

SELF REVIEW

INTERNATIONAL DEVELOPMENT STUDIES
INTERDEPARTMENTAL PROGRAM

Submitted to the Undergraduate Council
June 2008

A. Introduction.

This report is an internal evaluation of the International Development Studies (IDS) program. It was drafted by Prof. Michael Ross, IDS Chair, and the Academic Advisor, Armita Parvizi. The draft was circulated to the Faculty Advisory Committee, and discussed at a meeting on May 22, 2008, with eight members present (including the Chair) and five not present. Feedback from IDS students was obtained during a meeting on May 22 that was announced to all IDS majors, and attended by eight current students and two recent graduates. The final draft was voted upon by the Faculty Advisory Committee by email in June 2008, and approved by a vote of 11 to zero (one member, Elizabeth Frankenberg, has left her position at UCLA and did not vote).

B. General Information.

The International Development Studies Program, founded in July 1987, offers UCLA undergraduates an interdisciplinary education on the critical issues, problems, and achievements common to developing regions of the world – meaning Asia, Africa, Eastern Europe, the Middle East, and Latin America. Our program strives to give students a deeper understand of – and the tools to help remedy – some of the most urgent issues of our time, including global poverty, the HIV/AIDS crisis, civil war, corruption, sustainable development, and the neglected needs of girls and women.

The major incorporates disciplinary perspectives from across the social sciences (and to a lesser degree, the humanities), drawing from Anthropology, Economics, Public Health, Women's Studies, Geography, History, Political Science and Sociology. It is designed for students interested in careers that require an understanding of political, economic, and social issues in the developing world – including jobs in government, the private sector, international law, intergovernmental organizations, and non-governmental organizations.

As an interdepartmental program, IDS has no faculty of its own; nor does it have a graduate program. It is currently housed in UCLA's International Institute.

The International Institute is also home to other interdepartmental programs, six of which also offer undergraduate majors: Global Studies, Latin American Studies, European Studies, East Asias Studies, Middle Eastern and North African Studies, and Southeast Asian Studies. In student enrollment IDS is by far the largest of these programs.

C. Undergraduate Program

International Development Studies is the largest interdepartmental program at UCLA, and the 19th largest undergraduate major on campus. The number of declared majors has increased some 350 percent since the last Academic Senate Review in 1999-2000, from about 120 to over 430 majors (Figure 1).

Figure 1: IDS Majors, 1994-2007 (Fall quarter enrollment)

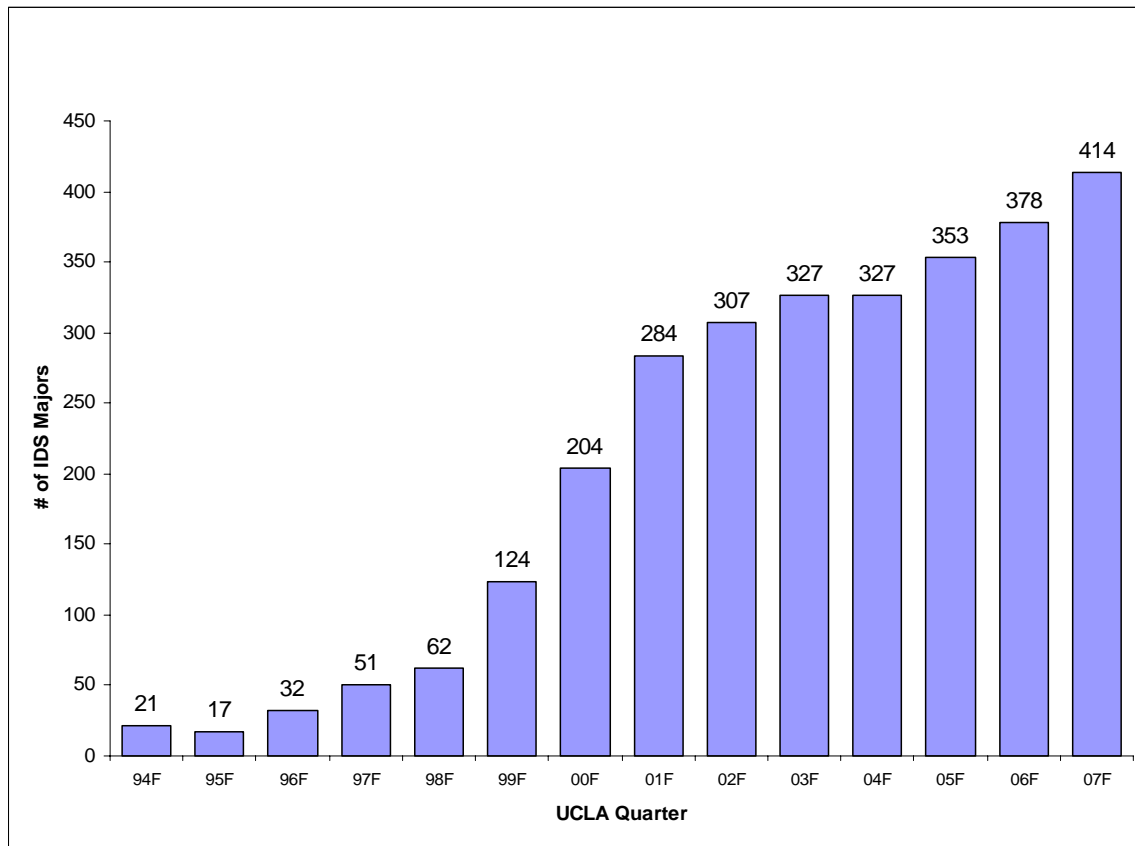


Figure 2: Majors in the Social Sciences, by undergraduate enrollment (Spring 2008)

Major	# Majors
History B.A.	1500
Economics B.A.	1053
Sociology B.A.	960
Political Science B.A.	959
Communication Studies B.A.	462
Anthropology B.A., B.S.	479
International Development Studies B.A.*	433
Geography & Environmental Studies B.A.	220
Global Studies B.A.*	178
Women's Studies B.A.	123
Chicana and Chicano Studies B.A.	118
East Asian Studies B.A.*	64
Asian American Studies B.A.	60
Art History B.A.	56
Afro-American Studies B.A.	51
Latin American Studies B.A.*	36
Middle Eastern and North African Studies B.A.*	23

* Majors housed in the International Institute

IDS is now the seventh-largest major in the social sciences (Figure 2).

To our knowledge, IDS is also the largest development studies program anywhere in the United States. While many universities have interdisciplinary “international studies” majors, we have found few that focus specifically on the developing world, and none that approach our program’s size.

IDS does an excellent job of attracting women to the program: as of 2006, 77 percent of our majors were female.

IDS also does exceptionally well in drawing an ethnically diverse population – as good a job as UCLA’s Sociology Department, and better than other large departments in the Social Sciences (Table 1).

Table 1: Undergraduate Enrollment by Ethnicity, 3 quarter average, 2005-06 (%)

	Black Non-Hispanic	Asian or Pac Islander	Hispanic	White Non-Hispanic	Foreign
History	5	20	21	52	1
Political Science	4	27	23	44	2
Anthropology	4	29	19	43	4
Economics	2	52	10	30	6
Sociology	7	36	27	27	3
IDS	4	34	27	29	5

Source: www.aim.ucla.edu/data/students/3qtr/iars.thirdweek.3qtravg.Deptprof-headcount.pdf

Curriculum

To be admitted to the major, students must take preparatory courses in economics, statistical methods, and their choice of social science departments, and complete at least six quarters of a modern foreign language. The appendix includes a more detailed explanation of the requirements.

The program offers two types of courses: core courses (100A, 100B, and 150), and senior seminars (191). The three core courses constitute a year-long sequence that introduces students to major themes in the study of development from anthropology and sociology (100A), economics (150), and political science (100B). Majors are expected to take all three courses in their junior year. IDS had just two core courses (IDS 100a and 100b) until 2006-07, when IDS 150 was developed.

The senior seminars are ‘capstone’ courses that enable students to focus on a narrower theme or topic, and produce a final paper or project. Topics vary from year to year, depending on the interests and specialties of available instructors. In 2007-08, IDS offered eight senior seminars on the following topics: public health; international institutions; the political economy of trade, finance, and debt; Islam and democracy; local

culture and global capitalism; social inequality and health; diplomacy and globalization; and sustainable development.

An important goal for 2008-09 is to offer more senior seminars that teach students how to work with quantitative data.

IDS began to offer summer courses in 2004, and in each succeeding year, summer enrollments have climbed. The summer courses have advantages for both students and UCLA: the courses give students more flexibility, particularly if they study abroad during their junior or senior years; they reduce costs for many students, and allow them to complete their degrees more quickly; and they reduce class size, by taking pressure off the regular-year courses.

From 1998-99 to 2003-04, IDS offered about seven classes a year. From 2003-04 to 2007-08, the number of IDS classes doubled to fourteen – reflecting the additional core course (IDS 150), a rise in the number of senior seminars, and the introduction of the summer program.

Besides the courses offered by the IDS program itself, students must fulfill a series of additional requirements by taking approved courses in other departments. These are designed to give majors a stronger grounding in at least three of five possible social science disciplines (anthropology, economics, political science, geography, and sociology), an introduction to research methods, and a deeper understanding of at least two regions of the developing world.

Teaching by Ladder Faculty

One of the major's key problems is its reliance on non-ladder faculty. In 2007-08, just two of the 14 IDS classes were taught by ladder faculty. In previous years, ladder faculty taught between zero and two IDS courses. The remaining courses are taught by visiting fellows, graduate students, and lecturers with a wide range of backgrounds. While many of the non-ladder instructors are excellent – and several are ladder faculty at other universities, and scholars of distinction – we nonetheless consider this a serious shortcoming. As the major has grown, so has the program's reliance on non-ladder instructors.

This problem has been very difficult to solve. Most faculty at UCLA give precedence to their commitments to their academic departments, and IDS has few carrots (or sticks) to offer. We have tried offering small (\$4000) research stipends to ladder faculty willing to teach an IDS course, but could not find any takers. Only faculty members who are contractually obliged to teach in the International Institute have regularly taught IDS courses. An increase in the number of such faculty is an obvious way to address the problem – although this would only be possible with support from the university administration.

The IDS 1999-2000 review noted a similar problem. At the time, the paucity of ladder faculty was attributed to funding that was neither assured in advance, nor sufficient to buy out ladder faculty from their home departments. Yet today, even without these funding problems, we still have great difficulty persuading ladder faculty to teach IDS courses.

Honors Program

The International Development Studies Departmental honors program was created to offer highly motivated students the opportunity to design and conduct their own independent research under the guidance of a faculty advisor. The honors program consists of a three-quarter, directed-study series of courses (Directed Study for Honors: IDS 198A, 198B, & 198C) culminating in an honors thesis.

Throughout the three quarters, students work closely with their faculty advisor; at the end of the third quarter, students submit their thesis for final review. Departmental honors designation on the transcript and diploma is awarded upon successful completion of the program. To participate in the IDS honors program, student must fulfill several prerequisites, including a 3.50 GPA for their upper division IDS coursework, and membership in the College honors program.

