). « Gérer les conflits en Afrique de l'Ouest : le travail de tous », *Débats. Courrier d'Afrique de l'Ouest*, 32, février : 9-14.

Ben Arrous, sous la dir. de (2001), *Médias et conflits en Afrique*, Paris : Karthala. 223 p.

Ben Hammouda H. (1999). « Guerriers et marchands : éléments pour une économie politique des conflits en Afrique », *Africa Development*, XXIV (3 & 4) : 1-18.

Nnoli Okwudiba ed. (1998). *Ethnic conflicts in Africa* : 1-2

Course Title : Histoire de l'islam au Sénégal

Instructor: Professor Abdoul Aziz KEBE

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Teaching Assistant: Joséphine Tendeng / Awa Fall

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Venue: WARC

Contact Hours: Wednesday: 1:00 pm – 4:00 pm

Ce cours vise à mettre en relief l'évolution de l'islam au Sénégal depuis son introduction jusqu'à nos jours. Il permettra aux étudiants de suivre le synopsis de l'introduction de l'islam depuis les almoravides jusqu'aux confréries actuelles. Toutes les évolutions seront étudiées et analysées d'un point de vue chronologique mais aussi d'un point de vue socioculturel.

Ainsi, on étudiera l'islam en tant que facteur de résistance et de changement de paradigmes dans la société sénégalaise. Les différentes contradictions auxquelles l'islam est partie prenante, aussi bien dans le dépérissement de l'état féodal que dans l'émergence de l'état moderne seront étudiées. De ce point de vue, on essayera aussi, de voir les différentes modalités de l'islam au Sénégal, les facteurs d'émergence de ces différentes modalités, leur emprise sur la société, les réponses qu'elles offrent aux enjeux qui se dessinent et les conséquences possibles sur l'Etat et la société.

Ce cours va allier cours magistraux, TPE, et interventions extérieures (autant que possible). Il va s'articuler autour de trois axes :

1. L'islam au Sénégal, depuis son apparition jusqu'à l'émergence du commerce transatlantique.

On traitera dans ce premier axe, l'introduction de l'islam au Sénégal, les facteurs qui ont facilité l'implantation de l'islam au Sénégal, la relation de l'islam avec les populations dans la société traditionnelle.

Bibliographie :

- Samb (Amar) : introduction à la littérature d'expression arabe au Sénégal
- Ndiaye (Mamadou)
- Mbaye (El. H. Rawane) : L'islam au Sénégal. Thèse de 3^e cycle Département Arabe, UCAD

2. L'islam depuis la traite négrière jusqu'à la veille des indépendances. On traitera ici, des changements intervenus dans l'implantation de l'islam au Sénégal suite à l'apparition du commerce transatlantique, les contradictions entre populations et pouvoirs politique et la place de l'islam dans ces contradictions, l'émergence d'un islam révolutionnaire et la réaction des pouvoirs traditionnels et coloniaux, les mouvements jihadistes et leurs évolutions, les mouvements soufis, leurs organisations et leur influence.

Bibliographie :

- Diouf (Mamadou) : Le Kajoor au XIXe siècle, Pouvoir Ceddo et conquête coloniale, Karthala 1990, chapitre V.
- Robinson (David) et Triaud (Jean Louis) : Le temps des marabouts, Karthala, 1997, 2^e partie, PP 85-198. 3^e partie pp 221-277, 299-318, 5^e partie,
- Kébé (A. Aziz) : Les tribunaux musulmans du Sénégal dans la politique coloniale depuis la promulgation du Code civil jusqu'à la première guerre mondiale. Thèse de doctorat de 3^e cycle, UCAD 199.
- Mbaye (El.H.Rawane) : la pensée et l'action d'El. Hadji Malick Sy : un pôle d'attraction entre la Sharî'a et la tariqa, Thèse de doctorat en Sciences Humaine, Sorbonne nouvelle, Paris III. Edité par albouraq 2003.
- Coulon (Christian) : Les Musulmans et le Pouvoir en Afrique Noire ; Karthala 1983
- Ndiaye, Mamadou (1982). L'enseignement arabo-islamique au Sénégal, thèse de doctorat, Université de Dakar, 347 p.
- Samb, Amar (1972). Essai sur la contribution du Sénégal à la littérature d'expression arabe, Dakar, IFAN, 534 p.
- Sy, Cheikh Tidiane (1969). La confrérie sénégalaise des mourides: un essai sur l'islam au Sénégal, Paris, Présence Africaine, 354 p.

3. l'islam des indépendances à nos jours. Dans cette dernière partie, on étudiera les rapports entre islam et communautés politiques, (les confréries, les mouvements réformistes); l'islam et le sécularisme, quels rapports entre la logique d'allégeance et la logique citoyenne ? quelle place pour l'islam dans l'espace public ? Les tendances de l'islam contemporain entre réformisme, islamisme, confrérisme et sectes politico confrériques. .

Bibliographie :

- Piga (Adriana) : 1-Islam et villes en Afrique au sud du Sahara, entre soufisme et fondamentalisme ; Karthala 2003, 1^{ère} partie, 2^e partie, pp 95-149, 3^e partie, pp 209-228, 305-324, 4^e partie.
 - 2-Dakar et les ordres soufis, Processus socioculturel et développement urbain au Sénégal contemporain, L'harmattan 2002, pp 21-284, pp 413-472.
- Robinson (David) et Triaud (J.L) : 1-Le temps des marabouts, itinéraires et stratégies islamiques en Afrique Occidentale Française v. 1880-1860
- Monteil (Vincent) :
 - 2- La Tijâniya une confrérie musulmane à la conquête de l'Afrique, Karthala 2000, pp469 et ss.
- Cissé (Blondin) : Confréries et communauté politique au Sénégal, L'harmattan 2007.
- Magassouba (Moriba) : L'islam au Sénégal, demain les Mollah ? Karthala
- Gomez-Perez, Muriel (1990).L'islam au Sénégal: problèmes contemporains (1979-1989), mémoire de maîtrise, Université de Paris IV - Sorbonne,
- Gervasoni, Olivia and Cheikh Guèye (2005). "La confrérie mouride au centre de la vie politique sénégalaise: le 'Sopi' inaugure-t-il un nouveau paradigme?", Muriel Gomez-Perez (ed.), L'islam politique au sud du Sahara: identités, discours et enjeux, Paris, Karthala, pp. 621-639.
- Kane, Ousmane and Leonardo A. Villalón (1998). "Entre confrérisme, réformisme et islamisme: les mustarshidin du Sénégal. Analyse et traduction commentée du discours électoral de Moustapha Sy et réponse de Abdou Aziz Sy Junior", Ousmane Kane and Jean-Louis Triaud (eds), Islam et islamismes au sud du Sahara, Paris, Karthala, pp. 263-310.
- Ka, Thierno (1982). L'enseignement arabe au Sénégal: l'école de Pir-Saniokhor. Son histoire et son rôle dans la culture arabo-islamique au Sénégal du XVIIème au XXème siècle, thèse de doctorat, Université de Paris IV - Sorbonne,

Distribution thématique hebdomadaire

- 1^{ère} semaine (21 janvier) : Introduction de l'islam au Sénégal. Le mouvement almoravide, l'islamisation du Tekroun, du Djolof et du Cayor.
- 2^e semaine (28 janvier) : Introduction de l'islam au Sénégal, inter culturalité, prémisses des changements sociaux.
- 3^e semaine (04 février) : Pouvoirs locaux, djihâd et colonisation.
- 4^e semaine (11 février) : Devoir sur table
- 5^e semaine (18 février) : visite Grande mosquée, IID et Ecole Franco Arabe de la FAIS. (à déterminer)
- 6^e semaine (25 février) : Emergence du soufisme confrérique : la Tijâniya d'El H. Malik Sy et la Mouridiyya de Sheikh A. Bamaba, caractéristiques, structures et perspectives.
- 7^e semaine (4 mars) : Emergence du soufisme confrérique : la Tijâniya d'El H. Malik Sy et la Mouridiyya de Sheikh A. Bamaba, caractéristiques, structures et perspectives. (suite)
- 8^e semaine (11 mars.), Travaux Personnels d'Encadrement, plus exposés.
- 9^e semaine (18 mars) : Islam, le sacré et le profane ; le spirituel et le temporel
- 10^e semaine (25 mars) : Problématique de la modernité ; code de la famille, Genre et laïcité. (Projection de film)
- 11^e semaine (8 avril) : La production du savoir en islam et influence sur la société (éducation coranique, talibé et mendicité).
- 12^e semaine (15 avril.) Visites à Tivaouane et à Touba, (Rapports de visite).
- 13^e semaine (22 avril) : Réformisme, confrérisme et politique. Changements de Paradigme ?
- 14^e semaine (29 avril.) : Islam et Christianisme ; Altérité et interculturalité
- 15^e semaine (06 mai.) Examens écrits et oraux.

Evaluation

La grille d'évaluation est établie comme suit :

Assiduité et participation	15%
TPE et rapports de visite	15%
Devoirs sur table	15%
Examen écrit	40%
Examen oral	15%

Courses at IFEE

IFE COURSES

IFE (*Institut de Français pour Etudiants Etrangers*) is part of the UCAD University System. It specializes in the teaching of French (the language) and the Literature and Culture of French-Speaking (Francophone) countries.

Courses are available at three levels in order to meet students' needs. These are assessed by a placement test taken at the beginning of the academic year in IFE facilities. Once their command of the French Language is determined, the students can enroll in the classes of their choice at the appropriate level. All classes are taught in French. They carry **3 credit hours** and a **letter grade**.

EMPLOI DU TEMPS			NIVEAU 3	
Jours	Heures	Matière	Professeur	Salle
<i>Lundi</i>	8h-10h	Technique d'expression	M. BERTE	5
	10h-12h	Dissertation	M. NDOYE	5
	13h-15h	Civilisation francophone	M. DIOP	5
<i>Mardi</i>	8h-10h	Littérature africaine	M. BERTE	5
	10h-12h	Littérature française	M. NDOYE	5
	13h-15h	Civilisation africaine	Mme FAYE	5
<i>Mercredi</i>	8h-10h	Grammaire	M. DIOP	5
	10h-12h	Ecrit	M. DIOP	5
	13h-15h	Traduction/arabe Trad./portugais	M. A. DIOP M. SYLLA	5 6
<i>Jeudi</i>	8h-10h	Traduction (anglais)	Mme SIDIBE	5

	10h-12h	Trad./anglais	Mme SIDIBE	5
	15h-17h			
<i>Vendredi</i>	8h-10h	Phonétique	M. GUEYE	Labo
	10h-12h	Grammaire	M. DIOP	Labo
	15h-17h			

EMPLOI DU TEMPS				NIVEAU 2/A
Jours	Heures	Matière	Professeur	Salle
<i>Lundi</i>	8h-10h	Littérature	M. NDOYE	6
	10h-12h	Civilisation	M. BERTE	6
	12h30-14h30	Traduction (anglais)	Mme SIDIBE	6
<i>Mardi</i>	8h-10h	Langue	Mme FAYE	6
	10h-12h	Langue	Mme FAYE	6
	15h-17h			
<i>Mercredi</i>	8h-10h	Ecrit	Mme FAYE	6
	10h-12h	Ecrit	Mme FAYE	6

