



**ARIZONA STATE UNIVERSITY
PROPOSAL TO ESTABLISH A NEW GRADUATE DEGREE**

This template is to be used only by programs that have received specific written approval from the Provost's office to proceed with internal proposal development and review. A separate proposal must be submitted for each individual new degree program.

DEGREE PROGRAM

College/School(s) offering this degree: College of Liberal Arts and Sciences (CLAS)

Unit(s) within college/school responsible for program: School of Transborder Studies

If this is for an official joint degree program, list all units and colleges/schools that will be involved in offering the degree program and providing the necessary resources:

Proposed Degree Name: Master of Advanced Study in Transborder Studies

Master's Degree Type: Other

If Degree Type is Other, provide proposed degree type: Master of Advanced Study

and proposed abbreviation: MAS

Proposed title of major: Transborder Studies

Is a program fee required? Yes No

Requested effective term: Fall and year: 2011

(The first semester and year for which students may begin applying to the program)

PROPOSAL CONTACT INFORMATION

(Person to contact regarding this proposal)

Name: Carlos Velez-Ibanez

Title: Director

Phone: 480 965-4908

email: carlos.velez-ibanez@asu.edu

DEAN APPROVAL

This proposal has been approved by all necessary unit and College/School levels of review, and the College/School(s) has the resources to offer this degree program. I recommend implementation of the proposed degree program. (Note: An electronic signature, an email from the dean or dean's designee, or a PDF of the signed signature page is acceptable.)

College Dean Name: Linda Lederman

(See attached approval page)

College Dean Signature _____ **Date:** _____

College Dean name:

(If more than one college involved)

College Dean Signature _____ **Date:** _____

**ARIZONA STATE UNIVERSITY
PROPOSAL TO ESTABLISH A NEW GRADUATE DEGREE**

This proposal template should be completed in full and submitted to the University Provost's Academic Council [<mailto:curriculum@asu.edu>]. It must undergo all internal university review and approval steps including those at the unit, college, and university levels. A program **may not** be implemented until the Provost's Office notifies the academic unit that the program may be offered.

DEGREE PROGRAM INFORMATION

Master's: Other

**If Degree Type is Other, provide proposed degree type: Master of Advanced Study
and proposed abbreviation: MAS**

Proposed title of major: Transborder Studies

1. PURPOSE AND NATURE OF PROGRAM

A. Brief program description (This is a catalog type description of no more than 250 words. Include the distinctive features of the program that make it unique. Do not include program or admission requirements.)

The Master of Advanced Study in Transborder Studies is designed for the post-baccalaureate professional who seeks training in an integrated program that also provides for differentiation to a limited extent via three (3) thematic options. The course of study is designed to provide a cohesive and wholistic program of learning that focuses on the complex economic, political, ecological, social, and cultural issues of a co-evolving border region of the southwest North American region of the United States and Mexico. Students will be required to engage in an intensive internship process in which they will attempt to apply their learning. The program will also provide for a choice to explore one of the following three areas more deeply:

1. **Transborder Migration, Health and Applied Social Policy (TMHASP)**, which provides students with theoretical and applied frameworks for understanding border communities in the areas of migration, health, education, environment, and other areas affecting social development;
2. **Transborder Media and Expressive Culture (TMEC)**, which provides students with an interdisciplinary understanding of how representation, interpretation and language shape, and are shaped by, Chicana/o, Mexican, and Latina/o culture in a transborder context; and
3. **Transborder Culture, Language, and Learning (TCLL)**, which focuses on the interrelated processes of cultural emergence, language development, and learning as they interact with each other in conjunction with the development of mathematical and scientific reasoning skills, literacy skills, and critical thinking in the transborder context.

An innovative, yearlong, three-part internship is a key component of this program of study. The internship furthers the program mission's commitment to the University's aspirations, to leverage our place, transform society, value entrepreneurship, conduct use-inspired research, enable student success, fuse intellectual disciplines, be socially embedded, and to engage globally. It also reflects the program's mission to the transborder region as a space and place for study by providing students opportunities to situate themselves in this space for an extended period of time engaged in situated learning experiences related to their professional interests within the program's priorities. During this extended internship (one internship placement each in the fall, spring, and summer semesters), students will focus their attention on achieving concrete goals

for their internships, set and agreed upon in consultation with internship faculty and site supervisor before the beginning of each internship, in each of the three thematic areas described above: (1) Transborder Migration, Health and Applied Social Policy, (2) Transborder Media and Expressive Culture, and (3) Transborder Culture, Language and Learning. Sites selected will reflect as closely as possible the thematic range and/or if desired a single thematic focus. Sites already will have been identified as part of the functions of two other units of the School: **The Community Action Board** and the **Sonoran Consortium**, each of which to different degrees interact directly with community, regional, and international venues. It is expected, however, that each student will be responsible for identified preferred sites as well, the final selection of which will be determined by the internship faculty and students.

Further, the internship context will provide English-dominant students with the opportunity to set and achieve goals to increase their capacity to use Spanish as a communicative tool for excellence working with Spanish-dominant persons. A similar expectation will be in place elsewhere in the program for native speakers of Spanish with regard to capacity-building to communicate proficiently using academic English. As achievement of full balanced bilingualism and biliteracy is a lifelong endeavor, bilingual speakers of Spanish and English will be expected to set communicative proficiency goals that will increase their capacity in both languages and to reach higher levels of proficiency in academic English and academic Spanish as tools for excellence in transborder knowledge creation and communication. Though the MAS program will not provide formal instruction in Spanish as a foreign language, Spanish for Native Speakers, or English as a Second language, program faculty and advisors will refer students who request language development instruction to appropriate resources elsewhere on- and off-campus.

For these reasons, an extended internship will provide a superior context for the development of deep understandings of the organizations and agencies in which students intern, as well as for the formation of sustainable connections between transborder academic learning and transborder applied research throughout the program of study. Internship goals and experiences will align closely with program priorities and working professional learners' generally accepted characteristics to want to learn what they know they need to learn and in settings that provide for their success. This scaffolding is the essence of exemplary practice according to established adult education theory (Knowles, 1980; Marsick & Watkins, 2002; Merriam, 2002; Hansman, 2001) that also connects transborder theory with service and social embeddedness (Overfield, 2007). (See attached TCL 601 Internship Syllabus for references).

There are no comparable MAS degrees offered in any Arizona institution and complements our Ph.D. that has been approved for recruitment in 2010. The MAS in Transborder Studies degree may be applied in educational institutions as part of graduate studies for advancement; Non-Governmental Organization (NGO) administration and management; public sector organizations, and private concerns such as electronic and media outlets. The degree program will be implemented initially in face-to-face modality. As the face-to-face program matures, an identical online version will be phased in to meet regional, national, and global demand.

