

UNIVERSITY OF OTTAWA

Opening Global Studies in Canadian Universities

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Abstract

This study examined global studies programs which emerged as a seemingly new field of knowledge in Canadian universities, beginning in 1998. These programs arose within the context of a number of transformational processes in higher education, namely internationalization, the introduction of global citizenship, an accent on civic engagement, and interdisciplinarity. By analysing institutional motivations and the personal convictions of the initiators of the new programs, the study identified a problematic lack of cohesion within the growing field of global studies in Canada.

The principal method of analysis adopted in this study was the first-hand examination of a number of specific cases at different universities or institutions of higher learning, in the form of extensive interviews with leading individuals in the relevant programs. Additionally, university policy documents, reports of Canadian organizations (e.g. AUCC), and program websites were consulted in order to examine trends in global studies programs in Canada.

An in-depth review of existing literature on the conceptualization of global studies as well as an analysis of diverse data collected made it possible to identify a number of problems, foremost of which was a disconnect between the theoretical aspirations for the emerging field and the understanding of global studies due to a lack of consensus in Canada on a definition of global studies. It was revealed that a common understanding of global studies in Canada is lacking. Furthermore, the analysis brought to light the diverse ideas behind the conceptualization of global studies programs, and the ways in which the personal ideas of the programs' founders interacted with a variety of motives for designing these kinds of programs at different universities. An examination of the composition of the programs revealed their indeterminate character, as well as a remarkable overlap with the field of international development.

Finally, the study offers recommendations for the leaders in global studies in Canada and provides suggestions for future research.

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Acronyms

ACCC	ASSOCIATION OF CANADIAN COMMUNITY COLLEGES
AUCC	ASSOCIATION OF UNIVERSITIES AND COLLEGES OF CANADA
CBIE	CANADIAN BUREAU FOR INTERNATIONAL EDUCATION
CCUPIDS	CANADIAN CONSORTIUM OF UNIVERSITY PROGRAMS IN INTERNATIONAL DEVELOPMENT STUDIES
CIFSRF	CANADIAN INTERNATIONAL FOOD SECURITY RESEARCH FUND
CSO	CIVIL SOCIETY ORGANIZATION
CURA	COMMUNITY-UNIVERSITY RESEARCH ALLIANCE
CIDA	CANADIAN INTERNATIONAL DEVELOPMENT AGENCY
GACER	GLOBAL ALLIANCE FOR COMMUNITY-ENGAGED RESEARCH
GS	GLOBAL STUDIES
GSN	GLOBALIZATION STUDIES NETWORK
ICCS	INTERNATIONAL COUNCIL FOR CANADIAN STUDIES
ICURA	INTERNATIONAL COMMUNITY-UNIVERSITY RESEARCH ALLIANCE
IDRC	INTERNATIONAL DEVELOPMENT RESEARCH CENTRE
IMF	INTERNATIONAL MONETARY FUND
MIT	MASSACHUSETTS INSTITUTE FOR TECHNOLOGY
NGO	NON-GOVERNMENTAL ORGANIZATION
OECD	ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT
PASCAL	PATTERN ANALYSIS, STATISTICAL MODELLING AND COMPUTATIONAL LEARNING
SIDGS	SCHOOL OF INTERNATIONAL DEVELOPMENT AND GLOBAL STUDIES
SSHRC	SOCIAL STUDIES AND HUMANITIES RESEARCH COUNCIL
STACS	SCIENCE, TECHNOLOGY AND CIVIL SOCIETY
UNESCO	UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION
WB	WORLD BANK
WUSC	WORLD UNIVERSITY SERVICE OF CANADA

Introduction

Globalization is inside higher education as well as outside. We are all implicated in it (though some have more moving power than others). Globalization is not inevitable but is shaped by human action. During the processes of globalization, nations, institutions and human agents are not fixed but are themselves undergoing profound changes in identity and activity. ... Higher education is among the most globalized/ globalizing of sectors. Globalization is generated by its normal business.

*Simon Marginson (2006, p. 1)
Professor, Chair in Higher Education, University of Melbourne*

The times in which we live are marked by a growing interconnection between people and ideas, and by an increasing knowledge base which transcends territorial, institutional, and disciplinary borders, fostered by the diffusion of information and communication technology (Scholte, 2005). Universities are presented with a wide range of challenges and opportunities, especially in light of shifting perspectives of knowledge itself. Well positioned to link the local and the global contexts, universities face a critical point as learning institutions (Taylor, 2008, p. xxvi). Will the new reality affect their direction? Will they be proactive and take on a new role?

Not only does the academic world reflect the dynamics of globalization through a growing interest in inquiring about this phenomenon, but it also generates ideas about globalization within university (Bond & Lemasson, 1999; Marginson, 2007). According to Bond and Lemasson (1999) and Marginson (2007), higher education itself plays a key role in enabling, and even accelerating, the processes of globalization through research and through the internationalization of universities all over the world.

The idea of globalization, as well as the definitions and criticisms thereof, came about within the context of academic environments, principally at international conferences and through academic research. While interest in the concept of globalization now permeates a variety of university disciplines, the programs which can arguably provide

the most in-depth insights on globalization – by studying and carrying out research on the phenomenon – are global studies programs.