	10h-12h	Civilisation	M. BERTE	4
	15h-17h	Phonétique	M. GUEYE	4/labo
<i>Mercredi</i>	8h-10h	Langue	M. DIOP	4
	10h-12h	Langue	M. DIOP	4
	13h-17h	Traduction (arabe) Traduction (portugais)	M.A.DIOP M.SYLLA	4 3
<i>Jeudi</i>	8h-10h	Langue	M. DIOP	4
	10h-12h	Langue	M. DIOP	4
	15h-17h			
<i>Vendredi</i>	8h-10h	Ecrit	Mme FAYE	4
	10h-12h	Ecrit	Mme FAYE	4
	15h-17h			

EMPLOI DU TEMPS			NIVEAU 1/B	
Jours	Heures	Matière	Professeur	Salle
<i>Lundi</i>	8h-10h	Langue	M. SAMBOU	1
	10h-12h	Langue	M. SAMBOU	1
	15h-17h			
<i>Mardi</i>	8h-10h			
	10h-12h			
	15h-17h			
<i>Mercredi</i>	8h-10h	Langue	M. SAMBOU	1
	10h-12h	Langue	M. SAMBOU	1
	15h-17h			
<i>Jeudi</i>	8h-10h			
	10h-12h			
	15h-17h			
<i>Vendredi</i>	8h-10h	Langue	M. SAMBOU	1
	10h-12h	Langue	M. SAMBOU	1
	15h-17h			

<i>Samedi</i>	8h-10h	Ecrit	M. SAMBOU	4
	10-12h	Ecrit	M. SAMBOU	4

EMPLOI DU TEMPS			NIVEAU 1/F	
Jours	Heures	Matière	Professeur	Salle
<i>Lundi</i>	8h-17h			
<i>Mardi</i>	8h-10h	Langue	M. DIALLO	1
	10h-12h	Langue	M. DIALLO	1
	15h-17h			
<i>Mercredi</i>	8h-17h			
<i>Jeudi</i>	8h-10h	Langue	M. DIALLO	1
	10h-12h	Langue	M. DIALLO	1
	15h-17h			
<i>Vendredi</i>	8h-10h	Ecrit	M. DIALLO	4
	10h-12h	Ecrit	M. DIALLO	4
	15h-17h			
<i>Samedi</i>	8h-10h	Langue	M. DIALLO	1
	10h-12h	Langue	M. DIALLO	1

EMPLOI DU TEMPS			NIVEAU 1/D	
Jours	Heures	Matière	Professeur	Salle
<i>Lundi</i>	8h-17h			
<i>Mardi</i>	8h-10h	Langue	M. SAMBOU	2
	10h-12h	Langue	M. SAMBOU	2
	13h-15h	Ecrit	M. SAMBOU	1
<i>Mercredi</i>	8h-12h			
	15h-17h			
<i>Jeudi</i>	8h-10h	Langue	M. NDAO	2
	10h-12h	Langue	M. NDAO	2
	13h-15h	Ecrit	M. SAMBOU	1
<i>Vendredi</i>	8h-17h			
<i>Samedi</i>	8h-10h	Langue	M. NDAO	2
	10h-12h	Langue	M. NDAO	2

EMPLOI DU TEMPS				NIVEAU 1/A
Jours	Heures	Matière	Professeur	Salle
<i>Lundi</i>	8h-10h	Langue	M. NDAO	2
	10h-12h	Langue	M. NDAO	2
	15h-17h			
<i>Mardi</i>	8h-12h			
	13h-17h	Ecrit	M. NDAO	2
<i>Mercredi</i>	8h-10h	Langue	M. NDAO	2
	10h-12h	Langue	M. NDAO	2
	15h-17h			
<i>Jeudi</i>	8h-17h			
<i>Vendredi</i>	8h-10h	Langue	M. NDAO	2
	10h-12h	Langue	M. NDAO	2
	15h-17h			

EMPLOI DU TEMPS			NIVEAU 1/E	
Jours	Heures	Matière	Professeur	Salle
<i>Lundi</i>	8h-10h	Ecrit	Mme SIDIBE	4
	10h-12h	Ecrit	Mme SIDIBE	4
	15h-17h			
<i>Mardi</i>	8h-10h	Langue	Mme SIDIBE	3
	10h-12h	Langue	Mme SIDIBE	3
	15h-17h			
<i>Mercredi</i>	8h-10h	Langue	Mme SIDIBE	Labo
	10h-12h	Langue	Mme SIDIBE	Labo
	15h-17h			
<i>Jeudi</i>	8h-17h			
<i>Vendredi</i>	8h-10h	Langue	Mme SIDIBE	3
	10h-12h	Langue	Mme SIDIBE	3
	15h-17h			
<i>Samedi</i>	8h-10h			
	10h-12h			

EMPLOI DU TEMPS				NIVEAU 1/C
Jours	Heures	Matière	Professeur	Salle
<i>Lundi</i>	8h-10h	Langue	M. DIALLO	3
	10h-12h	Langue	M. DIALLO	3
<i>Mardi</i>	8h-10h	Ecrit	M. THIOUNE	4
	10h-12h	Ecrit	M. THIOUNE	4
	15h-17h			
<i>Mercredi</i>	8h-10h	Langue	M. DIALLO	4
	10h-12h	Langue	M. DIALLO	4
	15h-17h			
<i>Jeudi</i>	8h-10h	Ecrit	M. THIOUNE	3
	10h-12h	Ecrit	M. THIOUNE	3
	15h-17h			
<i>Vendredi</i>	8h-17h			
<i>Samedi</i>	8h-12h			

EMPLOI DU TEMPS			NIVEAU 1/G	
Jours	Heures	Matière	Professeur	Salle
<i>Lundi</i>	8h-12h			
	15h-17h	Ecrit		4
<i>Mardi</i>	8h-12h			
	15h-17h	Ecrit		6
<i>Mercredi</i>	8h-10h	Langue		Labo
	10h-12h	Langue		Labo
	15h-17h			
<i>Jeudi</i>	8h-17h			
<i>Vendredi</i>	8h-10h	Langue		6
	10h-12h	Langue		6
	15h-17h			
<i>Samedi</i>	8h-10h	Langue		6
	10h-12h	Exercices		6

APPENDIX TWO

Wells College Off Campus Study Standards for Health and Safety Management

1. Wells College will provide all program participants with an emergency contact sheet prior to departure. This sheet will include
 - a. Contact numbers in country. Should be a cell phone which is always with a staff person. While in theory, this is a 24-hour contact number, it is acknowledged that for short intervals the phone may have to be turned off.
 - b. Contact number for the program director.
 - c. 24-hour staffed number at Wells security. This number can be called from overseas in the event of an emergency. This number can be used if the other two are not answered.
2. All orientation programs or predeparture information will
 - a. Discuss health and safety matters. Points to be discussed should include:
 - i. How to contact staff in the event of an emergency
 - ii. What to do in the event of communication systems being disabled (ie no cell phone service). Establish meeting location or contact protocol.
 - iii. Requirement that students notify staff when absent from program site for more than 24 hours and provide destination and contact information.
 - iv. Cover basic personal safety issues with regards to crime, alcohol and drug use, and STDs.
 - v. Where to go and who to contact in the event of medical needs.
 - b. Establish expected standards of academic and personal conduct and have students sign a document that they agree to these standards.
 - i. Academic issues – attendance, plagiarism, cheating
 - ii. Personal conduct – respect for others, limiting personal exposure to danger
3. Overseas staff will
 - a. Maintain contacts with the local US Embassy or Consulate with regards to safety issues
 - b. Keep a list of students and contact addresses/numbers in the office and at home
 - c. Monitor local health and safety issues through local contacts and the media and inform the Program Director and students of any potential issues (ie protests to be avoided, etc)
4. Wells College will develop an emergency management and communications protocol, involving senior administrators, program directors, and overseas staff. This protocol will clearly spell out who should be contacted in the event of an emergency, what steps need to be taken, and who should interact with the press if necessary.

Burch Seminar in Alaska and Iceland: Summer 2010
Global Climate Change and Energy Resource Depletion

Schedule of Activities by Week

Professor J.A. Rial

Week	Location	Schedule / Activities	Contact Hours
1	Fairbanks, Alaska	<u>HNRS 351/GEOL 555: Global Climate Change</u> <u>Excursions:</u> Boreal Forests (Near Fairbanks) Bonanza Creek LTER, a Boreal Forest ecological monitoring site Wildfire scars (NE of Fairbanks) Permafrost tunnel, maintained by the Army Corps of Engineers Center for Global Change and Arctic System Research-UAF	Orientation: Sunday and Monday GEOL 555 meets TTr 9-noon, and 1:30-5pm, W 9-noon (15 hrs); field visits W 1-5pm, F 9am-3pm (10 hours)
2	Fairbanks, Alaska	<u>HNRS 351/GEOL 555: Global Climate Change</u> <u>Excursions:</u> Denali Park: Natural outdoor climate laboratory. Glacier retreat. Topoclimates, climate change. Murie Science and Learning Center	GEOL 555 meets MTW 9-noon, and 1:30-5pm, Tr (16.5 hrs); field visits TrF 9am-3pm (12 hours)
3	Anchorage, Alaska	<u>HNRS 351/GEOL 555: Global Climate Change</u> <u>Excursions:</u> Anchorage, outlet glaciers. Site of the Exxon Valdez oil spill Wrangell-St Elias National Park	GEOL 555 meets MTW 9-noon (9 hours), field visits TrF 9am-3pm (12 hours)
4	Reykjavik, Iceland	<u>HNRS 351/GEOL 556: Energy Resources: The Science and the Policy</u> <u>Excursions</u> Landsvirkjun (Iceland National Energy Company) Orkuvieta Reykjavik (Reykjavik Energy) Nesjavellir Power Plant (60km from Reykjavik) Pingvellir, the Mid-Atlantic Ridge (40km from Reykjavik) IDDP, Rakjanes peninsula	Orientation: Sunday and Monday GEOL 556 meets WF 9-noon, MW 1-3pm (10 hours), field visits TTr 9am- 3 pm (12 hours)
5	South and central Iceland	<u>HNRS 351/GEOL 556: Energy Resources: The Science and the Policy</u> <u>Excursions:</u> South Hengill volcano. Future geothermal development Skogafoss waterfall. 600MW of water power.	GEOL 556 meets MWF 9-11:30, MW 1-3pm (11.5 hours), field visits T 9am-1pm, Tr 9am- 3 pm (10 hours)
6	East and Northern Iceland	<u>HNRS 351/GEOL 556: Energy Resources: The Science and the Policy</u> <u>Excursions:</u> Karahnjukar hydropower project Akureyri, School for Renewable Energy Science Mytvan-Krafla geothermal power plant	GEOL 556 meets MWF 9-11:30, MW 1-3pm (11.5 hours), field visits T 9am-1pm, Tr 9am- 3 pm (10 hours)
7	Reykjavik, Iceland	<u>HNRS 351/GEOL 556: Energy Resources: The Science and the Policy</u> <u>Excursions:</u> ISOR, Iceland Geological Survey The Golden Triangle Tour	GEOL 556 meets MWF 9-noon (9 hours) Field visits T 9am-1pm, Tr 9am- 3 pm (10 hours)

Burch Seminar in Alaska and Iceland

Global Climate Change and Energy Resource Depletion: The Crises, the Challenges and the Solutions

Summer 2010

Seven weeks (Sunday, June 20-Sunday, August 8)

Professor José A. Rial

Department of Geological Sciences

April 19, 2009

I. Introduction

This seminar will empower students to face two of the great crises of the twenty-first century: global climate change and energy resource depletion. Two courses will be offered. The first course will be held in Alaska, where the consequences of climate change are self-evident. The second course will take place in Iceland, where some of the best solutions to energy resource depletion are being developed. Students are expected to forge the link between these crises, and think critically about global solutions.