B. Total credit hours required for the program: 30

C. Are any concentrations to be established under this degree program? Yes No

- 2. PROGRAM NEED.** Explain why the university needs to offer this program (include data and discussion of the target audience and market).

There exists a demand by numerous constituencies, including students from other graduate programs in the United States, Mexico, and Latin America, who desire an academically integrated and applied approach to the study of the myriad of transborder issues facing a rapidly globalizing continent. These potential students from education, health sciences, other social sciences, media and literature demand a high quality program of preparation and training that is interdisciplinary and applied. Students interested in policy issues and development of the border region, as well as students interested in the creation, construction, and development of mediums of cultural representation, have inquired as to the availability of such a program at the graduate level. The proposed degree is attractive and needed for those in the academia, as advanced degrees for teacher advancement, and in public and private sectors, including business, government, NGOs, and transnational agencies working across regional and national boundaries.

- 3. **IMPACT ON OTHER PROGRAMS.** List other academic units that might be impacted by the proposed program and describe the potential impact (e.g., how the implementation of this program might affect student headcount/enrollment, student recruitment, faculty participation, course content, etc. in other programs). Attach letters of collaboration/support from impacted programs.

There is not an existing Master of Advanced Study in Transborder Studies degree program in the university system so no impact is predicted.

- 4. **PROJECTED ENROLLMENT** How many new students do you anticipate enrolling in this program each year for the next five years? Please utilize the following tabular format.

5-YEAR PROJECTED ANNUAL ENROLLMENT					
	1 st Year	2 nd Year (Yr 1 continuing + new entering)	3 rd Year (Yr 1 & 2 continuing + new entering)	4 th Year (Yrs 1, 2, 3 continuing + new entering)	5 th Year (Yrs 1, 2, 3, 4 continuing + new entering)
Number of Students Majoring (Headcount)	12	24	30	30	30

5. **STUDENT LEARNING OUTCOMES AND ASSESMENT**

- A. **List the knowledge, competencies, and skills** students should have when they graduate from the proposed degree program. (You can find examples of program Learning Outcomes at <http://www.asu.edu/oue/assessment.html>).

All students will:

- Develop a deep understanding of the co-evolving dynamics of the southwest North American region of the United States and Mexico.
- Explore knowledge of the most pertinent theoretical and methodological approaches to the study of transborder and transnational contexts and the application of that knowledge to the solution of pertinent issues;
- Examine first-hand knowledge and theories learned in the classroom for their wider impact in transnational, globalized settings (Especially through internship).
- Evaluate and apply knowledge and inquiry methods from an academic discipline to real life in transnational, globalized settings (Especially through internship).
- Design and develop research in one or more optional areas of interest;
- Carry out timely field research or media and literary analysis;
- Create pedagogical models, units of learning, and assessment protocols for the communication of learned concepts, theories, and methods;

- Communicate their findings, creations, or productions to an academic and community public.
- Expand capacity in self-directed learning for transnational, globalized contexts (Especially through internship).
- Develop relevant work competencies, explore career interests, and form networks for professional growth in transnational, globalized contexts (Especially through internship).

B. Describe the plan and methods to assess whether students have achieved the knowledge, competencies and skills identified in the Learning Outcomes. (You can find examples of assessment methods at (<http://www.asu.edu/oue/assessment.html>)).

We will employ performance and portfolio assessment strategies to evaluate students' progress toward achieving the program's learning outcomes.

Portfolio assessment. Students' progress will be assessed through portfolio assessment strategies. Over the course of this program of study, each student will collect a working portfolio of the products from all courses taken, including papers written, research proposed and carried, and other creative products. From that working portfolio they will select those artifacts that represent their best work or prioritize the artifacts of their working portfolio, if they prefer to include all artifacts in their showcase portfolio. Students will present this showcase portfolio publicly, and faculty will assess it according to the student's demonstrated ability to (1) explain a transborder, transnational topical issue coherently and comprehensively, (2) synthesize the transborder issue in a larger scholarly and practical context, (3) distinguish among various theoretical and methodological approaches to understanding this issue, (4) articulate and defend the practical and scholarly significance of the issue, and (5) demonstrate the ability to articulate a cogent analysis of the issue. Students may opt to include any of the following in their showcase portfolio: papers submitted and/or accepted for publication, creative products such as films, videos, and performance renditions, training curricula, project narratives, and similar documents.

Performance assessment. Student performance will be assessed formatively and summatively through an iterative process that will include the application of pre-determined rubrics that are transparent to the student. These rubrics will govern assessment of signature and other assignments and artifacts students produce in each of the courses in this program of study, including but not limited to assignments, exams, tests, reports, policy briefs, performances, and creative products, such as multimedia products, videos, or other media. The culmination of the program of study is in a capstone course, through which students will integrate all they have learned as it relates to their specific area of interest in transborder studies.

The signature assignment for the capstone course and the program will be a trio of presentations, in which students will demonstrate the ability to communicate research on a transborder issue of their choice to three different constituencies: academics, community members, and policymakers. This product will be evaluated through a peer-review process that will include members of each of these audiences.

Among the criteria to be assessed will be the student's ability to (1) cover the topic adequately, (2) synthesize a research problem in the broader context of multiple perspectives represented in the scholarly literature, as well as in practice, (3) articulate the advantages and disadvantages of various research approaches to understanding this problem, (4) rationalize both the practical and the scholarly significance of the problem, and (5) demonstrate a command of rhetorical skills required to communicate effectively to multiple audiences. Successful completion of the capstone course will demonstrate the ability of the students to successfully transmit their learning to multiple private and public audiences. Recognition of students' work from internal

and external bodies will especially be indicative of the high level of excellence the department expects of its graduate students.

Program assessment. Post graduation evaluation of placement, academic appointments, public and/or private sector employment in areas specific to the student's area of concentration will be used as one major means of evaluation of the program's success.

See attached syllabi for TCL 601 (Internship) and TCL 608 (Transmitting Transborder Studies to Public and Institutions) for additional information regarding the internship and capstone project descriptions and assessment.

- 6. ACCREDITATION OR LICENSING REQUIREMENTS (if applicable).** Provide the names of the external agencies for accreditation, professional licensing, etc. that guide your curriculum for this program, if any. Describe any requirements for accreditation or licensing.