Typically, one to two students complete the IDS honors program annually. During the 2007-08 academic year, the number increased to 4 students.

We would very much like to have more students in the honors program, but are sharply constrained by two factors. First, students have such difficulty getting into courses that they are unable to complete the prerequisites they need before their senior year – when it is too late to sign up for the honors program. Second, we lack the necessary faculty resources: guiding and advising honors students is a labor-intensive endeavor, and without ladder faculty we cannot accommodate more than a couple of students a year.

Outreach

Due to the popularity and steady growth of the major, outreach and recruitment efforts for the IDS major consist of summer orientation sessions for both incoming freshmen and transfer students, as well as the dissemination of information to community college advisors through the UCLA Undergraduate Admissions and Relations with Schools.

Recognition of Student Achievements

In 2006, IDS established two awards to recognize the outstanding achievements of graduating seniors. One award, the IDS Academic Achievement Award, goes to the applicant with the strongest overall academic record, based on both the student's global GPA and a writing sample. The other award, the IDS Activist Award, goes to the applicant who demonstrates, through work in local, national, or international organizations, a commitment to making a difference on an issue linked to international

development, who maintains no less than a 3.00 GPA in upper-division major coursework, and who plans to continue working in the field of development after graduation. The awards are announced at graduation and come with checks for \$500.

Administration and Leadership

At the time of the 1999-2000 review, IDS was under the joint leadership of Prof. Josh Muldavin (Geography) and Prof. Deepak Lal (Economics). From 2001 to 2003, Prof. Nancy Levine (Anthropology) served as IDS chair. Between 2003 and 2008, the chair was Prof. Michael Ross (Political Science).

International Development Studies is housed at the International Institute (II), formerly the International Studies and Overseas Programs (ISOP). Changes in the II leadership, and II policies, have created some uncertainty about the future of the program. In 2007-08, the International Institute engaged in a broad discussion with the College over where IDS and the other interdepartmental programs should be housed. In February 2008, the Institute and the College Deans decided to keep IDS in the Institute, but strongly encouraged changes in the program to reduce the size of the major. After proposing a series of changes, aimed at reducing the number of majors from 420 to about 300 – developed in consultation with the Faculty Advisory Committee – the Institute’s leadership asked that they not be submitted to the Faculty Executive Committee this year, apparently to clear the way for an alternative set of reforms in 2008-09.

There have also been changes in student advising. In 2001 ISOP assumed responsibility for staffing the positions of Student Affairs Officers for its IDPs. From December 2002 to Fall 2005, Gaby Solomon was the Student Affairs Officer; she was succeeded by Asiroh Cham, who was assisted in counseling and advising matters by Erica Franz and Cari Coe, both Ph.D. students in Political Science. In fall 2006, Armita Parvizi replaced Asiroh Cham as the program’s Academic Counselor. Glenda Adjei and Nebila Abdulmelik, M.A. students in the African Studies IDP, work with Armita as Counseling Assistants.

Student Issues & Concerns

Students gave encouraging feedback about the IDS major in UCLA’s first-ever survey of graduating seniors in 2007. Across all of the social sciences, 93 percent of all seniors reported they were “satisfied” or “very satisfied” with their overall UCLA experience. Among IDS students, the figure was 99 percent – higher than any other major on campus (North and South) with more than twenty students. Compared to the average student in social sciences, IDS students were also:

- more satisfied with the curriculum;
- more satisfied with the quality of faculty instruction and accessibility;
- more satisfied with their “intellectual challenge by faculty”;
- and were more likely to meet with faculty and make class presentations;

But the survey also revealed some weaknesses. Compared to students in other departments, IDS students also:

- had greater difficulty getting into courses;
- were less likely to participate in research opportunities;
- were less often planning to attend graduate school in the next two years.

Content from Student Meeting (May 22, 2008)

Students in attendance expressed considerable enthusiasm for many facets of the IDS major, including:

- the quality of the core courses, when taught by ladder faculty;
- their interactions with IDS faculty;
- the interdisciplinary approach of the major, which gives them a holistic understanding of complex issues;
- the major's flexibility, which allows them to explore the topics they find most engaging;
- the daily emails they receive from the program, keeping them informed of events and opportunities.

They also expressed frustration with the quality of a core course taught by non-ladder faculty member in 2006-07.

In the future, they offered the following suggestions:

- that they have more opportunities for practical – not simply theoretical – learning, for example, learning how to carry out project evaluations and needs assessments. This might be accomplished through internships;
- That there should be a stronger emphasis on quantitative skills, including statistical analysis;
- That they have more research opportunities, to better prepare for graduate school;
- That IDS offer a lower division course, perhaps for the General Education cluster, to introduce students to development issues earlier in the curriculum;
- Incorporating other issues in the core curriculum, such as public health, health and gender, microfinance, environmental issues, and education.

E. Comparison to Previous Review

The 1999-2000 Academic Review combined praise for the IDS program with six recommendations, addressed to the program, the Academic Senate, and the University Administration.

Recommendations to the program

1. *IDS should submit a new self-review by October 1, 2001. The Academic Senate should then conduct a total re-review of IDS (complete with external reviewers). The review...should help determine whether IDS should develop a graduate program...Among other things, this review should explore the possibility of instituting a new core course in IDS and a new General Education cluster course.*

IDS did not conduct a new self-review; nor did the Academic Senate conduct a re-review. There was no effort to build a graduate program, or develop a General Education cluster course.

In response to the review process, IDS developed a new core course – IDS 150, Economic Development – to give students a stronger training in economics and further fortify the program’s academic rigor. The course also alleviated a troublesome bottleneck caused by the inability of IDS majors to enroll in the Economics Department’s courses on development for non-majors.

The review’s ‘general findings’ included a recommendation that the language requirement be strengthened. This was carried out with the curriculum reforms of 2006-07. IDS majors must now complete six quarters of any modern foreign language.

IDS also twice revised the list of courses that students could take in other departments to meet their requirements for the major – in 2001-02, and 2005-06.

2. *With the assistance of its Advisory Committee, IDS should attempt to identify more faculty who are interested in teaching IDS courses and assuming leadership roles in IDS.*

This has been an ongoing process with a mixed record of success. Two new faculty members – Apter (History) and Ross (Political Science) – have regularly taught IDS core courses. In 2008-09, two additional faculty (Golden from Political Science and Heuveline from Sociology) have agreed to teach IDS seminars. Eight new faculty have been added to the Faculty Advisory Committee: Ross, Apter, and Heuveline, plus Ayala (Sociology), Frankenberg (Sociology), Finan (Economics), Behdad (Comparative Literature), and Posner (Political Science).

Still, the number of courses offered has grown much faster than the number of faculty willing to teach them. IDS now offers fourteen courses a year; between zero and two of them have been taught by ladder faculty. In 2008-09, three of the fourteen courses will be staffed by ladder faculty.

Recommendations to the Academic Senate

3. *The Academic Senate should take a leadership role in altering the ways in which UCLA funds and administers IDPs.*

The funding and administration of IDPs is still under discussion by the Academic Senate. In 2006-07, Prof. Kathleen Komar chaired an Academic Senate task force that reviewed some of the recurrent problems of the IDPs. In the Spring and Fall of 2008, a separate task force within the International Institute, headed by Prof. Keith Stolzenbach, reviewed the Institute's IDPs.

Recommendations to the Administration

4. *The Administration should commit continuing, assured funding to IDS. We believe that at a minimum this should include one faculty FTE, one fractional staff FTE, an office budget of \$7,000, and an administrative stipend to the chair that is greater than the \$9.00 per month he currently receives. The faculty FTE must be augmented so that departments are reimbursed at a rate commensurate with the replacement cost of the faculty members they lend to IDS. We believe total continuing, assured funding to IDS should amount to roughly \$100,000 per annum.*

The University has provided sufficient funding to support IDS as it has expanded almost fourfold since the last review; projected funding for 2008-09 is about \$240,000 (the total falls to about \$162,000 once benefits, and the revenues generated by IDS summer programs, are subtracted). Future funding, however, is not assured, and the International Institute's leadership has recently suggested that the number of IDS majors be sharply reduced.

There has been no funding for a faculty FTE.

5. *The Administration should implement Recommendations 11, 12, and 13 of the "Multidisciplinary Studies Task Force Report."*

We have no knowledge of the University's progress towards fulfilling this recommendation.

6. *The Administration should institute a regulation forbidding the appointment of a chair or co-chair of an IDP for more than a quarter who does not have tenure or security of employment.*

The IDS leadership was in turmoil around the time of the last review: the two co-chairs had a less-than-affectionate relationship, and Prof. Muldavin – who was effectively the head of the program – was denied tenure.

Although no such rule was implemented, the problem addressed by this recommendation has not re-occurred. Although Professor Ross was appointed IDS chair in 2003, when he was still an Assistant Professor, he subsequently became a tenured Associate Professor.

**Appendix I:
IDS Major Worksheet**

INTERNATIONAL DEVELOPMENT STUDIES MAJOR

Preparation for the Major: 6 Lower Division Courses Plus Foreign Language

❑ **Economics Prep** (1 Course)

Economics 1 or 2

❑ **Statistics Prep** (1 Course)

Economics 41, Political Science 6(R), or Statistics 10(H), 12

❑ **Social Science Preps** (4 Courses)

Four courses, each from a different department, selected from: Anthropology 9 • Geography 3, 4, 5, or 6 • History 8A, 8B, 8C, 9A, 9D, 9E, M10A, 10B(W), 11B, 21, or 22 • Political Science 20, 50(R) • Sociology 1

❑ **Foreign Language** (Up to 6 Courses)

Completion of the sixth quarter (Intermediate Level) of any modern foreign language.

The language requirement can also be fulfilled in part or in total via a language placement exam given through appropriate language departments. If you have tested completely out of the language requirement, please present a copy of the results to the IDS Academic Counselor.

Admissions to the Major: To enter the International Development Studies major, students must first complete all non-language preparation courses, and one modern foreign language equivalent to level 3 at UCLA. Any remaining language courses may be completed while the student has major standing. All preparation courses for the major must be taken for a letter grade, and the GPA for all preps must be a minimum of 2.00. After satisfying the preparation requirements, students may declare the International Development Studies major upon consultation with the IDS Academic Counselor.