In the first course (3 weeks) students will be confronted with the crude reality of global climate change, witnessing the consequences of anthropogenic interference in the earth's climate. No other region of the United States is changing as dramatically as Alaska, which like the nearby Arctic is a harbinger of global climate change. Here, large glaciers recede, sea ice disappears, permafrost thaws, forests dry up and burn, and summer gets longer and warmer every year.

The second course (4 weeks) will deal with the energy crisis and the urgent issues of oil and gas depletion, peak oil, and the pressing need for a transition away from our current carbon-based economies. Iceland offers the perfect example of a society that will be soon powered entirely by renewable energy resources. By 2050 Iceland's goals are to become the first advanced society to end its dependence on foreign fossil fuels and the first to completely transform to a hydrogen-based economy.

Background on Global Climate Change

Global warming refers to the rapid increase in temperature of the Earth since the mid-

19th century. Over 30 scientific societies and academies of science agree with the Intergovernmental Panel on Climate Change (IPCC) conclusion that human consumption of fossil fuels is a major driver of global warming. Global temperature increase is expected to cause global climate change: sea-level rise, extreme and unprecedented weather patterns, increase in the intensity and frequency of hurricanes, floods and droughts, followed by regional changes in precipitation and increasing desertification. Scientists also suggest that glacial and sea ice retreat and melting permafrost at the Earth's polar regions is directly linked to global warming. Defined as that area of the northern hemisphere where the average temperature of the warmest month is below 10°C (50°F), the Arctic includes northern and western Alaska. The Arctic is the most rapidly changing environment on Earth. This is because global warming forces sea ice and glacier ice to retreat, which diminishes the amount of sunlight reflected to space. This increases temperature some more, which melts more ice, which further reduces reflection causing greater temperature increase, and so on. Called a positive feedback, this self-propelling process of temperature rise produces regional changes in the Arctic four times stronger than anywhere else on the planet.

Thus the Arctic can be thought of as the 'canary in the mine', the region of the world where a first glimpse of the planet's future environmental change can be discerned. The Arctic is where the impacts of anthropogenic inference in the climate system are easiest to see and measure. In the United States, Alaska has emerged as the poster state for global warming. Researchers from the University of Alaska-Fairbanks (UAF) have determined that since the 1970s, climate change has doubled the growing season in some parts of the state. Since 1950, the overall state temperature has risen by 3.5°F, while wintertime temperatures have risen by 6°F. Unprecedented drought is stressing and killing spruce, aspen and birch. In fact Alaska is currently the target of careful ecologic and environmental studies aimed at understanding the symptoms of and possible responses to global climate change.

We anticipate the students in this class to closely interact with researchers at the Center for Global Change and Arctic System Research at UAF, as well as with engineers in the US Army Corps of Engineers' Cold Regions Research and Engineering Lab. These are the people facing the many challenges global warming is bringing to the state. They are the first line of defense against anthropogenic climate change.

Background on Energy Depletion

It is not difficult to understand that the environmental and energy crises are interconnected, and that if ranked according to urgency, the energy crisis should be the first priority. The fossil fuels that power society are becoming increasingly scarce, yet there is no concerted global plan to find a substitute for petroleum. If this pattern continues civilized life as we know may eventually grind to a halt. Non-renewable, finite and therefore exhaustible fossil fuels provide 82% of the world's total energy demands (~460 quadrillion BTU), yet most large energy/oil companies invest less than 1% of their substantial profits

in renewable energy research. Recent forecasts show that the world's conventional oil reserves will last roughly for another 40 ± 15 years, natural gas 70 ± 15 years, and coal 220 ± 30 years. Given the unrelenting (exponential) increase in the world's energy demands, the lower figures are probably more likely. The growth in China and India exemplify this well, as the pressure to provide cheap, abundant energy lies primarily in fossil fuels. The United States consumes 21 million barrels of oil every day, or one-fourth of the world's consumption. By 2050 China will have surpassed the US consumption and the world will require over 100 million barrels of oil per day. But according to the CEO of Total, the largest French oil consortium, such supply rate will become very difficult to meet and even more difficult to maintain.

Iceland has gone further than any other country in exploiting its renewable energy resources. Leading the world in per-capita income this country may be the first to transform completely to a hydrogen-based economy. The outcome will be a country completely independent of foreign oil, self-reliant in matters of energy.

In the 1970s Iceland was 80% dependent on imported fossil fuels, and was among Europe's poorest economies. Today the International Monetary Fund (IMF) ranks Iceland as the fourth most affluent nation in the world (even after the economic slow down of late 2008). Iceland has corporate giants lined-up to relocate there and take advantage of low-cost clean energy, while a few years ago it had to beg for corporate investments. Iceland leads the world in production of renewable energy, and has set a goal to host the world's first hydrogen-based economy. This is in part possible because of Iceland's abundant hydroelectric and geothermal resources. Glacial rivers and waterfalls are used to produce over 81% of the country's electricity needs. Geothermal energy makes up the difference. Water heated by volcanic activity is also used to heat homes and businesses.

The combination of Iceland's unusual geology and its relatively small population of 320,000 make it the perfect location to test the viability of a new sustainable economy. It may be argued that Iceland's situation is unique and thus difficult to translate into other societies and regions. Indeed, students will learn about Iceland's resources, but more importantly, they will learn from the innovative attitude and policies that drive Iceland's sustainable future. Learning how Iceland's scientific and political leaders are planning for a renewable-only energy future will challenge our students to adapt some of these ideas in the United States.

The students in this class will closely interact with academics, engineers and scientists from Iceland University, Landsvirkjun (Iceland Energy Company), ISOR (Icelandic Geosurvey) and other energy industries. To best understand their future plans we shall meet policy makers and industry leaders in government and in the private sector.

II. Academics

Students on this program will be enrolled in the following academic courses:

- HNRS 351 - Global Climate Change: The Science and the History (4 credits)
- HNRS 351 - Energy Resources: the Science and the Policy (4 credits)

Outline of coursework

a. *Global Climate Change: The Science and the History*

HNRS 351

4 undergraduate credits

Connections: Physical and Life Sciences (PL), Experiential Education (EE)

Course summary

This course starts by outlining the long history of global warming, including great climate changes of the last 4 billion years. Climate change is controlled in part by variations in the earth's orbital parameters, so the course will outline the astronomical theory of the climate, as well as the use of modern climate models to predict the future climate under the driving forces of increasing greenhouse gas emissions. The causes and effects of global warming: the enhanced or anthropogenic greenhouse effect and climate feedbacks. The course covers the effect of warming of the Arctic the thawing of the permafrost and its impact on urban areas and on industry.

The second half of the course will explore the controversial topic of anthropogenic versus natural components of global warming, including global emissions of carbon dioxide, methane, ozone, nitrous oxides. Other pollutants (aerosols) will be discussed as contributors to the countering effect known as global dimming.

Scientific evidence of climate change in the last millennium (tree rings, ice cores, lake sediments, borehole heat flow, documentary, and other proxy measures) and in the last century will be thoroughly discussed. The course ends with climate policy in general and the Kyoto protocol in particular, examining its strengths and weaknesses, and the political and environmental factors influencing the current state of climate policy in the world.

Textbook: Houghton, J. (2004). *Global Warming*. Cambridge U. Press.

Recommended reading: Cox, J. (2005). *Climate Crash*. J. Henry Press.

Academic schedule

The beginning of the course will take place at the University of Alaska, first at Fairbanks (UAF) and then at Anchorage (UAA), with 30 classroom hours (20 hours in UAF) in which the theoretical classroom understanding of global warming will be taught as the foundation for the field visits. We will then travel around the southern half of Alaska to visit the most dramatic visible manifestations of global warming, which are detailed in Appendix 2. These field trips will account for 30-35 hours of course time.

Course requirements and Assessment

Class Participation (essential).....	20%
5-6 short essays, 2 pages each.....	30%
Term Project Presentation and newspaper article:	30%
Exam:	20%

Term Project: The aim of this project will be to mobilize education and action in students' home communities. Students will create a presentation for a high school audience explaining the scientific and political situation surrounding the topic of global warming, including graphs, evidence from multiple sources, and evidence from the field sites visited during the course. Students will also write a newspaper article for their local newspaper relating what they have learned on their trip to global warming with the aim of presenting global warming from a personal experience. Projects will be graded on scientific accuracy, presentation, and creativity. Students will be encouraged to present their work in their home communities, and submit their article to local newspaper. In addition to the team effort, each student will write a report on his/her participation in the project and will present this to the group, so this work is equivalent to an additional essay.

Presentation: 15% Newspaper article: 15%

b. Energy Resources: The Science and the Policy

HNRS 351

4 undergraduate credits

Connections: Connections: The North Atlantic World (NA), Global Issues (GL), Experiential Education (EE)

Course summary

This course begins with the history of energy use, its evolution and the scientific and technological discoveries that propel societal evolution. The geography, geology and geopolitics of the world's energy resources (including water) will be thoroughly discussed. The historical perspective will explore the primitive uses of energy through the industrial revolution and its profound significance in the creation of wealth. The discussion will then move into the main ideas of how energy conservation, energy efficiency and wise energy use are all integral components of solving the crises that the world is facing. The best-known example of how to do this is found in Iceland. Through examples found throughout our exploration of the country the students will become acquainted,

first hand, with the uses of hydroelectric, tidal, solar and geothermal energies.

Renewable energy will be the basis for discussion for the rest of the course, which at this time will emphasize the huge price of inaction and the urgency of decisive measures. Included in the discussion will be research on the possibilities of actions that individuals, governments, NGOs, international organizations and individuals can contribute. Detailed discussions will deal with North Carolina, and what we learn from our experience that will benefit our state and the United States.

Textbooks:

Readings will be assigned from the following textbooks:

Wolfson, Richard. (2008). Energy Environment and Climate. W.W. Norton
Kruger, P. (2006). Alternative Energy Resources. J. Wiley & Sons. Pub.
Deffeyes, K. (2005). Beyond Oil. Hill & Wang Pubs.

Academic Schedule

This course will be held at the University of Iceland, Department of Geological Sciences. Initially there will be a two-day orientation session to explore the city of Reykjavik and the geography of Iceland. The two days will include side trips to Reykjavik’s center, port and surrounding areas using the local mass transport. The tour of the golden triangle will acquaint students with the general geology of the place and the sources of its hydrological and geothermal energy resources. Classes outlining the basics of renewable energy technologies will be taught in the first week in Reykjavik, totaling 15 hours. The rest of the trip will be spent visiting various sites around Iceland where renewable energy technology is being researched or utilized. A total of 60 contact hours is programmed for this course.