None

7. FACULTY, STAFF AND RESOURCE REQUIREMENTS

A. Faculty

- i. Current Faculty.** List the name, rank, highest degree, area of specialization/expertise and estimate of the level of involvement of all current faculty who will teach in the program.
- Daniel Bernardi, Ph.D., American Culture Studies, Transborder Studies and Film and Media Studies, 25% (2009)
 - Maria Luz Cruz Torres, Ph.D., Anthropology, Transborder Studies and Program on Gender and Women, 25% (2009)
 - Marivel Danielson, Ph.D., Latin American Literature, Transborder Studies, 25%
 - Eileen Diaz McConnell, Ph.D., Sociology and Demography, Transborder Studies, 25%
 - Edward Escobar, Ph.D, History, Transborder Studies, 25%
 - Paul Espinosa, Ph.D., Anthropology, Transborder Studies, 25%
 - Gustavo Fischmann, Ph.D. Anthropology and Education, Transborder Studies, 25%
 - Desiree Garcia, Ph.D., Cultural Studies, Film, Media, Latina/o Populations, 25%
 - Hilda Garcia Pérez, Ph.D., Epidemiology, Transborder Studies, 25%
 - Matthew Garcia, Ph.D. History, Comparative Border Studies, 25%
 - Francisco Lara Valencia, Ph.D., Urban Planning, Transborder Studies, 25%
 - Lisa Magaña, Ph.D., Political Science, Transborder Studies, 25%
 - Amelia Malagamba, Ph.D., Latin American Studies, Transborder Studies & Art History, 15%
 - Miguel Montiel, Ph.D., Social Work, Emeritus, Transborder Studies, 25%
 - Carlos Ovando, Ph.D., Education, Transborder Studies, 25%
 - Marta E. Sanchez, Ph.D., Latin American Literature, Transborder Studies, 25%
 - Seline Szkupinski Quiroga, Ph.D., Anthropology, Transborder Studies, 25%
 - Elsie Szecsy, Ed.D., Education; Research, Assessment, and Evaluation Methods; eLearning Technology, Transborder Studies, 25%
 - Carlos Velez-Ibanez, Ph.D., Anthropology, Transborder Studies, 10%
 - (TBA), Culture, Language, and Learning Specialist, 25% (Present Search, 2010)
 - (TBA), Medical Anthropologist, 25% (Replacement, Present Search 2010).

- ii. **New Faculty.** Describe the new faculty hiring needed during the next three years to sustain the program. List the anticipated hiring schedule and financial sources for supporting the addition of these faculty.

See above

- iii. **Administration of the program.** Explain how the program will be administered for the purposes of admissions, advising, course offerings, etc. Discuss the available staff support.

This program is designed as a self-contained program that students will normally complete in a 12-month period. Classes taken outside this program cannot be used to meet the requirements for this degree, i.e. there are no elective courses, and courses taken elsewhere, either within ASU or at another institution, cannot be substituted for any course required for this degree. Specifically, the requirements include:

TCL 501 A Deep History of the United States/Mexico Borderlands I (3).

TCL 502 A Deep History of the United States/Mexico Borderlands II (3).

(Course sequence in the analysis of the Southwest North American Region from Pre-Hispanic periods to the present from a structural and materialist perspective with emphasis on human settlement, cultural production, political formation, and economic development.)

TCL 503 Epistemologies and Transborder Thought (3). This graduate seminar examines different approaches to the production and critique of knowledge relevant to transborder social, political, economic, cultural and institutional structures and processes. The complexity of these structures and processes require transdisciplinary methods of inquiry that go beyond a single set of disciplinary assumptions. Accordingly, this course will explore the transdisciplinary articulation of theory and method, and consider the strengths and limitations of various approaches and critiques.

TCL 504 Tools for Transborder Research (3). The focus of this graduate course is the selection of methods appropriate for transborder research. We will consider the pitfalls of conducting monodisciplinary research in a stratified, differentiated and multicausal world; the most robust methods used in various approaches; the main methodological obstacles to transdisciplinary research; and the challenges of using mixed methods.

TCL 505 Theories and Methods of Migration, Health and Applied Social Policy in a Transborder Context (3) (Option 1).

TCL 506 Theory and Methods of Transborder Media and Expressive Culture (3) (Option 2).

TCL 507 Theory and Methods of Transborder Cultural Acquisition, Language Development, and Learning (3) (Option 3). NEW.

TCL 601 Internship (3 semesters). Supervised direct practice of students in educational institutions, NGOs, governmental institutions, and community service organizations. The internship consists of 300 contact hours under direct supervision. (9).

TCL 608 Transmitting Transborder Studies to Publics and Institutions (3). The course is structured to provide students with basic approaches to the presentation of data, ideas, and concepts to public audiences and the opportunity to present their learning to multiple public and private audiences, including educational institutions, non-governmental units, and public presentations for specific organizations in the arts, communications, public interest, and legislative and executive bodies.

TCL 691 Seminar.(Topic of choice to be determined on the basis of student interest and faculty availability). (3)

B . Resource requirements to launch and sustain the program. Describe any new resources required for this program's success such as new staff, new facilities, new library resources, new technology resources, etc

Tuition and Fees: Students pay graduate tuition, fees, and a program fee of \$250 per semester hour. Residency status is determined per university policy.

8. CURRICULAR STRUCTURE OF THE PROPOSED PROGRAM

A. Admission Requirements The requirements listed below are Graduate College requirements. Please modify and/or expand if the proposed degree has additional admissions requirements.

- i. **Degree.** Minimum of a bachelor's degree (*or equivalent*) or a graduate degree from a regionally accredited College or University of recognized standing in a related field such as

the social sciences, humanities, sciences, health, education, and business or professional field

Modify or expand, if applicable: This program is for students from any disciplinary background who are interested in policy issues and development of the border region, as well as students interested in the creation, construction, and development of mediums of cultural representation. Given its academically integrated and applied focus, the proposed degree is attractive to working professionals in public and private sectors, including business, government, non-government and other non-profit organizations, and transnational agencies working across regional and national boundaries.

Applicants may come from any undergraduate major, but students' scholarly interests should coincide with the program's mission. Such backgrounds include, but are not limited to anthropology, sociology, literature, history, film and media studies, public health, public administration, political science, global studies, urban planning, sustainability, or related fields.

- ii. **GPA.** Minimum of a 3.00 cumulative GPA (scale is 4.0=A) in the last 60 hours of a student's first bachelor's degree program Modify or expand, if applicable:
- iii. **English Proficiency Requirement for International Applicants.** If applicable list any English proficiency requirements that are higher than and/or in addition to the Graduate College requirement. (See Graduate College policy and procedures <http://graduate.asu.edu/admissions/international.html#proficiency>):
- iv. **Required Admission Examinations.**
- GRE GMAT Millers Analogies None Required

v. **Application Review Terms.** Indicate all terms for which applications for admissions are accepted and the corresponding application deadline dates, if any:

Fall Deadline (month/year): February/2012

Spring Deadline (month/year):

Summer Deadline (month/year):

B. **Degree Requirements.** Below provide the curricular requirements for the proposed degree program.

i. **Total credit hours (cr hrs) required for the degree program: 30**

ii. **Core courses.** List all required core courses and total credit hours for the core (required courses other than internships, thesis, dissertation, capstone course, etc). Omnibus number courses cannot be used as core courses. Permanent numbers must be requested by submitting course proposal to ACRES for approval.