The Major: 13 Upper Division Courses

Part I. Theory & Development Practice (4 courses)

- ❑ IDS 100A. Intro to International Development Studies: Economic Development & Culture Change
- ❑ IDS M100B. Intro to International Development Studies: Political Economy of Development
- ❑ IDS 150. The Economics of Developing Countries
- ❑ IDS 191. Senior Seminar: Variable Topics in International Development Studies

Part II. Research Methodology (1 course)

- ❑ One course from the following: Anthropology 139, M186 • Asian American Studies 103 • Chicana/o Studies 123, 129 • Economics 103 • Geography 163 • Political Science 170A • Sociology 106A, 110, 113

Part III. Social & Critical Theory (3 courses)

- ❑ Three courses, each from a different department
 - Anthropology 150, 152, 153P, 161
 - Economics 111, 112, 113, 120
 - Geography 110, 121, M128, 133, 140, 142, 148, 155
 - Political Science 118, 122A, M122B, 124A, 167A, 168
 - Sociology 101, M115, 116, 182, 183, 191D

Part IV. Regional & Thematic Electives (5 courses) (see reverse for list)

- ❑ Four Regional Courses: Two courses each from two separate developing regions of the world
 - Region 1—two courses
 - Region 2—two courses
- ❑ One additional course from any region or from the list of thematic electives

Course list for Regional and Thematic Electives (Part IV)

• REGIONAL ELECTIVES:

East Asia and East Central Asia

Anthropology 175Q, 175T, 175V • Art History C115B, C115F • Asian 163 • Chinese 151, 152 • Communication Studies 183, 184 • Geography 186 • History 169B, 170B, M170C, 170D • Korean 150, 151, 155, 180B, 180C • Political Science 135, 159A, 159B • Sociology 179, 181

Eastern Europe and West Central Asia

Anthropology 175R • Czech 155 • History 107C, 107E, 120A, 120B, 120C, 120D, 127B, 127C • Political Science 128B, 156A, 156B, 156C, 156D • Romanian 152 • Russian 119, 120, 125, 126, M127, 131 • Serbian/Croatian 154 • Slavic 125, 126

Latin America and the Caribbean Basin

Anthropology 173Q, 174P • Art History 110G, C110H • Chicana/o Studies 125, M126, M144 • Community Health Sciences 132 • Comparative Literature M174 • Ethnomusicology M108A, 108B, 113 • Geography 181, 182A, 182B • History 157B, 159, 160A, 160B, 161, 162A, 162C • Latin American Studies 191 • Political Science 124C, 131, 154A, 154B • Portuguese 141 • Sociology M178, 186 • Spanish 161

Middle East and North Africa

Anthropology 176 • Geography 187 • History 105B, 105C, 111C • Political Science 132A, M132B, 157, 165 • Sociology 187

South and Southeast Asia and Pacific Islands

Anthropology 175U, 177 • Art History 114D, 114F • Asian American Studies M164, 171E • Ethnomusicology 146, 147 • Geography 185 • History 174B, 174C, 175A, 175C, 176A, 176B, 176C, 176E, 177A, 177B • Political Science 158 • Southeast Asian 130, 135, 157, 170A, 170B, 170C • Theater 102B • Vietnamese M155, 180A, 180B •

Sub-Saharan Africa

Anthropology 171 • Art History 118C, C119C, C119D • Comparative Literature 169 • Ethnomusicology C136A, C136B • Geography 122, 135 • History 164B, 164C, 164D, 164E, 166B, 166C, 167A, 167B, 167C, 168B • Political Science 133, 151A, 151B, 151C •

• THEMATIC ELECTIVES:

Anthropology 130, 153, M154Q, M155Q, 167, M168 • Comparative Literature C173 • Economics 121, 122, 137, 150, 151, 171, 180 • Education M108, C126 • Environment 122 • Film & Television 106C, 112 • Geography M109, 147, 157, 159C • History 131A • Political Science 116A, 123A, 126, 137A, 137B • Sociology 154, 184, 191F • Women's Studies M147C, 168 • World Arts & Cultures 100A

- ❖ This Major Worksheet pertains to requirements for the International Development Studies major effective **06 Fall**.
- ❖ All courses used towards the major (including preparation for the major courses) must be taken for a letter grade. The GPA for prep courses must be at least 2.00. The Global GPA for major courses must be at least 2.00.
- ❖ Students must fulfill a minimum of 24 Upper Division units (6 courses) towards their major while at UCLA.

Course descriptions are available from the IDS website: <http://www.international.ucla.edu/ids>

Updated 6/13/2008

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UCLA INTERNATIONAL INSTITUTE
Interdepartmental Programs
International Development Studies

**Appendix II:
IDS Annual Reports**

**INTERNATIONAL DEVELOPMENT STUDIES
INTERDEPARTMENTAL UNDERGRADUATE MAJOR
ANNUAL REPORT 2002-2003**

Nancy E. Levine (Chair)

Majors, Courses, Enrollment, and Curriculum Reform

IDS continues to expand in size. In Spring 2002, the program had 286 majors, 58 of whom were double majors. By Spring 2003, the program had grown to include 321 majors, 69 of whom are double majors.

To accommodate this increase in enrollment, course action forms were submitted in Summer 2002 to convert the two existing core courses, IDS 100A and IDS100B, to a larger lecture format. The courses were first taught as lectures in Winter, 2003. To reflect the expansion of the field of development studies and the diverse interests of students who major in IDS, a set of 14 topical senior seminars were added to the existing course list, forming the IDS 190 A - N series. The seminar titles include Development Theory; Gender and Development; Global Health Issues; Human Rights and Development; Globalization; International Institutions; Agriculture and Rural Development; Colonialism and Postcolonialism; War, Political Violence and Development in the Third World; Environment and Development Issues; Cultural Survival and Indigenous Minorities; International Trade and Development; Development and Cultural Production; and International Field Research Methods. The first such senior seminar was taught in Winter 2003. Although these courses were offered as electives in 2002-3, students conforming to the new program (discussed below) will, in future, be required to take one such seminar in order to graduate. Altogether, seven IDS courses were taught in 2002 - 3, with the following titles, staffing and enrollments:

Courses Taught in 2002 - 3

Quarter	Course Number and Title	Instructor	Enrollment
Fall	IDS 100A Economic Development & Culture Change	Levine	23
	IDS 197 Economic Development	Swanson	29
Winter	IDS 100B Political Economy of Development	Engelbert	111
	IDS 190B Senior Seminar, <i>Gender and Development</i>	Gunewardena	17
Spring	IDS 100A Economic Development & Culture Change	Gunewardena	116
	IDS190D: <i>Human Rights and Development</i>	Frates	21
	IDS190 Senior Seminar, <i>Environment and Development Issues?</i>	Rasmussen	9

Curriculum Reform

A major proposal to restructure the International Development Studies major was approved by the Faculty Executive Committee of the College of Letters and Science in its February 12, 2003 meeting and by the Undergraduate Council in its March 7, 2003

meeting. This restructuring was sought for two reasons. One reason was to accommodate the dramatic increase in the number of majors (from 130 in Autumn 1999 to well over 300 at present.) The old program designated too few courses or too few regularly taught courses to accommodate all these students. A second reason can be found in suggestions made in the 1999-2000 8th Year Review of the program (dated May, 2000).

Following discussions with past IDS graduates and other knowledgeable parties, the Chair formulated the new program, and the IDS Faculty Advisory Committee voted unanimously in support of it. In addition, letters of support were solicited and obtained from all academic Departments and Interdepartmental Programs whose courses will figure in the new IDS requirements. The new program will take effect in Fall 2003. The differences between the new and old requirements are summarized in the Table following:

	Old Program (n. of courses)	New Program (n. of courses)
Pre-major	Recommended social science courses and one statistics course; stated requirements for transfer students. (0)	A required lower division economics course, a statistics course, and four courses from five different fields. (6)
Part 1	IDS 100A and B, taught as seminars. (2)	IDS 100A and B, taught as lectures, and one senior seminar from IDS190A – N. Course Action Forms for these changes have been approved. (3)
Part 2	Development Economics. (1)	Research Methodology. The development economics courses are now included in Part 3. The research methods courses come from different social science fields (1)
Part 3	Core Development Courses. (4)	Social and Critical Theory Courses. This section incorporates Parts 2 and 3 of the old program. These courses must be taken from three social science fields (4)
Part 4	Quantitative Methods (1)	None. Replaced by the new Part 2 (Research Methodology) and the statistics requirement in the new pre-major. (0)
Part 5	Electives. Six courses divided equally between two regions (6)	Now Part 4—Electives. Four courses divided between two regions plus one course with regional or thematic content. (5)
Total Required Courses	14	13 (plus 6 courses in the pre-major)

On May 16, the Chair and Geoffrey Garrett, Vice-Provost of the International Institute, met with the Undergraduate Council to present and discuss the response to recommendations in the aforementioned 1999 -2000 Eight Year Review Report for the International Development Studies IDP. That report had been submitted on May 15, 2000 and approved by the Undergraduate Council on June 2, 2000. The responses to this report, submitted nearly three years after the fact, now have been approved

Program Graduates

96 students graduated with the B.A. degree in International Development Studies during 2002 - 3. 22 graduated in Fall 2002, 8 in Winter 2003, and 66 in Spring 2003. Five students completed their B.A. with IDS Departmental Honors. The following faculty served as advisors for students pursuing Honors in IDS in 2002-3 (some of whom will graduate next year): Mukudi (Education), Commins (Urban Planning), Chou (East Asian Languages and Cultures), Spencer (Latin American Studies), Lal (Economics), Rogowski (Political Science), and Sokoloff (Economics).

Proposed Curriculum for 2003-4

The following seven courses have been proposed for next year:

Quarter	Course Number and Title	Instructor
Fall	IDS 100A Economic Development & Culture Change IDS 190F Senior Seminar, <i>International Institutions</i>	Apter Commins
Winter	IDS 100B Political Economy of Development IDS190C: Senior Seminar, <i>Global Health Issues</i> IDS 190B Senior Seminar, <i>Gender and Development</i>	Staff Panosian Gunewardena
Spring	IDS190D: <i>Human Rights and Development</i> IDS190? Senior Seminar, topic to be decided	Panosian & Stemple Vreeland (Global Fellow)

This year it is expected that the lecture courses, IDS 100A and 100B, will be taught by regular ladder faculty at UCLA and that the lectures will be accompanied by Teaching Assistant-led sections.

Leadership and Faculty

Nancy Levine became Chair of the IDS IDP on July 1, 2002. She is resigning effective June 30, 2003 to take up the position of Chair of the General Campus Institutional Review Board (Office for the Protection of Research Subjects). The appointment of a new Chair committed to the further improvement of the IDS program should be announced soon.

The following ladder faculty served on the IDS Committee for 2002 - 3

Nancy Levine, Anthropology, Chair
Edward Alpers, History
Ali Behdad, English
Carole Browner, Anthropology/Psychiatry & Biobehavioral Sciences
Judith Carney, Geography
Sondra Hale, Anthropology/Women's Studies
Edmond Keller, Political Science
David Lopez Sociology

Michael Ross, Political Science
Allen Scott, Geography
Ken Sokoloff, Economics
Aaron Tornell, Economics
Geoffrey Garrett, Ex Officio

Other Matters

In order to aid IDS students in finding appropriate summer internships to aid their career paths, an internship fair was held on Thursday, April 4. The fair included presentations from the Internship & Study Abroad Services at the UCLA Career Center and from EAP (some EAP programs include internships). In addition, a panel of students shared their internship experiences with attendants. Linda Choi Hasunama, the Counseling Assistant to IDS compiled an exhaustive listing of potential internships for IDS students. This listing is available on-line (it can be found at <http://www.international.ucla.edu/ids/resources/jobs/jobs.asp?resources\jobs\otherResources>). Occasionally updated, this resource should be invaluable for years to come.