Course requirements and Assessment

Class participation (a vital part of this Burch Seminar)20%

Term Paper..... 50%

Choose a player in Iceland’s goal of renewable energy independence (industry, government, NGO, other) and outline their role in achieving that goal. Demonstrate an understanding in the benefits and criticisms of their actions and policies, and how similar actions can be taken in other areas of the world. This paper should be 12-15 pages in length, and you can use references from the web, textbooks, etc. Papers will be due ten days after the end of the program.

Final Exam (comprehensive).....30%

III. PROGRAM LOGISTICS

a. Program Affiliations

The program will be affiliated with the University of Alaska at Fairbanks (UAF) and at Anchorage (UAA), as well as with the University of Iceland's Department of Geological Sciences. The program will use classroom space, and housing at these institutions. Students will also be able to use libraries and other campus facilities.

b. Transportation

Students will fly to Fairbanks Alaska, where they will stay for the first two weeks of the program. The program will rent a bus to transport the group to Anchorage, which is about 6 hours south of Fairbanks. The group will stop at Denali National Park, between Fairbanks and Anchorage, for a weekend excursion. Transportation to excursion sites outside of Anchorage will also be by bus.

Students will fly from Anchorage to Reykjavík. Airport pick-ups will be arranged through the University of Iceland. Transport to all excursion sites in Iceland will be by bus. Road conditions in Iceland are excellent.

c. Safety

Iceland is a highly developed country, with low crime rates. In Reykjavík, students should take the same precaution they would take while traveling in major cities in the US. Potential safety risks in Iceland include environmental risk such as crevasses in glaciers. However, students will always be accompanied by professional guides in such environments and will not be permitted to hike the Vatnajökull and other glaciers during the program.

d. Medical Care

Fairbanks, Anchorage, and Iceland have modern health-care facilities and hospitals and no vaccinations are required to travel there. Although the group will travel to other parts of Iceland for excursions, Reykjavík and other cities with medical facilities are easily accessible from any part of the country.

e. Graduate assistant

The program will employ one graduate student assistant, who has a research interest in this field and, if possible, travel experience in Iceland or the Arctic.

IV. Eligibility and Enrollment

The program aims to enroll 12-16 undergraduate students with at least sophomore status and a GPA of 3.0 or higher. No prerequisites are required but GEOL/ENST 213 is strongly recommended.

V. Faculty Director

Dr. José A. Rial

Professor of Geological and Environmental Sciences

Email: jar@email.unc.edu

Phone: 919-966-4553

At UNC I teach two First Year Seminars that deal with the two major global crises this Burch Seminar is about: Energy Resources for a Hungry Planet (GEOL 076) and Global Climate Change: the science and the history (GEOL 073). I teach a graduate course on Climate Modeling (GEOL 861/ENST490).

My research is international in approach and global in scope, and fully consistent with the proposed Burch Seminar. I have worked in the Arctic and neighboring regions since 2004. Funded by the US Department of Energy and ISOR (Icelandic GeoSurvey), I do seismic research work for the Icelandic geothermal energy industry and the Icelandic geological survey. In Iceland's Krafla and Hengill geothermal fields I have taught students from UNC and Duke both the theory and practice of seismic imaging and geothermal reservoir geology. I have been funded by US Department of Energy for the last twelve years to do research work in renewable energies, focusing on the largest geothermal fields in the country, The Geysers and Coso (CA). With funds from NSF I am currently researching abrupt climate change, using advanced climate models to understand the climatic history of the planet encased in the ice cores recovered from Greenland and Antarctica.

In Greenland I have been involved in glaciological exploration of the ice sheet since 2006, funded by NSF, NOAA and NASA. I study the dynamic response of the ice sheet to the increasing warming of the Arctic. In the field I make students keenly aware of the importance of global warming as a driver of fundamental changes in the earth's climate. My research in Greenland has been chronicled in the national and international media and the Internet.

I am an elected Fellow of the American Association for the Advance of Science (AAAS), and over the last 25 years have consulted for the Venezuelan oil industry, for the US Army Corps of Engineers, Lawrence Livermore National Laboratory, the State of North Carolina (Climate change), Weidlinger Associates (Palo Alto, CA; engineering, energy resources), and most recently for AltaRock Energy Inc. (Seattle, WA; renewable energy).

APPENDICES

Appendix 1- Global Warming in Alaska

Alaska has warmed 4°F in the last 50 years, compared to a global average of slightly above 1°F. Outlined below are a few of the harmful effects that have been observed in Alaska.

Storms and Community Infrastructure

Western Alaska experienced a brutal storm in September 2005 that washed away 10-20 feet of beach, in a storm surge of 9 feet above normal high tides. The coastal degradation continues as permafrost melts, storm intensity increases and sea level rises. The Army Corps of Engineers has estimated that it will cost \$355 million to relocate 7 coastal communities that have less than 15 years before their towns wash away.

Water bodies and wetlands

Water bodies throughout almost all of Alaska are shrinking. In an exhaustive study of closed ponds, scientists have documented a significant loss in the number of ponds in key ecological areas in the last half of the 20th century. Similarly, wetlands in the Kenai National Wildlife Refuge have decreased by 88% from 1950 to 1996. The effects on local ecology have been profound.

Vegetation

According to a study that analyzed thousands of satellite images taken over two decades, there are vast reaches of boreal forest where photosynthesis has decreased over the last 22 years. In central Alaska, where it is dry, white spruce and black spruce have shown documented declines in growth. Projecting forward, a 4°C increase in July temperatures would result in no growth of these species in much of interior Alaska. With longer warmer summers, the spruce bark beetle can complete its life cycle in one year instead of two. Winter temperatures have not been cold enough in two consecutive years to depress survival rates of these forest-destroying beetles.

Vegetation has also been impacted by record-breaking fire seasons in Alaska. Between the fires in 2004-2006 over 25% of the forests in the northeast sector of Alaska disappeared. These burn rates are entirely consistent with global warming predictions.

Ice, Glaciers, and Permafrost

Polar bears rely on sea ice for their survival, including feeding, mating, and resting. Because of global warming, Alaskan polar bears have experienced unprecedented loss of sea ice for their habitat, which results in drowning, starvation, and higher cub mortality.

Other Alaska ice dependent species are showing signs of global warming stress, such as walrus and ice seals. As ice pulls away from the continental shelf, the platform used for feeding, there have been observations of abandoned walrus calves. The snow cavities for some ring seals and other ice seals can collapse with warming temperatures, exposing their young to predation or freezing.

Salmon populations--arguably Alaska's most ecologically and economically significant species--are affected by increased temperatures. Increased river temperatures have led to new parasites, which have led to a 40% decrease in pink salmon harvest since 2004. Less sea ice in the Bering Strait has led to a similar decline in "the nations fish basket".

Economy

The oil industry has experienced a much shorter winter season in which to build ice roads and otherwise traverse on the tundra for exploratory and drilling activities. Alaska's premiere winter activities—a big draw to the tourism industry—have also been negatively affected by global warming. The centerpiece of Anchorage's major winter event, the World Championship Sprint Dog Sled race, has been canceled three times between 2000 and 2006 due to warmer temperatures and less snow, significantly undercutting this source of winter economic activity. North of Anchorage, the town of Wasilla has traditionally prided itself on being the "Home of the Iditarod." However, for four consecutive years between 2003 and 2006, Iditarod organizers have moved the start of the Iditarod from Wasilla, with adverse economic consequences for the city to more northerly Willow or Fairbanks. Also, fighting an increasing number of fires is expensive and dangerous. The record-breaking fire season in 2005 cost over \$108 million, while in 2005 fire fighting cost \$56 million.

Appendix 2: Renewable Energy in Iceland

Since 1999, over 70% of Iceland's energy needs have been supplied by renewable energy — significantly more than any other country. Iceland is at the forefront of renewable energy research and plans to be the world's first energy independent country using 100% renewable energy sources. Already, virtually *all* of Iceland's electricity needs are met via hydroelectric (81%) and geothermal (19%) energy. The final stage of energy independence requires all private automobiles, fishing boats, and public transportation to run on hydrogen fuel, which Iceland intends to achieve by 2050. Iceland's president, Olafur Ragnar Grímsson, stated: "we have formulated the vision and the ambition to get rid of fossil fuel completely in a reasonably short time".

Iceland's unique geology allows it to produce renewable energy. Iceland is located on the Mid-Atlantic Ridge, which makes it one of the most tectonically active places in the world. There are over 200 volcanoes located in Iceland and over 600 hot springs. This is what allows Iceland to harness geothermal energy and these steam fields are used for everything from heating houses to heating swimming pools. Hydropower is harnessed through glacial rivers and waterfalls, which are both plentiful in Iceland.

Hydropower

In 2005, Landsvirkjun (Iceland Energy Company) produced 7,143 GWh of electricity 93% of which was produced with hydroelectric power plants. Additionally 5,193 GWh or 72% was used for power intensive industries like aluminum smelting. Currently, Iceland is in the middle of its biggest hydroelectric project to date. A 690 MW hydroelectric plant and another aluminum smelter are under construction—the Kárahnjúkar Hydropower Project is very controversial among environmentalists. Iceland's government believes another 30 TWh of hydropower every year could be produced, whilst taking into account the sources that must remain untapped for environmental reasons.

Geothermal power

Currently geothermal power heats 89% of the houses in Iceland and over 54% of the primary energy used in Iceland comes from geothermal sources. Geothermal power is used for many things in Iceland. 57.4% of the energy is used for space heat, 15.9% is used for electricity, and the remaining amount is used in many miscellaneous areas: swimming pools, fish farms, and greenhouses, for example.

The government of Iceland has played a major role in the advancement of geothermal energy. In the 1940s, the State Electricity Authority was started by the government in order to increase the knowledge of geothermal resources and the utilization of geothermal power in Iceland. It was later changed to the National Energy Authority in 1967. This agency has been very successful and has made it economically viable to use geothermal energy as a source for heating in many different areas throughout the country. Geothermal power has been so successful that the government no longer has to lead the research in this field because it has been taken over by the geothermal industries.

The move from oil-based heating to geothermal heating saved Iceland an estimated total of US \$8.2 billion from 1970 to 2000 and lowered the release of carbon dioxide emissions by 37%. The equivalent amount of oil that would have been needed in 2003 to heat Iceland's homes was 646,000 tons.

The Icelandic government also believes that there are many more untapped geothermal sources throughout the country, estimating that over 20 TWh per year of unharnessed geothermal energy is available. Combined with the unharnessed feasible hydropower, tapping these sources to their full extent would provide Iceland another 50 TWh of energy per year, all from renewable sources.

Hydrogen

Currently, imported oil fulfils most of Iceland's remaining energy needs. This is very costly to the country and has caused Iceland to focus on domestic, renewable energy. In 1999 Icelandic New Energy was established to govern the project of transitioning Iceland into the first hydrogen society by 2050. This followed a decision in 1998 by the Icelandic Parliament to convert vehicle and fishing fleets to hydrogen produced from renewable energy.

Iceland provides an ideal location to test the viability of hydrogen as a fuel source for the future, since it is a small country of only 300,000 people, with over 60% living in the capital, Reykjavík. The relatively small scale of the infrastructure will make it easier to transition the country from oil to hydrogen. There is also a plentiful supply of natural energy that can be harnessed to produce hydrogen in a renewable way, making it perfect for hydrogen production. Iceland is a participant in international hydrogen fuel research and development programs, and many countries are following the nation's progress with interest.