Total cr hrs for required core courses: 15

Course prefix & number	Course title	Credit hours	New course?
TCL 501	A Deep History of the United States/Mexico Borderlands I	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
TCL 502	A Deep History of the United States: Mexico Borderlands II	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
TCL 503	Epistemologies and Transborder Thought	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
TCL 504	Tools for Transborder Research	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
TCL 505	Theories and Methods of Migration, Health and Applied Social Policy in Transborder Context (Option 1.)	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
	or		
TCL 506	Theory and Methods of Transborder Media and Expressive Culture (Option 2)	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>
	or		
TCL 507	Theory and Methods of Transborder Cultural Acquisition, Language Development, and Learning (Option 3) NEW.	3	Y <input checked="" type="checkbox"/> N <input type="checkbox"/>

(Please expand table as needed. Right click in white space of last cell. Select "Insert Rows Below")

iii. **Elective Courses**

Total cr hrs for program electives: 0

Provide a sample list of elective courses:

Course prefix & number	Course title	Credit hours	New course?
			Y <input type="checkbox"/> N <input type="checkbox"/>
			Y <input type="checkbox"/> N <input type="checkbox"/>

(Please expand table as needed. Right click in white space of last cell. Select "Insert Rows Below")

iv. **400-Level Courses.** No more than 6 credit hours of 400-level coursework can be included on graduate student program of study.

1. Are 400-level ASU courses allowed on student program of study for this degree? Yes No

2. If yes, how many credit hours?

- v. **Additional Requirements (if applicable).** Provide a brief description of any additional requirements (e.g. internships, clinicals, field study, etc.)

Total cr hrs for other required courses: 12

List course info for any additional requirements (e.g. internships, clinicals, field study, etc.)

Course prefix & number	Course title	Credit hours	New course?
TCL 601	Internship (3 semesters) Supervised direct practice of students in educational institutions, non-governmental institutions, governmental institutions, and community service organizations. The internship consists of 300 contact hours under direct supervision. (9).	9	Y <input checked="" type="checkbox"/> N <input type="checkbox"/>
TCL 691	Seminar. Topic to be determined according to student interest and faculty availability within program areas.	3	Y <input type="checkbox"/> N <input checked="" type="checkbox"/>

(Please expand table as needed. Right click in white space of last cell. Select "Insert Rows Below")

- vi. **Total cr hrs required for research and/or other elective courses per student's research area (if applicable):** n/a

- vii. **Culminating experience** for the proposed program (please check all that apply and provide requested information):

	Required?	Brief description of the applied project or the capstone course, as applicable.	Course prefix and number	Credit hours
Thesis (master's only)	<input type="checkbox"/>			6 cr hrs
Applied Project (master's only)	<input type="checkbox"/>			
Capstone course (master's only)	<input checked="" type="checkbox"/>	Transmitting Transborder Studies to Publics and Institutions: Students will demonstrate the ability to present data, ideas, and concepts on transborder issues and concerns to multiple public and private audiences, including educational institutions, non-governmental units, and public presentations for specific organizations in the arts, communications, public interest, and legislative and executive bodies.	TCL 608	3
Dissertation (doctoral only)	<input type="checkbox"/>			

(Please expand table as needed. Right click in white space of last cell. Select "Insert Rows Below")

- viii. **If applicable, provide the following information about any concentration(s) associated with this degree program.** Please attach a sample program of study with timeline for each concentration listed below.

I. Concentration name:

Total cr hrs for the courses required for the proposed concentration:

List all required concentration courses:

Course prefix & number	Course title	Credit hours	New Course?
------------------------	--------------	--------------	-------------

			Y <input type="checkbox"/> N <input type="checkbox"/>
			Y <input type="checkbox"/> N <input type="checkbox"/>
			Y <input type="checkbox"/> N <input type="checkbox"/>

(Please expand table as needed. Right click in white space of last cell. Select "Insert Rows Below")

II. Concentration name:

Total cr hrs for the courses required for the proposed concentration:

List all required concentration courses:

Course prefix & number	Course title	Credit hours	New Course?
			Y <input type="checkbox"/> N <input type="checkbox"/>
			Y <input type="checkbox"/> N <input type="checkbox"/>
			Y <input type="checkbox"/> N <input type="checkbox"/>

(Please expand table as needed. Right click in white space of last cell. Select "Insert Rows Below")

ix. Master's program comprehensive exams, please check all that apply (Please note: for doctoral programs, a written and an oral comprehensive exam are required.)

- Written comprehensive exam required
- Oral comprehensive exam required
- No comprehensive exam required

x. Committee: Required Number of Thesis or Dissertation Committee Members (must be at least 3 including chair or co-chairs): 3

xi. Foreign Language Exam.

Foreign Language Examination(s) required? Yes No

If yes, list all foreign languages required: Spanish: Students will be required to demonstrate sufficient communicative proficiency to function in field settings where Spanish is spoken and to read the literature in the original language, whether English or Spanish. Sufficient proficiency will be defined as intermediate level. Students' Spanish language proficiency will be assessed through an oral and written assessment developed and administered by the School.

xii. Course Prefix(es) Provide the following information for the proposed graduate program.

a. Will a new course prefix(es) be required for this degree program?

Yes No

b. If yes:

- Complete the New Prefix Request Form for each new prefix. This form can be located on the Office of the Executive Vice President and Provost of the University Curriculum Development website at <http://provost.asu.edu/curriculum>.

xiii. New Courses Required for Proposed Degree Program. Provide course prefix, number, title, and credit hours and description for any new courses required for this degree program.

TCL 507 Theory and Methods of Transborder Cultural Acquisition, Language Development, and Learning (3) (Option 3)

TCL 601 Internship (3 semesters) Supervised direct practice of students in educational institutions, NGOs, governmental institutions, and community service organizations. The internship consists of 300 contact hours under direct supervision. (9). The purpose of the Transborder Studies Internship is to help students be full participants in globalized, transnational contexts through a combination of practical experiences in community organizations, readings about transnational life in globalized contexts, reflection, and discussion. Students will work in an individually defined internship placement at a community agency or agencies. The internship placement may be on campus or in the community, or a combination of both, depending on the student's objectives for this experience in his or her program of study. If the student arranges an internship placement in his or her place of employment, the student and employer will be responsible for documenting the differentiation between the internship and regular employment responsibilities. Regular job responsibilities cannot count toward the internship because academic credit cannot be awarded for work experience. Students will meet weekly as a part of the seminar to reflect on their internship experiences while progressing through critical readings about anthropological approaches to understanding transnational dynamics in globalized contexts.