The current Chair also has discussed possibilities for an EAP fair geared to IDS students or a special packet of information prepared to better guide IDS students to suitable programs to be handed out at its regular fair in Fall 2003.

One final improvement to the program has come through the hiring of an SAO, half of whose time is dedicated to counseling IDS majors (starting December/January 2002-3). A Counseling Assistant also has been hired to work with the SAO. Students are now able to find courses to fulfill their interests and interpret and meet graduation requirements with much greater ease.

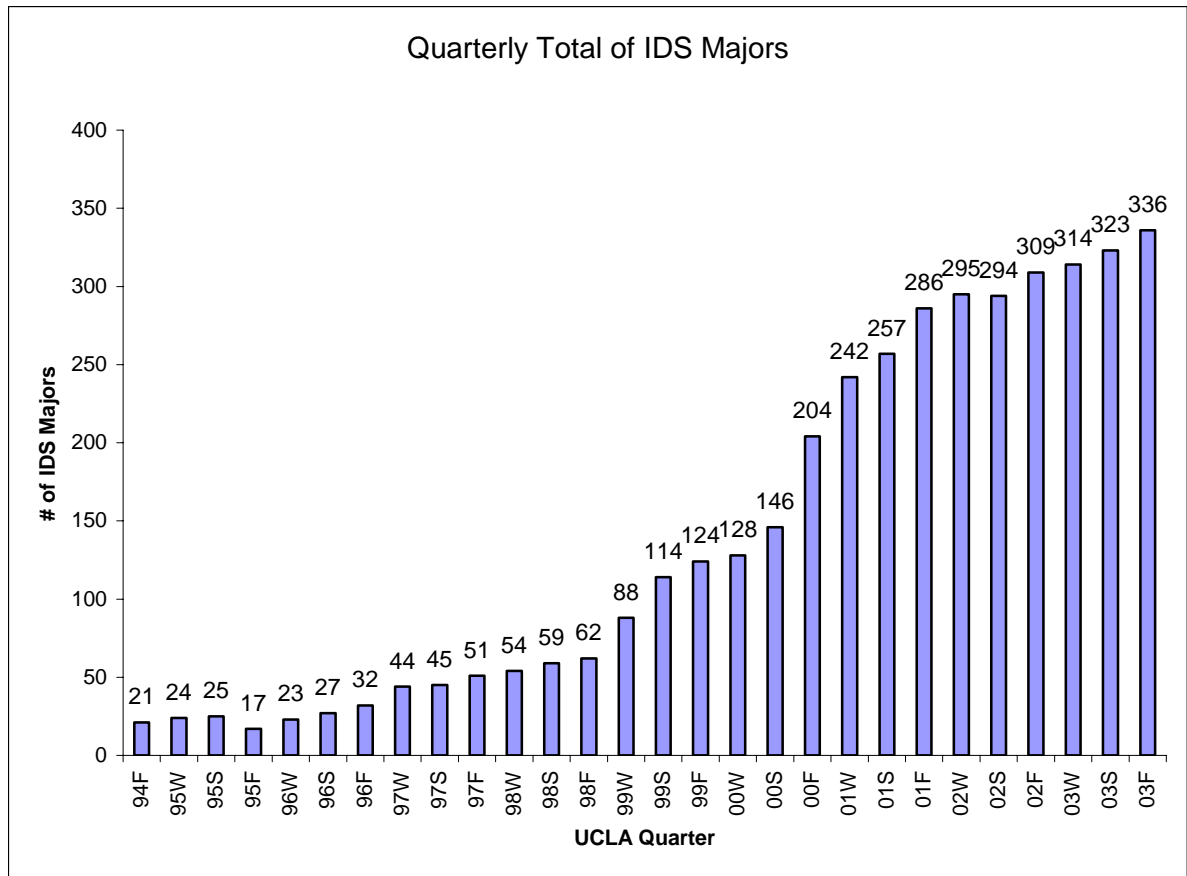
In closing, 2002 - 3 has proven to be an eventful year for International Development Studies. The changes to the program constitute major improvements and should provide support for further advancements in the program in years to come. The steady growth in enrollments demonstrates that this is a program that has garnered and retained student interest, even through difficult times. It has a strong intellectual rationale, and its multidisciplinary base and practical orientation seem likely to continue to appeal to many in the present cohort of students, those who feel they can benefit from a thematic degree with vocational relevance.

**International Development Studies
Annual Report, 2003-04
Michael Ross, Chair**

Majors

Enrollment in the IDS program has continued to grow: in Fall '03 there were 336 declared majors, up from 309 in Fall '02. This continues a longstanding growth trend that dates back at least a decade, and persisted despite the program's turbulence.

About 15 percent of IDS majors are double or triple majors; the most popular pairings are with Political Science, Sociology, and Economics. The academic standing of IDS students is about the same as in years past: the mean GPA is 3.195, which is about the same as in 2002-03.



Courses

The IDS program was substantially restructured in 2002-03. The major now has two required lecture courses and a series of senior seminars. In 2003-04, the lecture courses were both taught by ladder faculty: IDS 100A (Economic Development and Cultural Change) was taught by Prof. Andrew Apter from the History Department, and 100B

(Political Economy of Development) was jointly taught by Profs. Dan Posner and Michael Ross, both from Political Science.

There were also five senior seminars: Commins and Vreeland each offered courses on International Institutions – albeit from very different perspectives; Panosian taught two courses, one on Global Health, and a second (jointly with Lara Stemple and Geoffrey Robinson) on Human Rights; and Gunewardena taught a course on Gender and Development. Several faculty members also sponsored independent studies. Enrollment in all of these courses was high.

03F

<u>Instructor</u>	<u>Course</u>	<u>Enrollment</u>
APTER, A.	100A	145
COMMINS, S.K.	190F	25

04W

<u>Instructor</u>	<u>Course</u>	<u>Enrollment</u>
PANOSIAN, C.B.	190C	22
VREELAND, J.R.	190F	15

04S

<u>Instructor</u>	<u>Course</u>	<u>Enrollment</u>
ROSS, M.L.	M100B	147 (Pol Sci M167C enrollment: 148)
GUNWARDENA	190B	20
PANOSIAN, C.B.	190D	21

Summer Program

To meet growing student demand, IDS will be offering one of its core courses (100A) during the Summer 2004 term. As of mid-June, 60 students had already enrolled. Given the strong student demand for IDS core courses – and the fact that many IDS students are studying abroad for part of their junior or senior years, and hence have difficulty enrolling in the core courses – we expect the summer program to expand in the future.

For the Summer of 2004 only, IDS is formally sponsoring a course (190E) in Shanghai, offered through the Global Learning Institute. In future years, we expect that GLI courses will be offered through the Global Studies program, not IDS.

Curriculum Reform

The IDS curriculum was substantially reformed in 2002-03, under the guidance of Prof. Nancy Levine. While most of the new structure is in place, the Undergraduate Council has asked IDS to consider reinstating a required upper-division economics requirement that would have otherwise been dropped. The IDS Faculty Advisory Committee, in its May 6 meeting, agreed that such a requirement would be desirable, provided that the class was well-taught, and there were enough slots to accommodate all of the IDS majors. The new IDS Chair, Michael Ross, held discussions with both Vice Provost Garrett and members of the Economics Department, to discuss the feasibility of offering an

appropriate upper-division Economics course (e.g., Economics 110) that could accommodate IDS majors. While it appears the course will be offered in 2005-06, its future status is uncertain. Until this is resolved – and we can be assured that there will be sufficient slots for IDS majors in subsequent years – it will be difficult to reinstate the upper-division economics requirement.

Chair, Faculty Advisory Committee, and Staff

In July 2003, Nancy Levine (Anthropology) stepped down as IDS Chair and was replaced by Michael Ross (Political Science); Kenneth Sokoloff (Economics) became Chair of the Faculty Advisory Committee. Other members of the FAC were:

Edward Alpers, History
Andrew Apter, History
Ali Behdad, English
Carole Browner, Anthropology/Psychiatry & Biobehavioral Sciences
Judith Carney, Geography
Sondra Hale, Anthropology/Women's Studies
Edmond Keller, Political Science
Nancy Levine, Anthropology
David Lopez, Sociology
Allen Scott, Geography
Aaron Tornell, Economics
Mary Yeager, History

The IDS program is also assisted by an Academic Counselor, Gaby Solomon, and a quarter-time assistant; they have done an outstanding job of counseling the students, and keeping them informed about campus events, study abroad, job opportunities, and graduate schools. In recognition of the exceptional quality of her work, in 2004 Ms. Solomon received a Staff Employee Service Award from the International Institute.

Overall, this has been a good year for IDS, marked by continuing student demand, and improvements spurred by the 2002-03 reforms and the support of Vice Provost Garrett. The core courses are now taught by ladder faculty; moreover, thanks to TA support from Vice Provost Garrett, they offer a terrific learning environment. The senior seminars continue to be diverse and rigorous, and to receive excellent reviews. And students continue to demonstrate remarkable enthusiasm for the program.