Appendix 3: Excursions

Excursions in Alaska

Central Alaska/Fairbanks

Minto Flats State game reserve- Observe 36% loss in lumber of ponds in key ecological area. Accessible by road from Fairbanks (35 miles), but no overnight facilities, so we must stay in Fairbanks.

<http://www.wc.adfg.state.ak.us/index.cfm?adfg=refuge.minto>

University of Alaska at Fairbanks-Center for Global Change and Arctic System Research – Contact John Walsh- jwalshiarc.uaf.edu

Western Alaska

Unalakleet- Visit a small town (pop. 2000) to observe accelerating shoreline and tundra erosion, and related damage to infrastructure, and the US Army Corps of Engineers' coastal erosion management strategy. Discuss state plan of relocation of seven Alaska coastal communities within 15 years. Visit local fisheries to see impacts of global warming in decreased fish populations. Accessible by plane from Anchorage, Fairbanks, and Nome. Multiple accommodation options.

<http://www.adn.com/news/alaska/story/433580.html>

Anchorage and southern Alaska

Alaska Native Tribal Health Consortium- Talk with Jim Berner about the health impacts of global warming. Contact: jberner@anmc.org

Talk with Fran Ulmer, director of Institute of Social and Economic research at the University of Alaska at Anchorage on the effects of Climate Change on Public Infrastructure and associated replacement costs. Contact: affau@uaa.alaska.edu

Kenai National Wildlife refuge- wetland reduction by 88% from 1950 to 1996. Unprecedented tree growth indicates shrinking ponds, with many adverse impacts including adverse impacts on migratory birds. Observe significant drop in pink salmon harvest, a key source for major fisheries and indigenous people. Education opportunities available in visitor's center in Soldotna, as well as in the field on trails. Day hiking and back-country camping available. Accessible by road from Anchorage. Contact: Robin West, Refuge Manager kenai@fws.gov

Kenai River Seafoods-talk to small, local fishery about impacts of decreased Sockeye salmon and the impact on their business. <http://www.kenairiverseafoods.com/sell/> (877) 434 - 7449

Denali National Park- observe retreat of glaciers. Visit the Murie Science and Learning Center, and take a ranger guided education program. Accessible by road from Anchorage. Great infrastructure with guided tours on buses (driving is not allowed in the interior due to high traffic), day hikes, backcountry hiking, camping, and classroom/visitor's center.

<http://www.nps.gov/dena/index.htm>

Excursions in Iceland

Reykjavik and surroundings

- ISOR- Iceland's geosurvey (1 day). Morning talks on geology, geothermal reservoirs. Climatology talks in afternoon on decreasing strength of Icelandic winters.
- Landsvirkjun (1/2 day)-Iceland's national power company headquarters.
- Orkuvieta Reykjavik- Reykjavik's energy headquarters. Visit and talks on energy infrastructure in the capital city.
- Golden triangle tour (1/2 day).
- Pingvellir and the Mid-Atlantic Ridge (1/2 day). Here, we will see where the European and North American plates are moving apart.
- Nesjavellir Power Plant and Hengill volcano (1 day)- This power plant currently produces 120 MW of electricity, which makes it the largest geothermal plant in Iceland.
- Iceland Deep Drilling Project in Reykjanes (1 day). Look at new technology and research on geothermal deep drilling.

South and Central Iceland

- South Hengill (1/2 day). This new geothermal development is under study by UNC researchers.
- Skogafoss waterfall. (1 day) This hike in glacier country and visit to Europe's largest waterfall give students an understanding of the potential of hydropower in Iceland.

East and Northern Iceland

- Karahnjúkar Hydropower Plant project (1/2 day) This plant produces 630 MW of electricity for Alcoa.
- Mytvan-Keyajla geothermal plant (1/2 day)
- Akureyri- visit the School for Renewable Energy Science before returning to Reykjavik <http://www.res.is/summerschool/>

ICELANDIC CONTACTS

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APPENDIX C

THE UNIVERSITY OF NORTH CAROLINA REQUEST FOR AUTHORIZATION TO ESTABLISH A NEW DEGREE PROGRAM

***INSTRUCTIONS:** Please submit five copies of the proposal to the Senior Vice President for Academic Affairs, UNC Office of the President. Each proposal should include a 2-3 page executive summary. The signature of the Chancellor is required.*

Date: _____

Constituent Institution: UNC-Chapel Hill _____
CIP Discipline Specialty Title: _____ International/Global Studies _____

CIP Discipline Specialty Number: 30.2001____ Level: B____ M____ x 1st Prof ____ D____
Exact Title of the Proposed Degree: ____ Global
Studies _____

Exact Degree Abbreviation (e.g. B.S., B.A., M.A., M.S., Ed.D., Ph.D.): MA

Does the proposed program constitute a substantive change as defined by SACS? Yes__ No x

a) Is it at a more advanced level than those previously authorized? Yes__ No x

b) Is the proposed program in a new discipline division? Yes____ No x

Proposed date to establish degree program (allow at least 3-6 months for proposal review):

month July year 2010

Do you plan to offer the proposed program away from campus *during the first year of operation*?

Yes ____ No x

If so, complete the form to be used to request establishment of a distance education program and submit it along with this request.

Proposed date of initiation of proposed degree program: Fall 2010

This proposal to establish a new degree program has been reviewed and approved by the appropriate campus committees and authorities.

I. DESCRIPTION OF THE PROGRAM

A. *Describe the proposed degree program (i.e., its nature, scope, and intended audience).*

The Master of Arts in Global Studies will offer academic and professional courses of study designed to train graduate students in issues of contemporary global significance that are of strategic interest for the Curriculum in International and Area Studies. The degree aims to make an innovative contribution to the College of Arts and Sciences commitment to the University's strategic goal of 'Globalization,' 'Inter-disciplinary Studies' and 'Engagement.' Global Studies, as the name suggests, goes beyond the study of the interaction of nation-states and focuses upon the processes, interactions, and flows of global significance that challenge historical patterns of international relations. Global Studies situates itself squarely in the midst of the current world-wide transition in which the world is increasingly shaped by interacting economic, political, social, and cultural forces that are not bound to any particular nationality or region. This degree will prepare students with the appropriate combination of knowledge and conceptual skills needed for successful careers in research and teaching, public service, and the private sector. In an era of rapid acceleration in processes and patterns of economic integration, citizenship and human rights, and cultural integration and fragmentation, it has become imperative that university curricula respond to the needs of students, researchers and professionals to be trained to both understand and respond to the nature of global change and the possibilities for intervention in the

ways in which global patterns of work, employment and economic wellbeing, justice, rights and equity, and social and cultural values in the international system and within societies are rapidly being reshaped.

B. List the educational objectives of the program.

The educational objectives of the program are to: 1. Provide education in issues of contemporary global significance. 2. Prepare current and future leaders with knowledge and conceptual skills needed for careers in research and teaching, public service, and the private sector. 3. Provide an education that trains individuals to respond to and to understand the nature of global change. 4. Educate in the possibilities for intervention in the ways in which global patterns work, as well as, employment and economic wellbeing, justice, rights and equity, and social and cultural values in the international system and within societies that are rapidly being reshaped.

C. Describe the relationship of the program to other programs currently offered at the proposing institution, including the common use of: (1) courses, (2) faculty, (3) facilities, and (4) other resources.

With 700 undergraduate majors, the Curriculum in International and Area Studies is one of the largest programs in the College of Arts and Sciences. There are 16 faculty members who hold joint appointments in the Curriculum, including the Earl N. Phillips Distinguished Chair of International Studies. Each of the joint appointment faculty is responsible for up to two courses and student advising services in Curriculum. Housed in the Global Education Center, the Curriculum has good links with the international and areas studies centers that are also housed there and with departments in the College of Arts and Sciences (particularly, Anthropology, African and African American Studies, Asian Studies, Communication Studies, Geography, History, Music, and Political Science). While the core courses for the Global Studies MA are new and would need to be created, all Global Studies MA students would be required to complete at least one existing methods course in an appropriate department that meets the specific academic and professional goals of the student. Those academic and professional goals would be further developed through taking elective courses in the student's concentration. In the proposed concentrations of Global Economy and Global Work, Global Justice and Human Rights, Global Circulation of Arts and Culture, and Global Health and Environment, we have identified well over one hundred existing courses that students could draw upon from departments such as Anthropology, African and African American Studies, Asian Studies, Communication Studies, Geography, History, Music, Political Science, Economics, Romance Languages, Comparative Literature, Sociology, and the schools of Business and Public Health. This does not include special topics courses that most of these departments and others offer on a one-time basis that would also be appropriate for elective credit for Global Studies MA students. In addition, the Curriculum in International and Area Studies has strong connections with all of the existing Title VI resource centers in the Fed Ex Global Education Center, including the Center for Global Initiatives, the Institute for the Study of the Americas, the African Studies Center, the Carolina Asia Center, the Center for European Studies, the Center for Slavic and Eastern European Studies, and the Center for the Study of Islamic Cultures and Muslim Civilizations. Each of these centers actively supports graduate student work across a wide number of disciplines and would support students in the Global Studies MA as well.

II. JUSTIFICATION FOR THE PROGRAM—NARRATIVE STATEMENT

A. Describe the proposed program as it relates to:

1. the institutional mission and strategic plan

The creation of an MA program in Global Studies would contribute to each of UNC's parameters for mission fulfillment. The mission cites that the University must: 1.

“acquire, discover, preserve, synthesize and transmit knowledge;” 2. “provide high quality undergraduate instruction to students within a community engaged in original inquiry and creative expression, while committed to intellectual freedom, to personal integrity and justice, and to those values that foster enlightened leadership for the state and nation;” 3. “Provide graduate and professional programs of national distinction at the doctoral and other advanced levels;” 4. “Extend knowledge-based services and other resources of the University to the citizens of North Carolina and their institutions to enhance the quality of life for all people in the state;” and 5. “Address, as appropriate, regional, national and international needs.”

The rigors of the degree curriculum demand that faculty enhance their capabilities as educators in global studies to acquire and to transmit knowledge to students whom may have already have a basis in global studies education. Also, because the degree requirements for this MA ask that students to create a research paper of publishable quality and defend it orally, the graduate students will themselves contribute to the process of acquiring and transmitting knowledge. The second consideration for mission fulfillment is that high quality undergraduate instruction is provided. The creation of a global studies MA would increase undergraduate instruction in that the faculty teaching both undergraduates and graduates would need to increase their breadth of knowledge to be able to cater to the rigors of the graduate courses. This increase of knowledge in their area of expertise to accommodate graduate students would also provide for increased quality of the undergraduate curriculum. MA students will serve as TAs in the undergraduate curricula. This Master’s degree would also raise UNC’s profile abroad, thereby increasing the numbers of top students from diverse backgrounds who will not only contribute to UNC’s intellectual growth and cultural diversity but also to the state of North Carolina. In our globally interconnected world students and faculty in the Global Studies MA program will be conducting research of crucial importance including topics such as the global economy, global migration, access to water around the globe and the political and social implications of such access, trade chains, cultural identity in a global context, and many others.

2. *student demand*

Enrollment in the undergraduate international studies major continues to grow exponentially. At the beginning of the fall 2008 semester 100+ students were turned away because there was no room for them in the INTS 210 gateway course. As no master’s degree program in Global Studies currently exists within the University of North Carolina it is difficult to gauge student demand. The only currently existing MA program in Global Studies in the U.S. is the one at UC Santa Barbara. However, the popularity of the undergraduate major at UNC-Chapel Hill, coupled with national statistics for international studies MA programs, make the assumption that the Global Studies MA would be high in demand easy to infer. On the national level, a majority of schools typically enroll less than 40% of applicants.