TCL 608 Transmitting Transborder Studies to Publics and Institutions (3) The course is structured to provide students with basic approaches to the presentation of data, ideas, and concepts to public audiences in linguistically and culturally diverse transborder contexts and the opportunity to present their learning to multiple public and private audiences including educational institutions, non-governmental units, and public presentations for specific organizations in the arts, communications, public interest, and legislative and executive bodies.

TSS 601: Internship in Transborder Studies

SYLLABUS

DESCRIPTION

The purpose of the Transborder Studies Internship is to help students be full participants in globalized, transnational contexts through a combination of practical experiences in community organizations, readings about transnational life in globalized contexts, reflection, and discussion. Students will set internship goals, in consultation with faculty and internship site supervisor, that the internship experience will meet in one or more of three Transborder Studies themes:

1. Transborder Migration, Health, and Applied Social Policy (TMHASP),
2. Transborder Media and Expressive Culture (TMEC), and
3. Transborder Culture, Language, and Learning (TCLL).

Students will spend 135 clock hours of internship service over the course of one semester working in a community organization. Internship faculty will assist with placement selection, which may include partner organizations in The Community Action Board or Sonoran Consortium of the School of Transborder Studies. Students will meet weekly as a part of the seminar to reflect on their internship experiences while progressing through critical readings about anthropological approaches to understanding transnational dynamics in globalized contexts.

Students in the M.A.S. in Transborder Studies will enroll in this course three times during their program of study.

COURSE OVERVIEW

The course is built around three dimensions of learning: (1) the internships experience itself; (2) experiential learning andragogy (Knowles, 1980; Merriam, 2002); and (3) theories and practice of self-determination (Deci et al., 1994) through service (Overfield, 2007).

As mutual teachers and learners, students, professor, and internship sponsors will take substantial responsibility for learning—to blend ideas about transnational community within the context of hands-on professional practice. This approach requires a commitment on everyone's part to read and reflect on assigned readings; attend and participate fully in class discussions and activities, and advocate on behalf of his or her own educational perspective while collaborating with a variety of different perspectives introduced in seminars and in community organizations.

LEARNING OUTCOMES

Through this academic internship, students will:

- Examine first-hand knowledge and theories learned in the classroom for their wider impact in transnational, globalized settings.
- Evaluate and apply knowledge and inquiry methods from an academic discipline to real life in transnational, globalized settings.
- Expand capacity in self-directed learning for transnational, globalized contexts.
- Develop relevant work competencies, increase capacity to communicate in a multilingual environment, explore career interests, and form networks for professional growth in transnational, globalized contexts.

ASSIGNMENTS

Progress reports (3); Self-evaluation of internship experience; Sponsor's evaluation of intern; Weekly email status reports during internship (10); In-class presentation at end of course.

READINGS

There are a number of publications that interns would benefit from reading in conjunction with their internship. Reflection on their internship experience through a book discussion may enrich the intern's understanding of the dynamics of his or her internship setting and to understand possible reasons for these dynamics. Below are a number of resources, from which one or more may be selected for the Internship. This list is not exhaustive.

On the internship

These resources are helpful in prompting reflection on internship purpose in a globalized, transborder environment.

Cornwall, A. and Gaventa, J. (2001). *From users and choosers to makers and shapers: repositioning participation in social policy*. Brighton, England: Institute of Development Studies. Available online: http://www.pnet.ids.ac.uk/docs/Other/From%20users%20and%20choosers_Cornwall,%20Gaventa.pdf.

Lewellen, T. (2002). *The anthropology of globalization: Cultural anthropology enters the 21st century*. New York: Praeger.

Sweitzer, F. and King, M. (2008) *The successful internship: Personal, professional, and civic development* (3rd Edition). Brooks Cole.

Vélez-Ibañez, C. (2010). *An impossible living in a transborder world: Culture, confianza, and economy of Mexican-origin populations*. Tucson, AZ: University of Arizona Press.

Other readings to be assigned.

On internship design

These resources may be of use to internship sponsors and interns as they both contribute to the design of an internship environment that promotes personal, professional, and organizational learning.

Deci, E. L., Eghrari, H., Patrick, B. C. & Leone, D. R. (1994). Facilitating internalization: The self-determination theory perspective. *Journal of Personality*, 62, 119-142.

Employers use experiential education to combat recruiting blues. [3 paragraphs]. National Association of Colleges and Employers: Job Outlook 2000 Online Version [Website]. Available: http://www.jobweb.org/JobOutlook/exp_ed.html

Hansman, C. (2002). Context-based adult learning. In S. Merriam, Ed., *The new update on adult learning theory*, (pp. 43-52). San Francisco: Jossey-Bass.

Internships, co-op programs gain popularity. [3 paragraphs]. National Association of Colleges and Employers: Job Outlook '99 Online Version [Website]. Available: <http://www.jobweb.org/pubs/joboutlook99/intern.htm>

Knowles, M. (1980). *The modern practice of adult education: From pedagogy to andragogy*. Englewood Cliffs, NJ: Cambridge.

Marsick, V. & Watkins, K. (2002). Informal and incidental learning. In S. Merriam, Ed., *The new update on adult learning theory*, (pp. 25-34). San Francisco: Jossey-Bass.

Merriam, S., Ed. (2002a). Something old, something new: Adult learning theory for the twenty-first century. In S. Merriam, Ed., *The new update on adult learning theory*, (pp. 93-96). San Francisco: Jossey-Bass.

Merriam, S., Ed. (2002b). Andragogy and self-directed learning: Pillars of adult learning theory. In S. Merriam, Ed., *The new update on adult learning theory*, pp. 3-13. San Francisco: Jossey-Bass.

National Association of Colleges and Employers. The critical steps for setting up an experiential education program [Website]. Available: <http://www.nacweb.org>.

National Association of Colleges and Employers. Internship hiring on the rise. [Website]. Available: <http://www.nacweb.org>.

Overfield, D. M. (2007). Conceptualizing service-learning as a second language acquisition space: Directions for research. In A. J. Wurr & J. Hellebrandt, eds. *Learning the language of global citizenship: Service-learning in applied linguistics*, pp. 58-81. Bolton, MA: Anker Publishing Company, Inc.

Patterson, V. (1997). The employers' guide: Successful intern/co-op programs. Journal of Career Planning and Employment, Winter, 30-34, 55-56, 58-59.