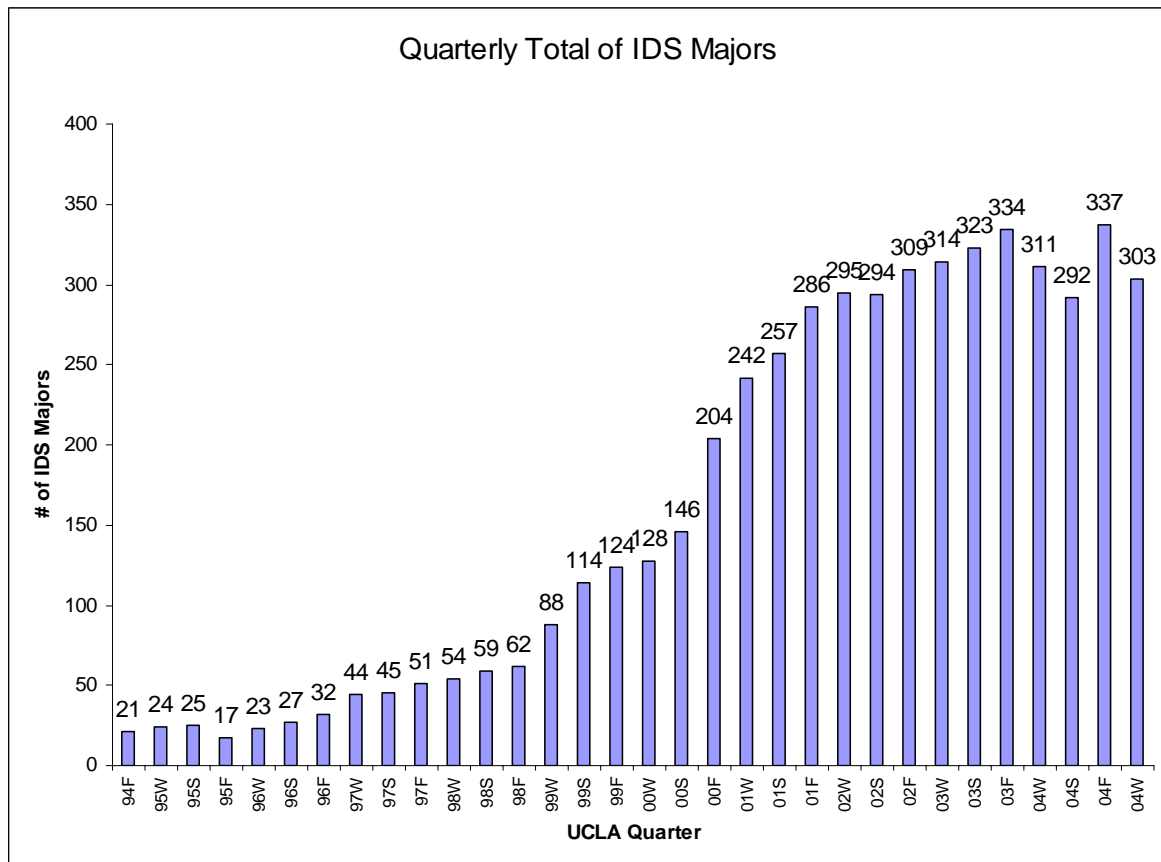
**International Development Studies
Annual Report, 2004-05**
April 26, 2005
Michael Ross, Chair

Summary

The IDS program continues to be in good health. After seven years of rapid growth, the number of declared majors flattened out in 2004-05. The program continues to have strong support from the International Institute, and an outstanding staff. The curriculum reforms initiated in 2002-03 by Nancy Levine, the previous IDS Chair, have produced good results, but parts of the new curriculum are still in limbo. I expect the program to look much the same in 2005-06 as it did in 2004-2005.

Majors

After spectacular growth between 1996 and 2003, the number of IDS majors has been essentially unchanged over the last year. Still, the program's enrollment makes it the largest interdepartmental program on campus, and the 19th largest major out of 124 offered at UCLA.



There may be several reasons for the ‘flattening out’ of IDS enrollment:

- a) The curriculum reforms include prerequisites for prospective IDS majors. Thus, our switch from the old (Pre-03F) to the new (03F-current) requirements may have caused a temporary drop in the number of new majors. Prospective students must first complete six preparation courses before declaring the IDS major, whereas their predecessors had no such requirement. If this is true, then we should see growth resume soon, once students ‘catch up’ with the new requirements.
- b) The Global Studies (GS) program came on line in Spring 05 and may be absorbing some of the growth that would have otherwise gone to IDS. If this is true, we may not see growth resume.
- c) The curriculum reforms may be producing a slightly smaller but more selective group of IDS majors. The average GPA of IDS majors has risen over the last three years:

Quarter GPA	
05W	3.235
04W	3.206
03W	3.198
02W	3.191

If this is the reason why enrollment has stabilized, then we might not see as much future growth.

In addition to being smart and self-motivated, IDS students are overwhelmingly female: 73% of declared majors in Winter 2005 were women.

Courses

IDS offers two types of courses: the core courses (100A and 100B), and senior seminars (191). In 2003-04, four of the eight courses were taught by women; in 2004-05, four of the eleven courses were taught by women.

In 2004-05 we proposed reducing the size of the two core courses offered during the regular calendar year, and to increase enrollment during the summer session. Doing so makes sense for students and faculty (who appreciate smaller class size) and the International Institute, which earns money through summer enrollment. This helps account for changes in the size of the two courses from last year to this year.

Core courses, 2003-04

<u>Instructor</u>	<u>Course</u>	<u>Qtr</u>	<u>Enrollment</u>
APTER, A.	100A	03F	145
ROSS, M.L.	M100B	04S	146 (292 total enrollment with Poli Sci M167C)
GUNWARDENA	100A	04SUM	54

Core courses, 2004-05

<u>Instructor</u>	<u>Course</u>	<u>Qtr</u>	<u>Enrollment</u>
APTER, A.	100A	04F	131

ROSS, M.L.	M100B	05S	90 (166 total enrollment with Poli Sci M167C)
GUNewardena	100A	05SUM	49*
BIGLAISER	M100B	05SUM	51*

*as of April 27, 2005. Anticipated to increase by the time course is offered.

In 2004-05 we offered seven senior seminars (IDS 191), compared to five in 2003-04. Note that prior to 04F, IDS 191s were listed as 190s, with pre-set topic associated to course 190A, 190B, etc. Currently, all of the senior seminars are considered ‘variable topic’ classes. This nominally gives us greater flexibility in the seminars we can offer, however, the choice of topics is partly shaped by the availability of instructors – including the availability of Global Fellows, who are the source of some of the seminar faculty.

Senior Seminars, 2003-04

<u>Instructor</u>	<u>Course</u>	<u>Enrollment</u>	
	<u>Topic</u>		
COMMINS, S.K.	190F	25	International Institutions
PANOSIAN, C.B.	190C	21	Global Health Issues
VREELAND, J.R.	190F	15	International Institutions
GUNewardena	190B	20	Gender and Development
PANOSIAN, C.B.	190D	21	Human Rights and Development

Senior Seminars, 2004-05

<u>Instructor</u>	<u>Course</u>	<u>Enrollment</u>	
	<u>Topic</u>		
GUNewardena	191	20	Gender Issues in International Development
PANOSIAN, C.B.	191	25	Global Health and Development
BHAGWAN, S.	191	21	Developing Cinemas
COMMINS, S.K.	191	27	International Institutions
MARINOV, N.	191	12	International Dimensions of Democratization
ENGLEBERT, P.	191	22	Institutions and Development
OMWAMI, R.	191	10	International Development Policy

Staff Support

The IDS program benefits profoundly from the skill and expertise of Gaby Solomon, who is the Academic Counselor for both IDS and Global Studies; and from the dedicated and knowledgeable Cari Coe, a Ph.D. student in Political Science who also works as Ms. Solomon’s quarter-time assistant. Together they counsel the students, promote the program, and keep it in good working order. Much of its success is due to their efforts. In recognition of her outstanding work, in 2004 Ms. Solomon received a Staff Employee Service Award from the International Institute.

Curriculum Reform

The IDS curriculum was reformed in 2002-03, under the guidance of Prof. Nancy Levine. Oddly enough, while the new structure has largely been implemented, it has not yet been fully approved by the Undergraduate Council. The problem can be traced to the UgC's February 2004 meeting, when they asked IDS to consider reinstating a required upper-division economics requirement that would have otherwise been dropped. The IDS Faculty Advisory Committee, in its May 6 2004 meeting, agreed that such a requirement would be desirable, provided that the class was well-taught, and there were enough slots to accommodate all of the IDS majors.

Unfortunately, negotiations between IDS, Vice Provost Garrett, and the Economics Department have not produced any agreement thus far on how such a course (Economic 110, Development Economics for non-majors) would be funded and structured. For 2004-05, Garrett arranged for one of the Global Fellows to teach this course, and many IDS students are in the course (34 out of 94 enrolled). Yet until we have some assurance that this course will be offered annually – with enough slots to accommodate 150-200 IDS majors – it would be unwise to make it a required course for IDS. Hence IDS has not added the course to its requirements, and the UgC has not approved the IDS restructuring.

**International Development Studies
Annual Report, 2005-06**

Prof. Michael Ross, Chair

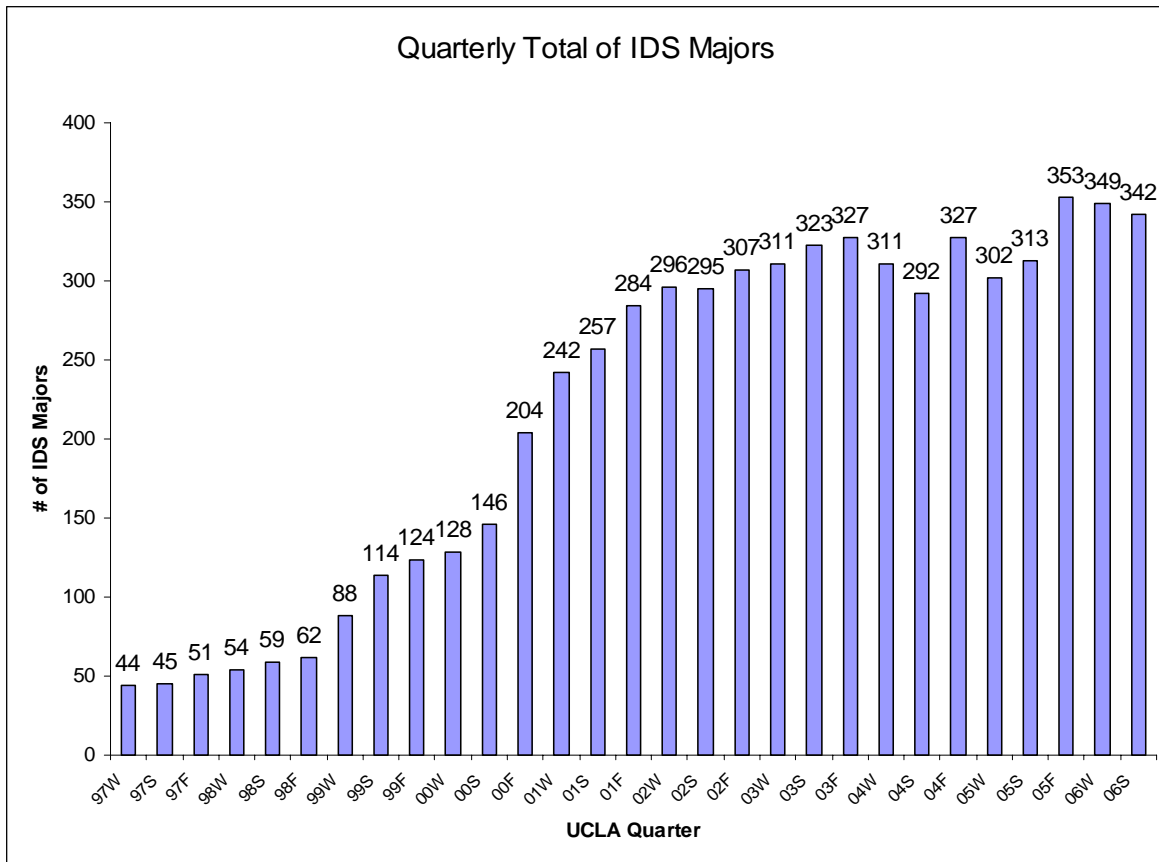
June 21, 2006

Summary

The IDS program continued in good health in 2005-06. Enrollment was up slightly from 2004-05; so was the average GPA of our majors. The Undergraduate Council approved reforms to the curriculum, the most important of which is a newly required course on development economics. There are two new awards for graduating seniors. The program's heavy reliance on non-ladder faculty for instruction is a concern.