A closer examination of existing program statistics can also help to illustrate student demand. Columbia University’s School of International Affairs typically receives around 2,000 applications every year for fall enrollment. These 2,000 applicants vie for approximately 350 places. Georgetown University’s Master of Science in Foreign Service limits its incoming class to 90 people and also receives around 2,000 applicants, making the average acceptance rate lower than 30%. The George Washington University’s Elliott School for International Affairs also typically receives around 2,000 applications for the 350 spaces that make up a class. Johns Hopkins University’s Nitze School of Advanced International Studies, like the other three schools previously

discussed, receives upwards of 1800 applications for 150 spaces in the Washington, D.C. campus and 100 more in the Bologna, Italy campus.

The University of California-Santa Barbara created a Master of Arts in Global and International Studies in 2006. Currently they enroll 15-20 students per year, a number they say will grow to 50 for their 2009 enrollment.

3. *societal need (For graduate, first professional, and baccalaureate professional programs, cite manpower needs in North Carolina and elsewhere.)*

UNC-Chapel Hill is situated less than 20 miles away from Research Triangle Park (RTP) the largest science park in North Carolina. There are over 170 companies located in RTP (as well as some U.S. federal agencies) and the nature of the work done there has made RTP globally prominent necessitating a workforce with international understanding and cultural sensitivity.

The University of California-Santa Barbara has a program in Global Studies and is therefore most similar to the program proposed in this document. As detailed above, the UCSB program was created in 2006 and enrolls 15-20 students per year, a statistic that is set to more than double in the coming year. Students in this program seek work and internships at an array of well known NGOs, think tanks and institutions. Some of the places that have employed Global Studies Master's candidates include: The Clinton Global Initiative, the Clinton HI/AIDS Initiative, the International Labor Rights Fund, International Crisis Group, the State Department's Bureau of South Eastern European Affairs, Human Rights Watch and the Carter Center.

Think tanks and non-profit organizations such as the Council of Foreign Relations, the Center for Strategic and International Studies, the Rand Corporation, the Cato Institute and the Brookings Institution, are just the tip of the iceberg in terms of institutions with a global and international scope that need educated people. Since September 11, 2001 the call for people with international experience and cultural knowledge has increased substantially, as have budgets and mandates to make sure such people are discovered and recruited into the intelligence community.

We also anticipate that our program in Global Studies will attract applicants world-wide from a cohort similar to the Humphrey Fellows Program that, until recently, was housed in UNC-Chapel Hill's Department of Public Policy. These will be mid-level managerial and research individuals from both the public and private sector in search of further training to deal effectively with global issues of importance in their own fields, and who will return to governmental and corporate service when the degree is completed.

4. *impact on existing undergraduate and/or graduate academic programs of your institution. (e.g., Will the proposed program strengthen other programs? Will it stretch existing resources? How many of your programs at this level currently fail to meet Board of Governors' productivity criteria? Is there a danger of proliferation of low-productivity degree programs at the institution?)*

The proposed MA will strengthen the already thriving undergraduate global studies program as graduate students contribute their ideas and their time as teaching assistants to those within the undergraduate program. Existing resources will not be stretched as the creation of this degree program will require an operating budget increase in the Curriculum to cover costs. We anticipate admitting 10 students per year to the Global Studies MA program. Since the program will take no more than two years to complete,

the maximum number of students enrolled in the program will not exceed 20. The Curriculum in International and Area Studies has always operated in a multidisciplinary fashion, drawing upon courses, faculty expertise, and faculty advising from a wide range of other departments and programs. With the MA program such interaction will be taken to a higher level of intellectual engagement. Several programs are already excited about the creation of the Global Studies MA and we are currently in discussion with them as to how they might collaborate with CIAS and, in turn, how the courses offered within our MA program might benefit their students as well.

B. Discuss potential program duplication and program competitiveness.

1. Identify similar programs offered elsewhere in North Carolina. Indicate the location and distance from the proposing institution. Include a) public and b) private institutions of higher education.

The programs offered at other universities in North Carolina (Duke, NCSU and ECU) are completely dissimilar to the program discussed in this proposal, thus negating competition and strengthening the already established inter-institution registration between Duke, NCSU and UNC-Chapel Hill that allows students to choose classes at another university that might better complete the area that interests them most. The program in Global Studies at UNC-Chapel Hill marries both academic experiences with first hand experiences since students will study and hold internships abroad. We will build upon our existing strategic partners in Asia and Europe and, over time, develop new partnerships in Africa and Latin America.

Duke University (Private Institution) located 11 miles away from UNC-Chapel Hill in Durham as a Master's program in International Development Policy that is designed for mid-career professionals who plan to dedicate their careers to policy making and public service in and for developing and transitioning countries. This differs from the proposed program in scope, focus, and degree requirements.

North Carolina State University (Public Institution) located 25 miles away from UNC-Chapel Hill in Raleigh has a Master's of International Studies. The degree is a 36 credit hour, multidisciplinary non-thesis degree program. 15 of the 36 credit hours are core based work. One class from the fields of International Relations, Comparative Politics/Societies, International Law and Organization, International Economy/Development and Cross Cultural Communications. In addition students must take 12-15 credit hours of program specializations. These fields include: Security Studies, Anthropology, Business/Economics, Business/Technology, Education/Cross-Cultural Counseling, History, Middle East/Islam, Public Administration and Parks, Recreation and Tourism. The degree proposed in this document differs from NCSU's MIS in many key ways. First because it is a Master's in Global Studies it focuses on global change and the ways in which global patterns are being shaped and reshaped. The areas of concentration for this degree include: Global Economy and Global Work, Global Circulation of Arts and Culture, Global Migration, Social Justice and Human Rights, and Global Health and Environment. There is also more of a focus on research. Students must produce research papers of publishable quality that they will defend orally.

East Carolina University (Public Institution) located 108 miles away from UNC-Chapel Hill in Greenville also offers a Master of Arts in International Studies. This program focuses mainly on the process and dynamics of international intercultural understanding. The program centers on preparing its graduate for interacting more effectively with

people from other cultures. This focus differs greatly from the focus of the Global Studies MA proposed at UNC-Chapel Hill.

2. *Indicate how the proposed new degree program differs from other programs like it in the University. If the program duplicates other UNC programs, explain a) why is it necessary or justified and b) why demand (if limited) might not be met through a collaborative arrangement (perhaps using distance education) with another UNC institution. If the program is a first professional or doctoral degree, compare it with other similar programs in public and private universities in North Carolina, in the region, and in the nation.*

This program would be unique to the University.

- C. *Enrollment (baccalaureate programs should include only upper division majors, juniors and seniors).*

Headcount enrollment

Show a five-year history of enrollments and degrees awarded in similar programs offered at other UNC institutions (using the format below for each institution with a similar program); indicate which of these institutions you consulted regarding their experience with student demand and (in the case of professional programs) job placement. Indicate how their experiences influenced your enrollment projections.

Institution: _____
Program Title: _____

	(year)	(year)	(year)	(year)	(year)
Enrollment					
Degrees-awarded					

Use the format in the chart below to project your enrollment in the proposed program for four years and explain the basis for the projections:

	Year 1 (2010__ - 2011__)	Year 2 (2011- _2012__)	Year 3 (19__ - __)	Year 4 (19__ - __)
Full-time	10	20		
Part-time				
TOTALS				

Please indicate the anticipated steady-state headcount enrollment after four years:

Full-time 20 Part-time _____ Total 10 per yr for a total of 20 students enrolled in the 2-yr MA degree _____

SCH production (upper division program majors, juniors and seniors *only*, for baccalaureate programs).

Use the format in the chart below to project the SCH production for four years. Explain how SCH projections were derived from enrollment projections (see UNC website for a list of the disciplines comprising each of the four categories).

Year 1	Student Credit Hours		
Program Category	UG	Masters	Doctoral
Category I		10 students x 18 credit hrs=180	
Category II			
Category III			
Category IV			

Year 2	Student Credit Hours		
Program Category	UG	Masters	Doctoral
Category I		20 students x 18 credit hrs=360	
Category II			
Category III			
Category IV			

Year 3	Student Credit Hours		
Program Category	UG	Masters	Doctoral
Category I		20 students x 18 credit hrs=360	
Category II			
Category III			
Category IV			

Year 4	Student Credit Hours		
Program Category	UG	Masters	Doctoral
Category I		20 students x 18 credit hrs=360	
Category II			
Category III			
Category IV			

III. PROGRAM REQUIREMENTS AND CURRICULUM

A. Program Planning.

1. List the names of institutions with similar offerings regarded as high quality programs by the developers of the proposed program.

University of California, Santa Barbara; Sophia University (Tokyo, Japan); Erasmus Mundi MA [joint degree from University of Leipzig (Germany), London School of Economics (UK), University of Vienna (Austria), and University of Wroclaw (Poland)].

2. List other institutions visited or consulted in developing this proposal. Also discuss or append any consultants' reports, committee findings, and simulations (cost, enrollment shift, induced course load matrix, etc.) generated in planning the proposed program.

School of Global Studies, Arizona State University; Sophia University (Tokyo); the newly established Consortium in Global Studies Graduate Education including institutions from Africa, Latin America, Asia, Europe, and North America. We have also consulted on an ongoing basis with our strategic partner institutions Kings College London and the National University of Singapore where we plan to place students for a semester in the second year of the MA.

B. Admission. List the following:

1. Admissions requirements for proposed program (indicate minimum requirements and general requirements).

All applicants must meet the minimum requirements for admission to the Graduate School including a four-year degree from an accredited university or its equivalent and a B average or better in their undergraduate career. Prior experience, academic or work-related, dealing with Global Issues will be an asset.

2. Documents to be submitted for admission (listing or sample).

Transcript of undergraduate work.

GRE and TOEFL (for applicants without a degree from an English speaking institution) scores.

Three letters of recommendation.

Statement of purpose.

Two writing samples.

C. Degree requirements. List the following:

1. Total hours required.

30 semester hours, 24 of which must be taken in residence.

Major. Minor.

2. Proportion of courses open only to graduate students to be required in program (graduate programs only).

One half.

3. Grades required.

The graduate grading scale at UNC Chapel Hill will be used for the proposed program. Students must maintain academic eligibility through receiving passing grades of no more than 9.0 hours of Low Pass grades during their academic career in the program.

4. Amount of transfer credit accepted.

The Graduate School allows up to 20% of the course credit required for a master's degree to be transferred in from another institution or through summer coursework. Such transfer credit will only be accepted upon review by the Global Studies MA faculty.

5. Other requirements (e.g. residence, comprehensive exams, thesis, dissertation, clinical or field experience, "second major," etc.).

See section D below for a more complete description of the curriculum. Basic requirements for all students enrolled include:

Minimum residence of two full semesters.

Comprehensive examination.

A research paper of publishable quality.

An oral defense of the paper.

A semester's worth of work overseas, either through an internship or courses at a partner university or a combination of internship/courses.

6. Language and/or research requirements.

- 7.

At least three years foreign language study or the equivalent.