COURSE ITINERARY

The curriculum at the graduate level focuses the student to one of three main fields:

- Theories and Methods of Migration, Health and Applied Social Policy in a Transborder Context (Option 1);
- Theory and Methods of Transborder Media and Expressive Culture (3) (Option 2); and
- Theory and Methods of Transborder Cultural Acquisition, Language Development, and Learning (Option 3)

After having been prepared theoretically and methodologically in more general transborder courses, each of the prospective internees will have selected a specific arena reflecting one of these concentrations.

Exercise A: Defining the area of interest.

This demands of the student to clearly state about what she/he hopes to accomplish in the internship in relation to their concentration. Ideally, this happens before the first meeting of the semester. The main task in creating the internship is to convince a potential sponsor that it would be beneficial for him/her to offer the intern an educational experience. Therefore the course of study demands that the student articulate clear goals and objectives in a few sentences to a possible sponsor in the areas of their concentration.

It will be incumbent of the student to clearly articulate What kinds of tasks she/he would want to be doing; the kinds of skills would the person would like to use; what skills the intern would like to learn and what would the student like to accomplish by the end of the internship. Therefore it follows that the prospective intern must be able to tell the sponsor what she/he has to offer.

Exercise B: Developing Funds of Knowledge of Cultural, Social, and Human Capital

Week One. Each student will develop a skills and knowledge inventory based not only on classroom knowledge attained but also the experiential dimensions of his/her life's pathways. These will be cast as specific skills that can be offered in exchange for the experience with added skills such as computer programming, research, laboratory work, writing, video-experience, creative performance, art music, production, clerical, accounting, photography, mechanics, systems design and a plethora of others. As well, the student may offer little more than energy, ability to learn, and strong interest in a particular field.

Week Two. Each inventory will be developed into a matrix of knowledge and skills specific to each individual created in conjunction with his/her concentration. Simultaneously each student begins to develop an inventory of intern sites that seem to be congruent with her/his capacities but also sites that can expand and develop their interests and knowledge beyond their knowledge base.

Exercise C. Research and Identifying the Organization and Deciding the Objectives and Goals to be negotiated with the Sponsor.

Week Three. Initial objectives for the internship can be established in two ways: Stating the general objectives and then identify organizations which will fulfill those needs, or first identify the organization for which the student would want to work and then tailor the objectives to the needs of the particular organization. It is within this exercise that organizations are identified and research conducted and a second matrix is developed of possible sites. An organization may be a business, non-profit group, government agency, educational institution, citizens coalition, public service organization, NGO's, educational institutions, political office holder's offices, or any other community working toward a common goal. Crucial to this exercise is the final statement of objectives and goals that will have to be negotiated between the student and the internship sponsor.

Exercise D. Processes and Contacting the Sponsor.

Week Four. The instructor will provide additional sites already known to be available after the preceding research has been accomplished. Each student will be provided with a contact letter explaining the purposes and functions of the class and contact numbers, e-mail addresses, and site locations will be evaluated by the instructor prior to such communication for appropriateness to the goals and objectives developed by the student. Each student will be instructed as to communication formats, contact etiquette, development of appointments, and appropriate interview techniques of possible sponsors.

In short, through these four initial phases of the course, the instructor will have screened potential internship placement sites, and facilitated students' preparation to contact a prospective internship sponsor, in order that the student set an appointment for a meeting, meet with the prospective sponsor, and negotiate internship arrangements for the rest of the semester that will be mutually beneficial to the intern and the sponsor.

Exercise E. The Intern Process: Maintaining contact, ferreting out issues, changing sites, and successfully completing intern objectives.

Weeks Five–Fourteen. Each student is required to e-mail the instructor weekly to provide summary descriptions of the week's activities and when warranted meeting with the instructor to ferret out any issues, possibly change sites, and to determine any roadblocks leading toward a successful completion of the internship objectives.

The Instructor, in turn will communicate with each of the intern's supervisors to evaluate progress, growth, and development and how the intern is fulfilling her/his objectives and goals. It is imperative that the intern's weekly reports and the supervisor's responses to instructor communication match so that possible problems may be resolved and a healthy outcome ensues.

By the eighth week of the course a summary report by the student is provided to the instructor, evaluation made, and feedback as to process and function detailed. Similarly, the eleventh and fourteenth weeks will require similar reports.

The fifteenth week of the internship is devoted to classroom meetings to evaluate, discuss, and conclude the course of study by the students. Oral reports and/or power point presentations will required of no more than 12 minutes each.

GRADING

Each academic internship will be different in form and function with evaluation emerging from two sources: first, the development of the matrices described below: 2 of 100 points each, and the successful completion of the internship itself.

Each student is required to provide three progress reports (50 points each) during the nine-week internship and a final evaluation will be asked of the sponsor as well as a self evaluation by the student, both based on a short questionnaire provided to the student prior to the completion of the internship. Final oral presentation will be given in the fifteenth week of the course: 50 points.

Each student is expected to participate thoughtfully, drawing from readings, faculty and sponsor guidance, and the academic internship experience itself.

Summary of grading

Progress reports (3)	30%
Self-evaluation	10%
Sponsor’s evaluation of intern	10%
Weekly email status reports during internship	20%
In-class presentation	20%
Participation in class	10%

Grading scale

Grades Scored Between	Will Equal
97 and 100%	A+
94 and less than 97%	A
90 and less than 94%	A-
87 and less than 90%	B+
84 and less than 87%	B
80 and less than 84%	B-
76 and less than 80%	C+
70 and less than 76%	C
60 and less than 70%	D
0 and less than 60%	E

ACADEMIC INTEGRITY

Graduate students are expected to adhere to the highest personal and professional standards. This link to the University Academic Integrity Policy (<http://provost.asu.edu/academicintegrity>) is provided for your information. Any violation of ASU standards for academic integrity in written work, research, etc. will be processed through established campus protocol.

DISABILITY ACCOMMODATIONS

Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. **Note:** Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

TSS 608: Transmitting Transborder Studies to Publics and Institutions

SAMPLE SYLLABUS

COURSE DESCRIPTION

The focus of this course is to provide students with the most recent advancements in presenting the underlying theory, methods, and techniques in transborder analysis and application. Designed to enter multiple audiences in public, professional, academic, and school settings, the course will take advantage of the latest developments in multimedia, print, and electronic technology, film, and print in order to provide systematic and detailed learning opportunities. It will provide students with the basis of developing capacities to create and develop learning modules, and programs on issues of transborder political ecology, economic transformations, cultural development and emergence, literary constructions and projections, and issues of identity, class, and gender. The course will be conducted bilingually and make use of Spanish- and English-language resources. For this reason, it is advisable, but not required, that students are at least conversationally proficient with Spanish and English.