Majors

The number of IDS majors grew slightly in 2005-06, after remaining flat for several years. IDS continues to be the largest IDP on campus, and UCLA's 19th largest undergraduate major.



Besides growing in quantity, IDS majors are growing in quality: for the fifth consecutive year, GPA scores rose:

Quarter GPA

06W	3.250
05W	3.235
04W	3.206
03W	3.198
02W	3.191

IDS are not only smart and committed to social change, they are also predominantly female: 72 percent of our declared majors are women.

Courses

IDS offers two types of courses: core courses (100A and 100B), and senior seminars (191).

Our efforts to encourage students to take core courses over the summer continues to be successful, and enrollments for summer 2006 are already greater than in summer 2005. The summer courses give students more flexibility, particularly if they study abroad during their junior or senior years; it reduces costs for many students; it reduces class size, by taking pressure off the regular-year courses; and it generates extra money for the International Institute.

Core courses, 2005-06

<u>Instructor</u>	<u>Course</u>	<u>Qtr</u>	<u>Enrollment</u>
APTER, A.	100A	05F	124
COMMINS, S.	M100B	06S	177 (cross-listed with Pol Sci M167C)
GUNWARDENA	100A	05SUM	53*
COMMINS	M100B	05SUM	71*

* as of June 1, 2006

Core courses, 2004-05

<u>Instructor</u>	<u>Course</u>	<u>Qtr</u>	<u>Enrollment</u>
APTER, A.	100A	04F	131
ROSS, M.L.	M100B	05S	166
GUNWARDENA	100A	05SUM	49
BIGLAISER	M100B	05SUM	51

In 2005-06, IDS offered seven senior seminars (191), the same number as in 2004-05. The topics change slightly from year to year, depending on the available instructors. Since we typically rely on the International Institute's Global Fellows to teach one or two courses, we also try to shape courses around their specialties.

Senior Seminars, 2005-06

<u>Instructor</u>	<u>Qtr</u>	<u>Enrollment</u>	<u>Topic</u>
GUNWARDENA	05F	14	Gender in International Development
COMMINS, S.K.	05F	18	International Institutions
JENSEN, N.	05F	29	Multinational Corporations
PANOSIAN, C.B.	06W	30	Global Health and Development
GUNWARDENA	06S	30	Children and Development
CHOREV, N.	06S	26	Institutions and Development
OMWAMI, R.	06S	22	Economic Development Policy

Senior Seminars, 2004-05

<u>Instructor</u>	<u>Qtr</u>	<u>Enrollment</u>	<u>Topic</u>
GUNWARDENA	04F	20	Gender in International Development
MARINOV, N.	04F	12	Democratization
PANOSIAN, C.B.	05W	25	Global Health and Development
ENGLEBERT, P.	05W	22	Institutions and Development
BHAGWAN, S.	05S	21	Developing Country Cinema
COMMINS, S.K.	05S	27	International Institutions
OMWAMI, R.	05S	10	Economic Development Policy

This year we also offered our new development economics (IDS 150) course, as a trial run. It will be a required class in future years (see below), but is not for current majors. The course – taught by visiting instructor Raymond Omwami – nonetheless proved popular, and had about 57 students.

Instructors

In 2005-06, eleven of twelve IDS courses were taught by non-ladder faculty. Next year, all twelve courses will be taught by non-ladder faculty. While many of our instructors are excellent – and several are ladder faculty at other universities – we may nonetheless be short-changing our students. One solution would be to offer incentives to faculty members from other departments to teach in IDS; currently they have no real incentive to do so. Other suggestions would be most welcome.

In 2005-06, four of the twelve courses were taught by women, the same number as in 2004-05.

Staff Support

This year Asiroh Cham replaced Gaby Solomon as the program's Academic Counselor. Although I was initially depressed at the prospect of losing Gaby, Asiroh – who was herself an IDS major, and graduated in 2004 – did an outstanding job, even though the Institute was short-staffed for much of the year. Both Erica Frantz and Cari Coe – Ph.D. students in Political Science – served as Asiroh's assistants, and helped carry out the counseling. Together they were largely responsible for the success, and continued popularity, of the IDS program.

Student Awards

Until now there has been no way to recognize the accomplishments of graduating IDS seniors. This year Asiroh and I developed two new awards, one for outstanding academic accomplishment, the other for outstanding activism on development-related issues. Each award comes with a certificate, a \$250 check, and special recognition during the graduation ceremony. Students must apply for the awards by filling out a brief form and submitting a short essay. A committee of two – Andrew Apter and I – will read the applications and select the winners.

Curriculum Reform

The process of reforming the IDS curriculum – to comply with the recommendations of the 8-year review, carried out in 1999 (!) – was finally completed this spring. Many changes were implemented under Nancy Levine's direction in 2002-03, but the Undergraduate Council declined to give final approval to the new curriculum, pending the development of a required economics course.

Thanks to the support of Acting Dean Ron Rogowski, we now have a new core course, Development Economics (IDS 150). We have also slightly revised the language requirements by stipulating that students must complete part of their language instruction before declaring their major. Finally, we dropped and added many courses to the list of approved courses from other departments, mostly to reflect changes that other departments have made in their offerings. To comply with Academic Senate requirements, we solicited – and eventually received – written approval from the chairs of 19 other affected departments.

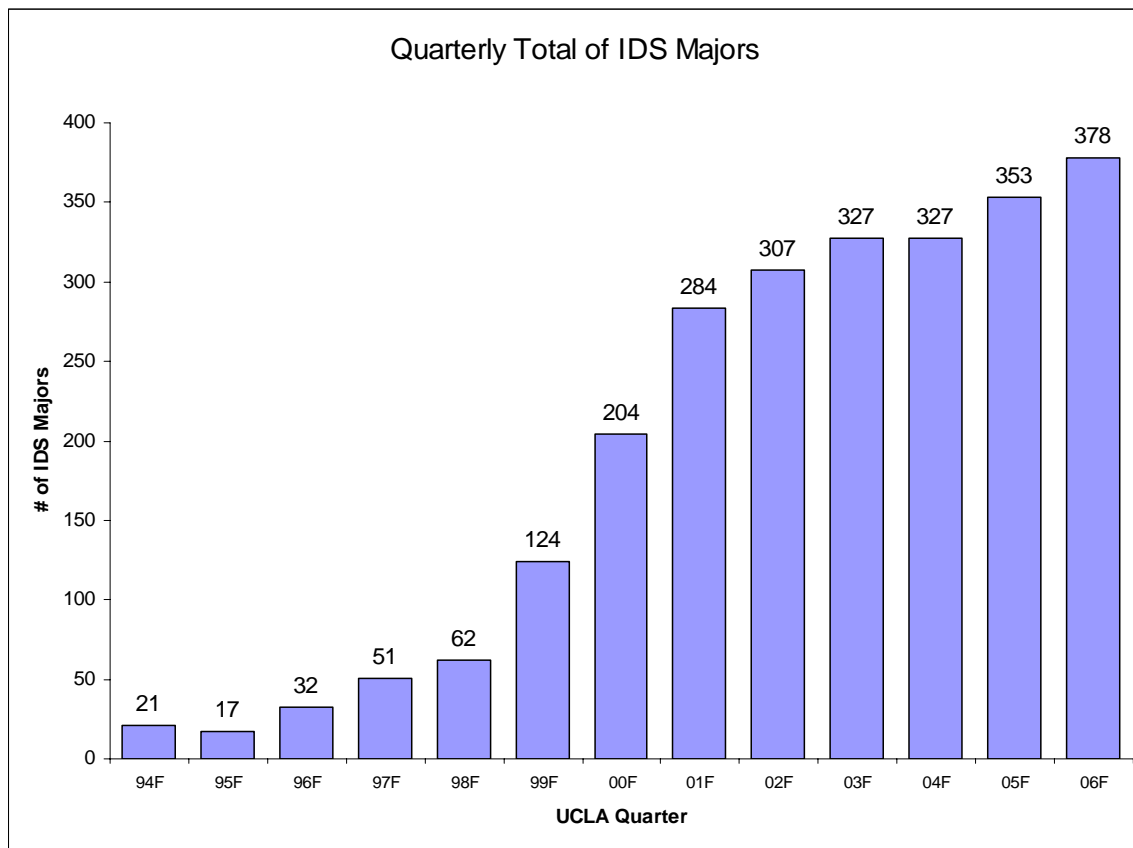
**International Development Studies
Annual Report, 2006-07**
Prof. Michael Ross, Chair
June 24, 2007

Summary

The IDS program remained in good health in 2006-07, and there were several encouraging developments: enrollment continued to rise, as did the average GPA of our majors. This was the first year of the revised curriculum and it proceeded smoothly. Among graduating seniors, IDS majors were more satisfied with their UCLA experience than the majors of any other large program on campus. Armita Parvizi took over as our academic counselor and did a wonderful job. But we are still facing a crisis with instructors: we had no ladder faculty teaching our courses in 2006-07, although the picture for 2007-08 looks somewhat better.

Majors

The number of IDS majors continued to grow in 2006-07, and is up about sixteen percent over the last two years. IDS continues to be the largest IDP on campus, and UCLA's 19th largest undergraduate major.



For the sixth straight year, the GPA scores of IDS majors also rose:

Quarter GPA

07W	3.279
06W	3.250
05W	3.235
04W	3.206
03W	3.198
02W	3.191

Last year I reported that 72 percent of IDS majors were women; remarkably, the proportion of women has continued to grow, and now stands at 77 percent.

Perhaps the most encouraging sign came from UCLA’s first-ever survey of graduating seniors. Across all of the social sciences, seniors, 93 percent of all seniors reported they were “satisfied” or “very satisfied” with their overall UCLA experience. Among IDS students, the figure was 99 percent – **higher than any other major on campus (North and South) with more than twenty students.**

Compared to the average student in social sciences, IDS students were also:

- more satisfied with the curriculum;
- more satisfied with the quality of faculty instruction and accessibility;
- more satisfied with their “intellectual challenge by faculty”;
- reported greater difficulty getting into courses;
- were more likely to meet with faculty and make class presentations;
- were less likely to participate in research opportunities;
- were much less frequently planning to attend graduate school in the next two years.

Courses

IDS offers two types of courses: core courses (100A, 100B, and 150), and senior seminars (191).

We continue to encourage students to take core courses over the summer, and our summer enrollment figures continue to climb. The summer courses have advantages for both students and UCLA: the courses give students more flexibility, particularly if they study abroad during their junior or senior years; they reduce costs for many students; they reduce class size, by taking pressure off the regular-year courses; and they generate extra money for the International Institute.