7. Any time limits for completion.

All graduate students at UNC Chapel Hill are allowed five years to complete a master's degree from the point of matriculation.

- D. List existing courses by title and number and indicate (*) those that are required. Include an explanation of numbering system. List (under a heading marked "new") and describe new courses proposed

The following courses will be new and comprise the core of the Global Studies MA degree. The numbering system is in line with graduate courses in existing programs at UNC-Chapel Hill. In addition students must prepare a coherent plan of study by the first week of their second semester that indicates the rationale for their area of concentration and the role the courses they have selected play in deepening their Global Studies degree. In this way, we try to provide a great deal of freedom for students to enroll in courses they choose beyond those required, to develop a coherent and integrated program that fulfills their personal and professional objectives. Students are also required to complete at least one methods course in an appropriate department that meets the specific academic and professional goals of the student.

CORE COURSES

INTS 600/700 Introduction to Research and Theory in Global Studies*

INTS 601/701 Global Studies in Historical Perspective*

INTS 602/702 Global Studies, Culture, Identity, and Nature*

INTS 603/703 Global Studies and Global Political Economy*

INTS 604/704 Institutions and Practices in Global Studies*

RESEARCH AND METHODS COURSES

INTS 607/707 Research Writing Credit*

INTS 611/711 Global Studies Research Colloquium*

INTS 613/713 International Internship or Research*

MA examinations will comprise a comprehensive oral examination, a research paper of publishable quality, and an oral defense of the paper.

Master's students are required to complete a minimum program residence credit of two full semesters either by full-time registration or by part-time registration over several semesters. Students in the Global Masters Program complete 9-12 credit hours overseas, either through an internship or courses at a partner university or a combination of internship/courses.

Students must prepare a coherent plan of study by the first week of their second semester that indicates the rationale for their area of concentration and the role the courses they have selected play in deepening their Global Studies degree. In this way, we try to provide a great deal of freedom for students to enroll in courses they choose (beyond INTS 600/700, 601/701, and 603/703), to develop a coherent and integrated program that fulfills their personal and professional objectives. Students are also required to complete at least one methods course in an appropriate department that meets the specific academic and professional goals of the student.

First Semester:

INTS 600/700 Intro to Research and Theory in Global Studies (3 cr)
Global Studies examines world systems, transnational processes, and global-local interactions from perspectives informed by a number of disciplines. This course will introduce students to current interdisciplinary theoretical approaches to global studies, as well as examine the primary foci of contemporary research in relating to the rise of a complex but increasingly integrated world society.

INTS 601/701 Global Studies in Historical Perspective (3 cr)
Recent debates about globalization and its consequences are situated in an in-depth reading of world systems and historical rounds of global reach. The course will focus on empires, economic networks, cultural transmission, and environmental change.

INTS 611/711 Global Studies Research Colloquium (3 cr)
This colloquium will provide students the opportunity to formulate their own research interests relating to the processes and patterns of economic integration, citizenship and human rights, and cultural integration and fragmentation in their chosen area of concentration by presenting their developing conceptual frameworks to their fellow students and the Global Studies faculty for critique. In the Spring semester of each year the colloquium will be coordinated with the visiting speakers for Great Decisions and with the Humphrey Fellows Seminar to take advantage of their practical experience and theoretical perspectives from around the world in shaping the students' own research.

Second Semester:

INTS 611/711 Global Studies Research Colloquium (3 cr)

1 methods course pertinent the student's concentration in Global Economy/Global Work, Global Circulation of Arts & Culture, Global Justice/Human Rights/Social Migration, or Global Health & Environment. (3 cr)

1 elective in the student's area of concentration chosen either from INTS 702, 703, 704 (described below) or from over one hundred existing courses at the graduate level that students

could draw upon from departments such as Anthropology, African and African American Studies, Asian Studies, Communication Studies, Geography, History, Music, Political Science, Economics, Romance Languages, Comparative Literature, Sociology, and the schools of Business and Public Health. This does not include special topics courses that most of these departments and others offer on a one-time basis that would also be appropriate for elective credit for Global Studies MA students.

INTS 602/702 Global Studies, Culture, Identity, and Nature (3 cr)

This course is a topical course organized around the general themes of culture, identity, and nature, but structured each year around specific themes and systems selected by the faculty member of record. The course will deal with cultural formations, Fourth World struggles, movements for ecological defense, and institutions and practices of cultural protection.

INTS 603/703 Global Studies and Global Political Economy (3 cr)

The global shift in manufacturing and service industries, and the globalization of food systems and primary resource trade, will be the focus of this advanced course on the political economy of development in global context. The course will introduce students to the evolving parameters of the global political economy.

INTS 604/704 Institutions and Practices in Global Studies (3 cr)

This course examines how the world community has been organized during an intense period of neoliberal globalization that began in the late 20th Century. In examining global governance, this course focuses on the interactions among states, international organizations (such as the UN, WTO, IMF, and World Bank), business, social movements and NGOs in determining “global public policy.” Various cases will be selected to indicate the power relations at work in determining policy outcomes and arranging a hierarchy of global institutions.

Third Semester:

INTS 613/713 The third semester of the MA will be comprised of course work, research, and/or internship conducted abroad at one of our strategic partner institutions. The individual student’s combination of course work, research, and internship will receive prior approval from the Global Studies faculty. (9 cr)

Fourth Semester:

INTS 611/711 Graduate Research Colloquium (3 cr)

INTS 607/707 Research Writing Credit (6 cr)

UNC HONORS OPTION

For students who have completed an Honors Thesis with distinction in the Curriculum in International and Area Studies, who have completed three of the core MA courses as part

of their program, and with permission of the admissions committee, it will be possible to complete the MA degree in one year (Fall, Spring, and Summer semester).

IV. FACULTY

- A. List the names of persons now on the faculty who will be directly involved in the proposed program. Provide complete information on each faculty member's education, teaching experience, research experience, publications, and experience in directing student research, including the number of theses and dissertations directed for graduate programs. The official roster forms approved by SACS can be submitted rather than actual faculty vita.

The following faculty all have joint appointments in the Curriculum in International and Area Studies as currently configured. As such they are already engaged in research and teaching with a global studies orientation. Seven of the faculty listed were specifically hired to provide half of their teaching in the Curriculum. Since there are currently no faculty lines in the Curriculum each of these faculty members has a tenure home in a disciplinary unit. With the emergence of the MA program in Global Studies we anticipate hiring faculty members with degrees in the field in the future. While the initial launching of the MA program will most likely take place within the current Curriculum structure, CIAS has proposed becoming a Department of Global and International Studies with all the rights and responsibilities of a department regarding faculty lines, recruitment, selection, identification, and selection of faculty.:

Sahar Amer, Professor of Asian Studies

Deborah Bender, Clinical Professor of Health Policy and Administration

Chad Bryant, Associate Professor of History

Renne A. Craft, Assistant Professor of Performance Studies in Communication Studies

Mark Driscoll, Assistant Professor of Asian Studies

Hannah Gill, Assistant Director and Research Associate, Institute for the Study of the Americas

Banu Gokarikel, Assistant Professor of Geography

Liesbet Hooghe, Professor of Political Science

Arne Kalleberg, Kenan Distinguished Professor of Sociology

Nina Martin, Assistant Professor of Geography

Christopher Nelson, Associate Professor of Anthropology

Andrew Reynolds, Associate Professor of Political Science

Graeme Robertson, Assistant Professor of Political Science

Eunice Sahle, Assistant Professor of African and Afro-American Studies

Mark Sorenson, Assistant Professor of Anthropology

Niklaus Steiner, Assistant Professor, Executive Director, Center for Global Initiatives

Michael Tsin, Associate Professor of History

Milada Vachudova, Associate Professor of Political Science

John Pickles, Earl N. Phillips Distinguished Professor of International Studies

Adam Versenyi, Milly S. Barranger Distinguished Term Professor of Dramatic Art and Chair of the Curriculum in International and Area Studies

Jonathan Weiler, Director of Undergraduate Studies and Adjunct Assistant Professor of International and Area Studies

- B. Estimate the need for new faculty for the proposed program over the first four years. If the teaching responsibilities for the proposed program will be absorbed in part or in whole by the present faculty, explain how this will be done without weakening existing programs.

We estimate the need for 3 new lecturers and 3 new embedded faculty lines in as a minimum to be able to launch the program. By creating the lecturer positions, which will be responsible for covering the core courses of the undergraduate curriculum, we will be able to free up the existing joint faculty members in CIAS so that they will be able to teach upper-level undergraduate and graduate-level courses.

- C. If the employment of new faculty requires additional funds, please explain the source of funding.

We are currently in consultation with the College of Arts & Sciences regarding this matter.

- D. Explain how the program will affect faculty activity, including course load, public service activity, and scholarly research.

Faculty course load and ability to engage in public service should not be affected adversely by the proposed program. Scholarly research should be enhanced since faculty should be able to engage with graduate students about their own research.

V. **LIBRARY**

- A. Provide a statement as to the adequacy of present library holdings for the proposed program.

Current library holdings are adequate for the proposed program.

- B. State how the library will be improved to meet new program requirements for the next five years. The explanation should discuss the need for books, periodicals, reference material, primary source material, etc. What additional library support must be added to areas supporting the proposed program?

Other than the ongoing development necessary to remain current in any field, existing library resources should be sufficient at this time.

- C. Discuss the use of other institutional libraries.

The existing reciprocal arrangements between Duke, NC State, NCCU, as well as the use of Inter-Library Loan should all be of benefit to students and faculty in the proposed program.

VI. FACILITIES AND EQUIPMENT

- A. Describe facilities available for the proposed program.

The Curriculum in International and Area Studies currently occupies a suite of six offices in the Fed Ex Global Education Center at UNC Chapel Hill. CIAS makes use of a number of classrooms in the GEC, including a large lecture hall. International Studies courses are also taught in classrooms across the campus.

- B. Describe the effect of this new program on existing facilities and indicate whether they will be adequate, both at the commencement of the program and during the next decade.

This new program will strain the existing facilities used by CIAS for both faculty offices and classroom space. As the unit grows in faculty and attendant personnel, and as student enrollment increases, new office and classroom space will become necessary.

- C. Discuss any information technology services needed and/or available.

UNC Chapel Hill already supplies a high level of information technology services that will be utilized for this program. Video conferencing facilities exist in the Global Education Center, but are already heavily used. The introduction of this new program will probably necessitate an expansion of such facilities.

- D. Discuss sources of financial support for any new facilities and equipment.

We are currently in discussion with the College of Arts & Sciences regarding this matter.

VII. ADMINISTRATION

Describe how the proposed program will be administered, giving the responsibilities of each department, division, school, or college. Explain any inter-departmental or inter-unit administrative plans. Include an organizational chart showing the "location" of the proposed new program.

The Global Studies MA will be administered by the Curriculum in International and Area Studies at its inception and later by the proposed Department of Global and International Studies. As such it will be part of the Division of Social Sciences in the College of Arts & Sciences at UNC Chapel Hill.

VIII. ACCREDITATION

Indicate the names of all accrediting agencies normally concerned with programs similar to the one proposed. Describe plans to request professional accreditation. If the proposed new degree program is at a more advanced level than those previously authorized or if it is in a new discipline division, was SACS notified of a potential "substantive change" during the planning process? If

so, describe the response from SACS and the steps that have been taken to date with reference to the applicable procedure.