COURSE OVERVIEW

The course is organized around four general themes: (1) Conceptual frameworks for transmitting transborder studies and analyses; (2) Practical considerations about data and analysis in transborder contexts; (3) Transforming information into transborder knowledge; and (4) Transmitting transborder studies and analyses to multiple publics and institutions. Through readings and examination of multimedia, film, and other expressive cultural and journalistic artifacts, students will interpret the messages and the structures and motifs employed to communicate these messages. Drawing from class discussion, students will then develop a set of three presentations on one topic of importance in the transborder context for each of three constituencies: professional/academic, community, and organizational. During the last three weeks of the course, they will critique their own and each other's presentations with regard to the accuracy of the presentation and its appropriateness as a learning tool for the intended audience.

LEARNING OUTCOMES

As a result of this course, students will be able to:

- Distinguish among various types of the information economy and describe various strengths and weaknesses associated with each type within the transborder context;
- Recognize the instrumentality of dispute and diverse perspectives in interpreting and making sense of data from transborder sources;

- Design knowledge development enterprises that acknowledge multiple perspectives and divergent approaches to research in the transborder context;
- Create and advance new knowledge in transborder studies through transborder activities;
- Employ different information and communication technology tools and modalities in transmitting transborder knowledge to multiple publics and institutions in more than one country.
- Consider the strengths and weaknesses of Web 1.0 (the readable phase), Web 2.0 (the writable phase) and Web 3.0 (the executable phase) as representational tools to equalize asymmetric relationships among actors in the transborder context.
- Communicate data analysis, information, and new knowledge appropriately to different audiences in the transborder context (i.e., academic/professional audience; community-based audience; policy-making audience).

ASSIGNMENTS

Course deliverables include weekly assignments and three presentations.

READINGS

- Benkler, Y. (2003). Freedom in the commons: Towards a political economy of information. *Duke Law Journal*, 52, pp. 1245-1276.
- Colegio de la Frontera Norte and Woodrow Wilson International Center for Scholars. (2009). Strategic Guidelines for the competitive and sustainable development of the U.S.-Mexico transborder región. Paper commissioned for the Border Governors Conference, September, 2009, in Monterrey, Mexico.
- Gurumurthy, A. and Jeet Singh, P. (2005). *Political economy of the information society: A southern view*. Montevideo, Uruguay: Instituto del Tercer Mundo.
- Hansman, C. (2002). Context-based adult learning. In S. Merriam, Ed., *The new update on adult learning theory*, (pp. 43-52). San Francisco: Jossey-Bass.
- Harding, S. (2008). *Sciences from below: Feminisms, postcolonialities, modernities*. Raleigh, NC: Duke University Press.
- Latour, B. (2007). *Reassembling the social: An introduction to actor-network-theory*. NY: Oxford University Press.
- Peterson, B. (2007, May). Integrated Approach to Development Communication: A Public Relations Framework for Social Changes. *Paper presented at the annual meeting of the International Communication Association, TBA, San Francisco, CA*. Retrieved September 9, 2009, from http://www.allacademic.com/meta/p173080_index.html

- Sannino, A., Daniels, H., and Gutiérrez, K. (2009). *Learning and expanding with activity theory*. New York: Cambridge University Press.
- Servaes, J. (2008). *Communication for development and social change*. Thousand Oaks, CA: Sage Publications.
- Tacchi, J., Foth, M. and Hearn, G. (2009). Action research practices and media for development. *International Journal of Education and Development Using ICT*, 5(2). Retrieved September 9, 2009, from <http://ijedict.dec.uwi.edu/>.
- UNDP (2001). *Making new technologies work for human development*. New York: Oxford University Press.

ADDITIONAL READINGS

- Deci, E. L., Eghrari, H., Patrick, B. C. & Leone, D. R. (1994). Facilitating internalization: The self-determination theory perspective. *Journal of Personality*, 62, 119-142.
- González, J. (2008). Digitalizados por decreto: Cibercultur@ o inclusión forzada en América Latina. *Estudios sobre las Culturas Contemporáneas*, 14(27), pp. 47-76.
- Liu, Z. (1997). Changing behavior in the transborder information flow under different political circumstances. *Journal of Documentation*, 53(4), pp. 374-383.
- Maass, M. and González, J. (2005). De memorias y tecnologías: Radio, televisión e Internet en México. *Estudios sobre las Culturas Contemporáneas*, 11(22), pp. 193-220.
- Mayer, R. E. (2009). *Multimedia Learning*, 2nd ed. New York: Cambridge University Press.
- Pineda, R. (2005). Cultura cyber: Commodifying Latina/o nationalism and rhetoric on the Internet. *International Perspectives* 2(1), pp. 18-25.
- Poulet, Y. (2007). Transborder data flows and extraterritoriality: The European position. *Journal of International Commercial Law and Technology*, 2(3), pp. 141-153.
- Schiller, N. (2005). Transborder citizenship: An outcome of legal pluralism within transnational social fields. *Theory and Research in Comparative Social Analysis*, Department of Sociology, UCLA. [Online]. <http://www.escholarship.org/uc/item/76j9p6nz>.
- Szecszy, E. (in press). Building knowledge without borders: Using ICT to develop a binational education research community. In G. Kurubacak and V. Yuzer, *Transformative Online Education and Liberation: Models/or Social Equality*. Hershey, PA: IGI Publishing.

SAMPLE MULTIMEDIA RESOURCES

AT&T Knowledge Ventures. (2007). What is Web 2.0? And what about 3.0? Part 1. [Online].
<http://www.youtube.com/watch?v=WIm5txBm1YA>.

AT&T. Knowledge Ventures. (2007). What is Web 2.0? And what about 3.0? Part 2. [Online].
<http://www.youtube.com/watch?v=5it8oBMbPrg>.

GRADING

Course Requirements:

1. **Weekly Assignments.** (60%).
2. **Three Presentations** (30%)
3. **Class Participation.** (10%)

Grading Scale

Grades Scored Between	Will Equal
97 and 100%	A+
94 and less than 97%	A
90 and less than 94%	A-
87 and less than 90%	B+
84 and less than 87%	B
80 and less than 84%	B-
76 and less than 80%	C+
70 and less than 76%	C
60 and less than 70%	D
0 and less than 60%	E

COURSE ITINERARY

The course will be divided into four (4) thematic strands:

Strand 1: Conceptual and Theoretical Considerations

Weeks 1-2: Actors in transborder contexts: Actor-network theory

Reading assignment would include sources such as:

Latour, B. (2007). *Reassembling the social: An introduction to actor-network-theory*. NY: Oxford University Press.