Core courses, 2006-07

<u>Instructor</u>	<u>Course</u>	<u>Qtr</u>	<u>Enrollment</u>
BLUNDELL, D.	100A	06F	144
COMMINS, S.	100B	07S	191 (cross-listed with Pol Sci M167C)
MITCHELL, A.	150	07W	144

BLUNDELL, D.	100A	07SUM	59*
OMWAMI, R.	150	07SUM	35*
COMMINS, S.	100B	07SUM	56*

* as of May 15, 2007

Core courses, 2005-06

<u>Instructor</u>	<u>Course</u>	<u>Qtr</u>	<u>Enrollment</u>
APTER, A.	100A	05F	124
COMMINS, S.	M100B	06S	177 (cross-listed with Pol Sci M167C)
GUNWARDENA	100A	05SUM	53
COMMINS	M100B	05SUM	67

Core courses, 2004-05

<u>Instructor</u>	<u>Course</u>	<u>Qtr</u>	<u>Enrollment</u>
APTER, A.	100A	04F	131
ROSS, M.L.	M100B	05S	166 (cross-listed with Pol Sci M167C)
GUNWARDENA	100A	05SUM	49
BIGLAISER	M100B	05SUM	51

In 2006-07, IDS offered seven senior seminars (191), the same number as last year; next year, due to enrollment growth, we will offer eight. The topics change slightly from year to year, depending on the available instructors. Since we typically rely on the International Institute's Global Fellows to teach several courses, we also try to shape courses around their specialties.

Senior Seminars, 2006-07

<u>Instructor</u>	<u>Qtr</u>	<u>Enrollment</u>	<u>Topic</u>
COMMINS, S.	06F	25	International Institutions
ALMEIDA, M.	06F	25	Political Econ of Trade, Finance, and Debt
BUTTENHEIM, A.	07W	32	Global Health and Development
ENGLEBERT, P.	07S	7	Political Economy of Development
BHATNAGAR/CAO	07S	30	HIV in the Developing World
RADHAKRISHNAN	07S	27	Gender and International Development
OMWAMI, R.	07S	19	Economic Development Policy

Senior Seminars, 2005-06

<u>Instructor</u>	<u>Qtr</u>	<u>Enrollment</u>	<u>Topic</u>
GUNWARDENA	05F	14	Gender in International Development
COMMINS, S.K.	05F	18	International Institutions
JENSEN, N.	05F	29	Multinational Corporations
PANOSIAN, C.B.	06W	30	Global Health and Development
GUNWARDENA	06S	30	Children and Development
CHOREV, N.	06S	26	Institutions and Development
OMWAMI, R.	06S	22	Economic Development Policy

Senior Seminars, 2004-05

<u>Instructor</u>	<u>Qtr</u>	<u>Enrollment</u>	<u>Topic</u>
GUNWARDENA	04F	20	Gender in International Development
MARINOV, N.	04F	12	Democratization
PANOSIAN, C.B.	05W	25	Global Health and Development
ENGLEBERT, P.	05W	22	Institutions and Development
BHAGWAN, S.	05S	21	Developing Country Cinema
COMMINS, S.K.	05S	27	International Institutions
OMWAMI, R.	05S	10	Economic Development Policy

This was the first year we offered our new core course, IDS 150, *Economics of Developing Countries*. The course was taught by Andrew Mitchell, an economic historian at UCLA on a post-doctoral fellowship; it got good reviews.

Instructors

As I noted in my 2005-06 report, the IDS program is in an untenable position: our courses generally get very high ratings and have high enrollments, but almost none are taught by ladder faculty. *In 2006-07, all thirteen IDS courses were taught by non-ladder faculty.* Many of our instructors are excellent, but they must each be recruited, hired, and sometimes, trained anew each year. This is labor-intensive for me, but more importantly, produces a set of courses whose content shifts from year to year, and whose quality is uneven.

I have tried to recruit more ladder faculty to teach next year, but with only modest success: two or three slots in 2007-08 (including two of the three core courses) should be filled by ladder faculty. In 2008-09 I hope to have all three core courses taught by ladder faculty. Still, this is an unsustainable situation.

In 2006-07, four of thirteen courses were taught by female instructors (including one jointly taught with a male instructor). This is the same number as in 2005-06 and 2004-05, although I hope to raise the number in 2007-08.

Staff Support

This year Armita Parvizi replaced Asiroh Cham as the program's Academic Counselor. Armita is a true find – a most worthy successor to Asiroh, and an enormous asset to the program. She has been assisted by Glenda Adjei, a graduate student in African Studies who is a marvelous student advisor. They have played a key role in IDS's success and have been a pleasure to work with.

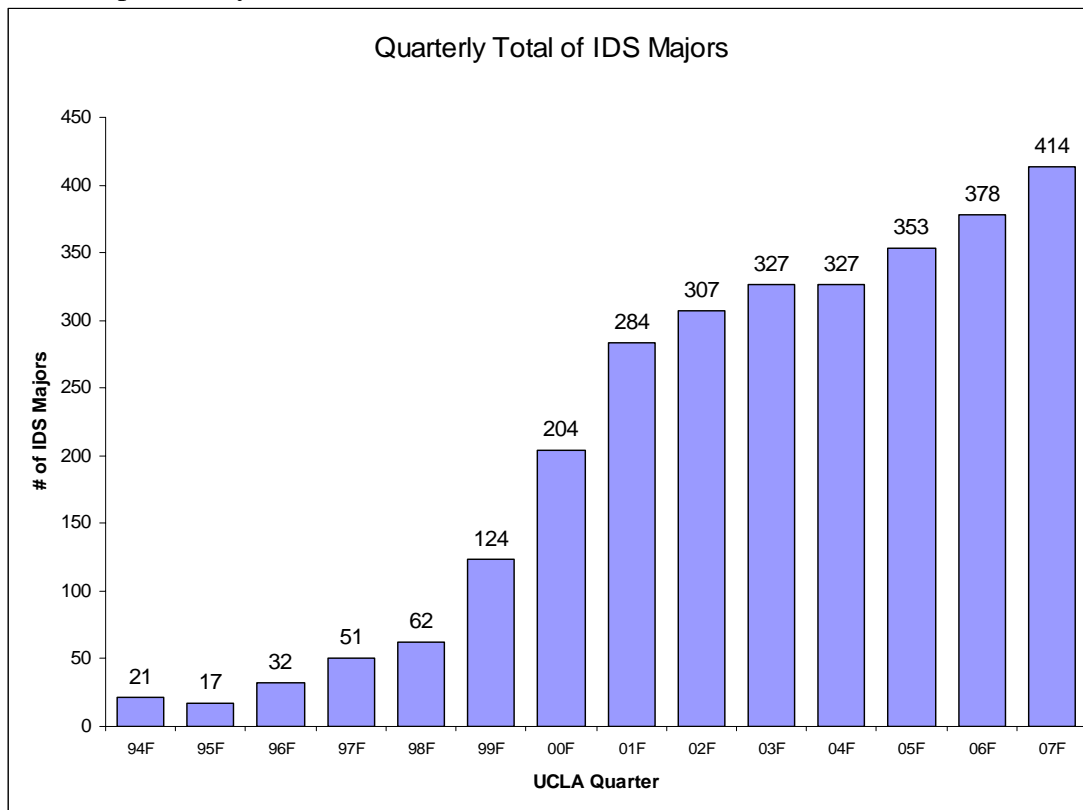
**International Development Studies
Annual Report, 2007-08**
Prof. Michael Ross, Chair
June 10, 2008

Summary

The IDS program continued to grow in student enrollment in 2007-08, but also faced a number of challenges. From September to February, the International Institute engaged in a broad discussion with the College over where IDS and the other interdepartmental programs should be housed. In February, the Institute and the Deans decided to keep IDS in the Institute, and Vice Provost Entrikin strongly encouraged changes in the program to reduce the size of the major. After proposing a series of changes designed to cut the number of majors to about 300 – developed in consultation with the Faculty Advisory Committee – the Institute’s leadership asked that they not be submitted to the Faculty Executive Committee this year, to clear the way for an alternative set of reforms next year. The program began its eight-year review, drafting a self review. Armita Parvizi continued to provide outstanding support to the program as its academic counselor, and took a leadership role in preparing the self review. Two ladder faculty members taught IDS courses this year – up from zero in 2006-07 – but the remaining twelve courses were taught by non-ladder faculty, a serious shortcoming.

Number of Majors

The number of IDS majors continued to grow in 2007-08, rising by almost ten percent from the previous year.



IDS is now the seventh largest major in the Social Sciences. IDS continues to be the largest IDP on campus (note that for comparability, the figures in the previous chart are for Fall 2007, while the figures below are for Spring 2008).

Majors in the Social Sciences by Undergraduate Enrollment (Spring 08)

Major	# Majors
History B.A.	1500
Economics B.A.	1053
Sociology B.A.	960
Political Science B.A.	959
Communication Studies B.A.	462
Anthropology B.A., B.S.	479
International Development Studies B.A.*	433
Geography & Environmental Studies B.A.	220
Global Studies B.A.*	178
Women's Studies B.A.	123
Chicana and Chicano Studies B.A.	118
East Asian Studies B.A.*	64
Asian American Studies B.A.	60
Art History B.A.	56
Afro-American Studies B.A.	51
Latin American Studies B.A.*	36
Middle Eastern and North African Studies B.A.*	23
European Studies B.A.*	22

* majors housed in the International Institute

We also do an excellent job of attracting an ethnically diverse set of undergraduates – as good a job as Sociology, and better than other large departments in the Social Sciences:

Undergraduate Enrollment by Ethnicity, three-quarter average, AY 2005-06 (%)

	Black Non-Hispanic	Asian or Pac Islander	Hispanic	White Non-Hispanic	Foreign
History	5	20	21	52	1
Political Science	4	27	23	44	2
Anthropology	4	29	19	43	4
Economics	2	52	10	30	6
Sociology	7	36	27	27	3
IDS	4	34	27	29	5

Source: www.aim.ucla.edu/data/students/3qtr/iars.thirdweek.3qtravg.Deptprof-headcount.pdf

After six years of increases, the GPA scores of IDS majors has leveled off:

Quarter GPA

08W	3.27
07W	3.279
06W	3.250
05W	3.235
04W	3.206
03W	3.198
02W	3.191

Still, this suggests that the quality of our students is *not* being diluted by the major's growth; we continue to attract high-quality students.

As of 2007, a remarkable 77 percent of our majors were women.

Courses

IDS offers two types of courses: core courses (100A, 100B, and 150), and senior seminars (191).

We continue to encourage students to take core courses over the summer, and our summer enrollment figures continue to climb. The summer courses have advantages for both students and UCLA: the courses give students more flexibility, particularly if they study abroad during their junior or senior years; they reduce costs for many students who need just a handful of additional credits to graduate; they reduce class size, by taking pressure off the regular-year courses; and they generate extra money for the International Institute.