The MA in Global Studies will not be externally accredited by a separate body. The University's SACS accreditation will cover this level and type of curricular program.

IX. SUPPORTING FIELDS

Are other subject-matter fields at the proposing institution necessary or valuable in support of the proposed program? Is there needed improvement or expansion of these fields? To what extent will such improvement or expansion be necessary for the proposed program?

CIAS has good links with the international and areas studies centers that are also housed within the Fed Ex Global Education Center. We also have strong ties and work collaboratively with departments such as Anthropology, African and African American Studies, Asian Studies, Communication Studies, Geography, History, Music, and Political Science. Our proposed MA program will not require improvement or expansion of these fields.

X. ADDITIONAL INFORMATION

Include any additional information deemed pertinent to the review of this new degree program proposal.

All pertinent information has been provided.

XI. BUDGET

Provide estimates (using the attached form) of the additional costs required to implement the program and identify the proposed sources of the additional required funds. *Use SCH projections (section II.C.) to estimate new state appropriations through enrollment increase funds.* Prepare a budget schedule for each of the first three years of the program, indicating the account number and name for all additional amounts required. Identify EPA and SPA positions immediately below the account listing. New SPA positions should be listed at the first step in the salary range using the SPA classification rates currently in effect. Identify any larger or specialized equipment and any unusual supplies requirements.

For the purposes of the second and third year estimates, project faculty and SPA position rates and fringe benefits rates at first year levels. Include the continuation of previous year(s) costs in second and third year estimates.

Additional state-appropriated funds for new programs may be limited. Except in exceptional circumstances, institutions should request such funds for no more than three years (e.g., for start-up equipment, new faculty positions, etc.), at which time enrollment increase funds should be adequate to support the new program. Therefore it will be assumed that requests (in the "New Allocations" column of the following worksheet) are for one, two, or three years unless the institution indicates a continuing need and attaches a compelling justification. However, funds for new programs are more likely to be allocated for limited periods of time.

SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM/TRACK

INSTITUTION _____ DATE _____
 Program (API #, Name, Level) _____
 Degree(s) to be Granted _____ Program Year _____

ADDITIONAL FUNDS REQUIRED - BY SOURCE

	Reallocation Present Institutional Resources	Enrollment Increase Funds	Federal Other (Identify)	New Allocations	Total
101 Regular Term Instruction					
1210 SPA Regular Salaries (Identify positions)	\$ _____ (_____) (_____)	\$ _____ (_____) (_____)	\$ _____ (_____) (_____)	\$ _____ (_____) (_____)	\$ _____ (_____) (_____)
1310 EPA Academic Salaries	\$ _____ (_____) (_____)	\$ _____ (_____) (_____)	\$ _____ (_____) (_____)	\$ _____ (_____) (_____)	\$ _____ (_____) (_____)
1810 Social Security	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
1820 State Retirement	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
1830 Medical Insurance	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
2000 Supplies and Materials (Identify)	\$ _____ (_____) (_____) (_____)	\$ _____ (_____) (_____) (_____)	\$ _____ (_____) (_____) (_____)	\$ _____ (_____) (_____) (_____)	\$ _____ (_____) (_____) (_____)
3000 Current Services (Identify)	\$ _____ (_____) (_____) (_____)	\$ _____ (_____) (_____) (_____)	\$ _____ (_____) (_____) (_____)	\$ _____ (_____) (_____) (_____)	\$ _____ (_____) (_____) (_____)
4000 Fixed Charges (Identify)	\$ _____ (_____) (_____) (_____)	\$ _____ (_____) (_____) (_____)	\$ _____ (_____) (_____) (_____)	\$ _____ (_____) (_____) (_____)	\$ _____ (_____) (_____) (_____)
5000 Capital Outlay (Equipment) (Identify)	\$ _____ (_____) (_____) (_____)	\$ _____ (_____) (_____) (_____)	\$ _____ (_____) (_____) (_____)	\$ _____ (_____) (_____) (_____)	\$ _____ (_____) (_____) (_____)
TOTAL - Regular Term Instruction	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
151 Libraries					
(Identify accounts)	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____
TOTAL - Libraries	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
TOTAL ADDITIONAL COSTS...	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____

NOTE: Accounts may be added or deleted as required.

XII. EVALUATION PLANS

All new degree program proposals must include an evaluation plan which includes: (a) the criteria to be used to evaluate the quality and effectiveness of the program, (b) measures to be used to evaluate the program), (c) expected levels of productivity of the proposed program for the first four years of operation (number of graduates), (d) the names, addresses, e-mail addresses, and telephone numbers of at least three persons (six reviewers are needed for graduate programs) qualified to review this proposal and to evaluate the program once operational, and (e) the plan and schedule to evaluate the proposed new degree program prior to the completion of its fifth year of operation once fully established.

PROGRAM EVALUATION FORMAT

A. Criteria to be used to evaluate the proposed program:

B. Measures to be used to evaluate the program:

C. Projected productivity levels (number of graduates):

<u>Level</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>TOTALS</u>
B	_____	_____	_____	_____	_____
M	<u> 0 </u>	<u> 10 </u>	<u> 10 </u>	<u> 10 </u>	<u> 30 </u>
I/P	_____	_____	_____	_____	_____
D	_____	_____	_____	_____	_____

(Key: B-Bachelor's, M-Master's, I/P-Intermediate or Professional, D-Doctoral)

D. Recommended consultant/reviewers: Names, titles, addresses, e-mail addresses, and telephone numbers. May not be employees of the University of North Carolina.

E. Plan for evaluation prior to fifth operational year.

XIII. REPORTING REQUIREMENTS

Institutions will be expected to report on program productivity after one year and three years of operation. This information will be solicited as a part of the biennial long-range planning revision.

Proposed date of initiation of proposed degree program: _____

This proposal to establish a new degree program has been reviewed and approved by the appropriate campus committees and authorities.

Chancellor: _____

MEMORANDUM

TO: Bobbi Owen, Senior Associate Dean for Undergraduate Education

FROM: Erika Lindemann, Interim Associate Dean for Undergraduate Curricula

DATE: April 6, 2009

SUBJECT: What is a major for the BA degree?

I request that the Administrative Boards of the General College and College of Arts and Sciences define the minimum and maximum number of courses and credit hours that comprise a major for the bachelor of arts degree in the College of Arts and Sciences. Currently, no authoritative policy document contains such a definition, yet it is necessary for several reasons:

- Major grade point averages are computed on the basis of the number of courses in the major.
- All majors require students to earn grades of C or better in at least 18 hours in the major, but it can be unclear to what courses this regulation applies
- Since more than half of the courses and credit hours for a major must be unique or exclusive to the major and not double counted or shared with a second major, it is necessary to know how many courses make up the major in order to compute “half.”
- Defining the major is necessary in order to determine which courses lie outside the major and can potentially be used to satisfy the Supplemental Education requirement (three courses numbered above 199 and offered in each of the three divisions of the College of Arts and Sciences outside the major field of study).
- Custom and tradition define the major for the bachelor of arts degree as eight to ten courses. At the same time, some units require students to take an additional course or courses before entering the so-called “major core”; such gateway courses may also have their own prerequisites. The function of a gateway course is to insure that students have

adequate preparation for the major, but these courses also increase the number of courses students must take to fulfill major requirements. Honors thesis courses count toward the major core in some units but not in others. Courses that are cross-listed between a student's major and another unit count toward the major, but this regulation is a matter of tradition, not documented policy.

Following discussions with Dean Carolyn Cannon and the senior advisors in the Academic Advising Program, I seek the approval of the Administrative Boards for the following recommendations:

1. To define the major core for the bachelor of arts degree in the College of Arts and Sciences as eight to ten courses or a maximum of 35 credit hours. This core forms the basis for computing a student's grade point average in the major and determines whether or not more than half of the courses/hours in the major are unique to the major and are not double counted across majors or between the major and the minor.
2. To permit one course (a maximum of four credit hours) to serve as a gateway for majors for bachelor of arts degrees in the College of Arts and Sciences. Such a gateway to the major differs from a common or "core" course or courses that all majors must complete, in that a gateway course is often taken as an exploratory or preparatory first course. It is often, but not always, a prerequisite to all or most of the courses in the major proper. A gateway course shall not be counted among the eight to ten courses making up the major, shall not be counted in computing the grade point average for a student's major, and may be used to satisfy the supplemental education requirement if the course is numbered above 199 and satisfies divisional distribution requirements.
3. Some majors for the bachelor of arts degree in the College of Arts and Sciences give students the option of selecting courses from lists of approved courses, or require students to take additional courses, offered by units outside the school, department, or curriculum in which the student is majoring. Courses from these lists may be used to satisfy the supplemental education requirement, so long as they are not being used to satisfy the major, are numbered above 199, and are appropriately distributed across divisions of the College of Arts and Sciences.
4. Units in the College of Arts and Sciences may determine whether or not honors thesis courses make up the major core of eight to ten courses or increase it. However, no more than one honors thesis course (three credit hours) may be used to increase the number of courses in the students' major, bringing the total number of courses to eleven courses.

TO: Administrative Boards of the General College and College of Arts and Sciences

FROM: Erika Lindemann, Interim Associate Dean for Undergraduate Curricula

Kenneth R. Janken, Director of Experiential Education

DATE: April 15, 2009

RE: Human Rights Cluster

We seek your approval to add the following cluster of courses focusing on human rights to the options available for students seeking to fulfill the Supplemental Education requirement for the bachelor of arts degree. The cluster was organized by Prof. Eunice Sahle, Department of African Studies and Afro-American Studies. Pending approval of SOCI 490, the cluster would become effective with the fall 2009 semester. As the *Undergraduate Bulletin* describes, “A cluster is a group of courses organized around a common theme and representative of different disciplinary approaches to defining and addressing an intellectual problem” (45). Students take a core course and two additional courses; the three courses drawn from the cluster must come from at least two divisions of the College of Arts and Sciences, and no more than one of the three courses may be counted toward the student’s primary major, secondary major, or minor. The courses may be taken in any order, though faculty strongly encourage students to take the core course first. The human rights cluster will be listed on the Office of Undergraduate Curricula’s Web site (<http://www.unc.edu/depts/uc/clusterintro.html>) with divisional appreciations following each course’s title:

Human Rights Cluster

The Human Rights Cluster has five main objectives:

- Interrogate the philosophical and historical origins of the concept of human rights.
- Examine the evolution of the international human rights regime in the post-1945 period.
- Explore the ways in which the normative underpinning of the notion, human right, has been used as a core frame by social movements and organizations—environmental, democratic, indigenous, labor, women, queer etc.—in a range of spatial scales (national, regional, and international).
- Examine the responses of states, regions, and institutions of global governance to the international human rights regime.
- Examine the growing debate on the diverse approaches to human rights in different cultural, religious, and historical contexts.

INTS 560 Human Rights, Ethics, and Global Issues (Core course) [SS]

AFAM 422 Human Rights and Democracy in African Diaspora Communities [SS]
AFRI 416 Human Rights and Social Justice Movements in Africa [SS]
ENTS 225 Water Resource Management and Human Rights [NS]
PHIL 282 Human Rights: Philosophical Interrogations [HM]
SOCI 490 Human Rights [SS] (pending approval, 04/49/09)
WMST 610 Feminism, Sexuality, and Human Rights (prerequisites) [HM]