Weeks 3-4: Information in transborder contexts

Reading assignment would include sources such as:

Colegio de la Frontera Norte and Woodrow Wilson International Center for Scholars. (2009). Strategic Guidelines for the competitive and sustainable development of the U.S.-Mexico transborder región. Paper commissioned for the Border Governors Conference, September, 2009, in Monterrey, Mexico.

Strand 2: Practical Considerations about Data and Analysis in Transborder Contexts

Weeks 5-6: The political economy of information

Reading assignment would include sources such as:

Benkler, Y. (2003). Freedom in the commons: Towards a political economy of information. *Duke Law Journal*, 52, pp. 1245-1276.

Gurumurthy, A. and Jeet Singh, P. (2005). Political economy of the information society: A southern view. Montevideo, Uruguay: Instituto del Tercer Mundo.

Weeks 7-8: The political economy of information technology

Reading assignment would include sources such as:

UNDP (2001). *Making new technologies work for human development*. New York: Oxford University Press.

Strand 3: Transforming Information into Transborder Knowledge

Weeks 9-10: What constitutes transborder knowledge: Sciences from below

Reading assignment would include sources such as:

Harding, S. (2008). *Sciences from below: Feminisms, postcolonialities, modernities*. Raleigh, NC: Duke University Press.

Weeks 11-12: Creating transborder knowledge: Cultural-historical activity theory

Reading assignment would include sources such as:

Sannino, A., Daniels, H., and Gutiérrez, K. (2009). *Learning and expanding with activity theory*. New York: Cambridge University Press.

Strand 4: Transmitting Transborder Studies to Multiple Publics and Institutions

Week 13: Academic Constituencies

Week 14: Community Constituencies

Week 15: Policymaking Constituencies

Pertinent readings for weeks 13-15 include:

Hansman, C. (2002). Context-based adult learning. In S. Merriam, Ed., *The new update on adult learning theory*, (pp. 43-52). San Francisco: Jossey-Bass.

Servaes, J. (2008). *Communication for development and social change*. Thousand Oaks, CA: Sage Publications.

Tacchi, J., Foth, M. and Hearn, G. (2009). Action research practices and media for development. *International Journal of Education and Development Using ICT*, 5(2). Retrieved September 9, 2009, from <http://ijedict.dec.uwi.edu/>.

ACADEMIC HONESTY

Graduate students are expected to adhere to the highest personal and professional standards. These links to the University Academic Integrity Policy (<http://provost.asu.edu/academicintegrity>) and Student Code of Conduct: Arizona Board of Regents Policies 5-301 through 5-308: <http://www.azregents.edu/policymanual/default.aspx> are provided for your information. Any violation of ASU standards for academic integrity in written work, research, etc. will be processed through established campus protocol.

CLASSROOM BEHAVIOR

Your obligation as a student involves showing respect and consideration for your fellow students and the professor. So, please get to class on time. If you are late, make a quiet entrance. All cell phones and electronic devices must be turned off while in the classroom.

DISABILITY ACCOMMODATIONS

Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. **Note:** Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

College of Liberal Arts and Sciences Approvals

From: Linda Lederman [mailto:Linda.Lederman@asu.edu]
Sent: Monday, September 27, 2010 9:19 AM
To: curriculumplanning@asu.edu
Cc: Jenny Smith; Janice Clark
Subject: FW: MAS in Transborder Studies

I support the attached proposal. Please let me know if you have any questions. Thank you.

Linda Costigan Lederman, Ph.D.
Dean, Social Sciences
Professor of Human Communication &
Executive Director, Institute for Social Science Research (ISSR)
College of Liberal Arts and Sciences
Arizona State University
PO Box 876505
Tempe, AZ 85287 USA
Voice: 480-965-0668 Fax: 480-965-1093

ASU College of Liberal Arts and Sciences — *Transforming learning, discovery and lives*

From: Jenny Smith
Sent: Friday, September 24, 2010 11:47 AM
To: Linda Lederman
Cc: Janice Clark; Carlos Velez-Ibanez; Elsie Szecsy
Subject: MAS in Transborder Studies

Linda,

The attached proposal for a Master of Advanced Study in Transborder Studies has been approved by the CLAS Curriculum Committee and Senate. Please forward the proposal with your endorsement to curriculumplanning@asu.edu

Thanks,
Jenny

Impact Statement
School of Human Evolution & Social Change

From: Carlos Velez-Ibanez
Sent: Tuesday, October 05, 2010 10:45 AM
To: Filiz Ozel
Subject: FW: letter of support

Filiz: [Here you go. cvi](#)

From: Alexandra Brewis Slade
Sent: Tuesday, October 05, 2010 9:01 AM
To: Carlos Velez-Ibanez
Subject: RE: letter of support

Dear Carlos

The School of Human Evolution and Social Change looks forward to the implementation of this very innovative and interesting MAS in Transborder Studies. There is interesting potential synergy, but not any overlap, with many of the interests of our faculty and students. It would be a great addition to the intellectual life of the College.

Best

Alexandra Brewis Slade, PhD
Executive Director
School of Human Evolution & Social Change.
Arizona State University
Tempe, AZ 85287-2402
Tel. (480) 727-9879
Fax. (480) 965-7671

For calendar and scheduling please contact:
Melissa Birling, Assistant to the Executive Director
Tel (480) 965-0499 or Melissa.Birling@asu.edu

Letter of Support:
School of International Letters & Cultures

From: Joe Cutter
Sent: Tuesday, October 05, 2010 12:39 PM
To: Carlos Velez-Ibanez
Subject: RE: letter of support

Dear Carlos,

SILC has no objection to the MA you are proposing. Good luck with it.

Joe

Robert Joe Cutter
Founding Director and Professor of Chinese
School of International Letters & Cultures
Arizona State University
480-965-3762 (O); 480-231-1102 (C)
Professor emeritus, University of Wisconsin-Madison

From: Carlos Velez-Ibanez
Sent: Tuesday, October 05, 2010 8:34 AM
To: Joe Cutter
Subject: FW: letter of support
Importance: High

Dear Joe: I would appreciate a very short letter (e-mail is fine) for our proposed Masters of Advanced Studies in Transborder Studies since some of these areas border some of the work that SILC accomplishes.

I would very much appreciate your response as soon as possible since this request came from the Provost's office only today. Mil gracias. cvi

Carlos G. Vélez-Ibáñez, Ph.D.
Director, School of Transborder Studies
Motorola Presidential Professor of Neighborhood Revitalization
Professor School of Transborder Studies and School of Human Evolution and Social Change
Professor Emeritus of Anthropology, University of California, Riverside
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480 965-4908