Core courses, 2007-08

<u>Instructor</u>	<u>Course</u>	<u>Qtr</u>	<u>Enrollment</u>
APTER, A.	100A	07F	149
ROSS, M.	100B	08S	265 (cross-listed with Pol Sci M167C)
VARGAS, J.	150	08W	148
GUNWARDENA	100A	08SUM	85*
VARGAS, J.	150	08SUM	43*
COMMINS, S.	100B	08SUM	67*

* as of May 15, 2008

Core courses, 2006-07

<u>Instructor</u>	<u>Course</u>	<u>Qtr</u>	<u>Enrollment</u>
BLUNDELL, D.	100A	06F	144
COMMINS, S.	100B	07S	191 (cross-listed with Pol Sci M167C)
MITCHELL, A.	150	07W	144
BLUNDELL, D.	100A	07SUM	59*

OMWAMI, R.	150	07SUM	35*
COMMINS, S.	100B	07SUM	56*

* as of May 15, 2007

Core courses, 2005-06

Instructor	Course	Qtr	Enrollment
APTER, A.	100A	05F	124
COMMINS, S.	M100B	06S	177 (cross-listed with Pol Sci M167C)
GUNWARDENA	100A	05SUM	53
COMMINS	M100B	05SUM	67

In 2007-08, IDS offered eight senior seminars (191), up from seven in 2005-06 and 2006-07. The topics change from year to year, depending on the strengths and interests of available instructors. As in the past, several of our instructors were drawn from the International Institute's Global Fellows program. Since that program will end this year, IDS will have to find new instructors to replace them.

An important goal for 2008-09 will be to offer senior seminars that help our majors learn how to manage and analyze quantitative data.

Senior Seminars, 2007-08

Instructor	Qtr	Enrollment	Topic
COMMINS, S.	07F	26	International Institutions
ALMEIDA, M.	07F	24	Political Econ of Trade, Finance, and Debt
CHAN, C	07F	25	Local Cultures and Globalizing Capitalisms
HASHEMI, N.	07W	22	Islam and Democracy
BABAN, A.	07S	30	Social Inequality and Health Disparities
SUPHAMONGKHON	07S	28	Diplomacy, Globalization, and Development
PANOSIAN, C.	07S	19	Global Health
CLARK, W.	07S	28	Sustainable Development

Senior Seminars, 2006-07

Instructor	Qtr	Enrollment	Topic
COMMINS, S.	06F	25	International Institutions
ALMEIDA, M.	06F	25	Political Econ of Trade, Finance, and Debt
BUTTENHEIM, A.	07W	32	Global Health and Development
ENGLEBERT, P.	07S	7	Political Economy of Development
BHATNAGAR/CAO	07S	30	HIV in the Developing World
RADHAKRISHNAN	07S	27	Gender and International Development
OMWAMI, R.	07S	19	Economic Development Policy

Senior Seminars, 2005-06

Instructor	Qtr	Enrollment	Topic
GUNWARDENA	05F	14	Gender in International Development
COMMINS, S.K.	05F	18	International Institutions
JENSEN, N.	05F	29	Multinational Corporations

PANOSIAN, C.B.	06W	30	Global Health and Development
GUNewardena	06S	30	Children and Development
CHOREV, N.	06S	26	Institutions and Development
OMWAMI, R.	06S	22	Economic Development Policy

Instructors

As I have noted in the past, the IDS program is in an untenable position: our courses typically get very high ratings and have high enrollments, but almost all of them are taught by lecturers. This year, just two of our fourteen courses were taught by ladder faculty. Many of our non-ladder instructors are excellent, but they must be recruited, hired, and sometimes, trained anew each year. This is labor-intensive for me, but more importantly, produces a set of courses whose quality is uneven.

This year was somewhat better than last year, when none of our courses were taught by ladder faculty. Next year I expect to have three ladder faculty offering courses, although two of the courses will be senior seminars. Just one of the three core courses will be taught by ladder faculty. This is unsustainable and unfair for our students.

This year five of the fourteen courses were taught by female instructors. In each of the previous two years, four courses were taught by female instructors. I expect the number of female instructors to rise to six next year.

An important goal for 2008-09 is to offer more senior seminars that teach students how to work with quantitative data. I anticipate that hands-on data analysis will be a component of at least four of the eight senior seminars.

Staff Support

This was the second year that Armita Parvizi was the program's Academic Counselor. Armita is a remarkable asset to the program: in addition to her counseling duties, she has taken the lead in drafting our internal review, and in organizing and overseeing many aspects of the program. She has been assisted by Glenda Adjei and Nabila Abdulmelik, M.A. students in the African Studies IDP, who have been marvelous student advisors. They have played a key role in IDS's success and have been a pleasure to work with.

**Appendix III:
Planning and Budget**

To: Council on Planning and Budget
From: Michael Ross, IDS Chair
Date: June 17, 2008
Re: Addendum to IDS Self Review

After submitting the IDS Self Review last week, I was surprised to receive – for the first time – the questions on the CPB template. I have already addressed most of these issues in the Self Review; below I offer some additional commentary on the questions on the CPB template. The numbers refer to the template numbers.

1. As the outgoing Chair, I am not in a good position to formulate long-term goals for the program. In the body of the Self Review I discuss the program's trends in the number of majors, and some of the problems caused by its large size. I personally favor restricting the number of majors to about 300 – down from about 430 currently – by increasing the required GPA for admission to the major. Any changes, however, will have to be organized by the next IDS Chair, in consultation with the leadership of the International Institute.
2. I have attached a spreadsheet that summarizes our funding over the past several years. Additional information is available from Ron Sugano at the International Institute.
3. As an IDP in the International Institute, we have no faculty members of our own. We badly need ladder faculty to teach our courses. This problem is described in the Self Review, in the section entitled "Teaching by Ladder Faculty."
4. We have excellent staff support from our Student Affairs Officer, Armita Parvizi. Since she administers several other IDPs, she is often stretched quite thin. This issue is also discussed in the report.
5. We have no graduate program.
6. Student enrollment is discussed in detail in the report. The number of declared majors has increased some 350 percent since the last Academic Senate Review in 1999-2000, from about 120 to over 430.
7. As an IDP we have no space allotted.

IDS Expenditure Summary

		Faculty Salaries	Academic Stipends & Ninths	Staff Salaries	Benefits	Supplies & Expenses	Total
2005-06	International Development Studies	\$ 99,112.80	\$ 29,055.55		\$ 18,133.94	\$ 542.20	\$ 146,844.49
	Commencement (All IDPs)					\$ 8,391.82	\$ 8,391.82
	Total						\$ 155,236.31
2006-07	International Development Studies	\$149,947.09	\$ 13,026.83		\$ 28,378.04	\$ 1,317.23	\$ 192,669.19
	Commencement					\$ 6,962.40	\$ 6,962.40
	Total						\$ 199,631.59
		Faculty Salaries	TA Salaries	Academic Stipends & Ninths	Course Release	Benefits	Total
Projected Budget	International Development Studies-Administrative	\$ 18,751.00		\$ 12,255.56		\$ 2,933.81	\$ 34,109.85
	Large Courses-3 Total (3 by Ladder Faculty)		\$ 73,180.08		\$ 23,751.00	\$ 35,633.70	\$ 133,122.70
	Seminar Courses-9 Total (1 by Ladder Faculty; 8 by Lecturers)	\$ 60,000.00			\$ 7,917.00	\$ 4,380.00	\$ 73,287.38
	Total	\$ 78,751.00	\$ 73,180.08	\$ 12,255.56	\$ 31,668.00	\$ 42,947.52	\$ 240,519.93
	Less Benefits						\$ 197,572.41
	Less Summer Sessions Offset 35K						\$ 162,572.41
	Assumptions:						
	1) IDS Administrative Salary is 17% of Chair M. Ross' Salary						
	2) IDS Administrative Ninth is 1/9 of Chair M. Ross' Salary						
	3) Lecturer's Monthly Salary is estimated at \$5,000/month; 8 Lecturers at 50% for 3 months						
	4) TA Salaries are estimated at Teaching Associate Rate of \$4,067/Month; 12 TA's at 50% for 3 months						
	5) Course Release for 4 ladder faculty is estimated at \$7,917 per course						
	6) Benefits are estimated at 7.3% for Temp. Faculty Salaries						
	7) Benefits for M. Ross is estimated at current rate of 9.5%						
	8) Benefits for TA's are 1.5% for the academic year + \$2,878 Fee remission per quarter per student						
	9) General/Employment Liability & Property Insurance estimated at \$0.29 per \$100 of payroll						
	10) Summer Sessions Revenue Offset is estimated at 35K						

INTERNATIONAL DEVELOPMENT STUDIES COURSES
2005-06 through 2007-08

Quarter	Course	Instructor	Instructor Status
05F	100A	APTER, A.	Faculty
05F	191	COMMINS, S.K.	Lecturer
05F	191	GUNewardena, A.N.	Lecturer
05F	191	JENSEN, N.	Global Fellow
06W	150	OMWAMI, R.K.	Lecturer
06W	191	PANOSIAN, C.B.	Faculty
06S	M100B	COMMINS, S.K.	Lecturer
06S	191	CHOREV, N.	Global Fellow
06S	191	GUNewardena, A.N.	Lecturer
06S	191	OMWAMI, R.K.	Lecturer
06 Summer	M100B	COMMINS, S.K.	Lecturer
06 Summer	100A	GUNewardena, A.N.	Lecturer
06F	100A	BLUNDELL, D.S.	Visiting Associate Professor
06F	191	ALMEIDA, M.A.	Lecturer
06F	191	COMMINS, S.K.	Lecturer
07W	150	MITCHELL, A.H.	Lecturer
07W	191	BUTTENHEIM, A.	Graduate Student
07S	M100B	COMMINS, S.K.	Lecturer
07S	191	CAO, H./ BHATNAGAR, T.	Graduate Students
07S	191	ENGLEBERT, P.	Visiting Associate Professor
07S	191	OMWAMI, R.K.	Lecturer
07S	191	RADHAKRISHNAN, S.	Global Fellow
07 Summer	M100B	COMMINS, S.K.	Lecturer
07 Summer	100A	BLUNDELL, D.S.	Visiting Associate Professor
07 Summer	150	OMWAMI, R.K.	Lecturer
07F	100A	APTER, A.	Faculty
07F	191	ALMEIDA, M.A.	Lecturer
07F	191	CHAN, S.C.	Global Fellow
07F	191	COMMINS, S.K.	Lecturer
08W	150	VARGAS DUQUE, J.F.	Global Fellow
08W	191	BABAN, A.S.	Visiting Professor
08W	191	HASHEMI, N.A.	Global Fellow
08S	M100B	ROSS, M.L.	Faculty
08S	191	CLARK, W.W.	Lecturer
08S	191	PANOSIAN, C.B.	Faculty
08S	191	SUPHAMONGKHON, K.	Regent's Professor
08 Summer	M100B	COMMINS, S.K.	Lecturer
08 Summer	100A	GUNewardena, A.N.	Lecturer
08 Summer	150	VARGAS DUQUE, J.F.	Global Fellow