The present research study was prompted by my interest in how higher education is affected by and participates in globalization processes, as well as by my personal experience. As a graduate student in the University of Ottawa's newly-created Globalization and International Development Program, which is now part of the School of International Development and Global Studies, I became curious about Canadian university programs that explore the concept of globalization. My specific interest lies in the perceptions of the creators of these programs.

When conceiving of this research, I was curious about the motives behind introducing global studies programs at Canadian universities, and about the process of their conceptualization. I also wondered how the ideas of the individuals responsible for introducing global studies in Canada interacted with the institutional motivations of the host universities. In addition, I wanted to inquire about the emergence of the new field of global studies in its various forms, whether a traditional interdisciplinary field or a cross-cutting holistic approach to global education.

Despite a large volume of literature on globalization and higher education, the process of conceptualizing global studies in academia does not appear to be well documented. The scarce literature about university programs in global studies focuses mostly on theoretical proposals by authors who are themselves creators of such programs. It was very difficult to find empirical studies that look at how these theoretical proposals translate into university programs. I felt that this represented a knowledge gap, and I designed my research in an attempt to answer the questions that arose during my literature review.

Thus, the main question that I am proposing to answer through this research is: *Is there a common conceptualization of global studies amongst Canadian global studies programs? If so, how is 'globalization' defined by these programs, and what approaches do they*

employ to explore this phenomenon? If the answer to the main question is no, why do these programs differ and what can we learn from such differences?

The research sub-questions are:

- *What motivated the initiators of these programs to create global studies?*
- *What motivated universities to create and/or support these programs?*
- *Do the existing programs reflect the emergence of a new field of knowledge or, rather, a cross-cutting theme that can contribute to global education across the entire curriculum and student experience?*

The methodology used in this research evolved based on a review of the literature and the collection and processing of data for analysis. Thus, the conceptual framework was designed based on the review of the global studies-related publications located. This framework helped to analyse the theoretical aspirations for global studies treated in the available literature. Later, this framework was contrasted to the practical findings about global studies programs in Canada.

Multiple instrumental case studies of nine programs at seven universities were employed as a research framework, and the information analysed was drawn from a variety of data sources. These sources included 10 creators of global studies programs, who were interviewed for this study; documents regarding the global studies programs under study, as well as policy documents emanating from universities and higher-education organizations; and the websites of global studies programs, universities and organizations concerned with issues of higher education in Canada. With the help of NVivo software, the data collected were organized and coded by research sub-question and the themes that began to emerge during the analysis.

The thesis is organized by chapters, as follows:

- Chapter 1 presents an overview of the literature as well as reflections on the theoretical conceptualization of global education;
- Chapter 2 presents the methodological approach employed;
- Chapter 3 provides an overview of the broad Canadian context of global studies, focusing in particular on the allocation of funds for research on globalization and a description of Canadian global studies programs that issue degrees or focus solely on research;
- Chapter 4 is devoted to the origins of global studies programs in Canada, including the questions and ideas which initially motivated their creation. It also presents seven case studies and an analysis of the course content of the selected programs;
- The fifth and final chapter discusses the findings of the research and provides answers to the research questions posed. The concluding section discusses the trends found in global studies programs in Canada and what they mean for the future of global studies. This section proposes ways to move research forward and recommends action for global studies programs in Canada.

1 Overview of the literature

Anyone who has attempted to establish an academic degree in international or global studies has had to answer the charge from the “traditional” disciplines that the new program is not rigorous enough; it is not a discipline, with common methods, and a distinctive field of inquiry. In short, it does not discipline its practitioners enough.

S.J. Rosow (2003, p. 1)

In his article “Toward the Anti-disciplinary Global Studies”, which investigates the place and politics of global studies in the changing context of university education, Stephen Rosow describes the complex power-tensions within this field. On the one hand, he contests the disciplinarity of disciplines; on the other hand, he wants to obtain the privileges which come from being a discipline. “The trick is to become established in the university and academic community while continuing to hold on to principles that challenge the normativity of academic discipline” (Rosow, 2003, p. 2).

Global studies are defined as a rapidly emerging field of enquiry with an analytical approach to “the study of globalization in its various manifestations ... where multi- and inter-disciplinary orientations occupy centre stage” (Shrivastava, 2008, p. 5), or “the new transdisciplinary field dedicated to the study of globalization” (Steger, 2010, p. 3).

Some agree that this emerging body of knowledge is often perceived as highly contested and ambiguous. It has yet to be defined as a field or a discipline “with an object of study and method of inquiry that is institutionalized in departments, curriculums and degrees” (Wank, 2008, # 2).

This academic discussion has recently been led by professors who teach global studies or even create and organize global studies programs. In his article, David Wank, a professor of Sociology and Director of the Graduate Program in Global Studies at Sophia University in Tokyo, notes that methodological and theoretical developments and innovations used in global studies have in fact come about within established disciplines, such as anthropology, sociology, and history. He is interested in the value of global studies as an

emerging field and sees a possible role for programs in global studies to focus on globalization as a specific object of study and to ground themselves in established disciplinary fields (Wank, 2008).

Meenal Shrivastava, professor of Global Studies and Political Economy at Athabasca University (Alberta), is currently developing an undergraduate degree in global studies (GS). Her 2008 article outlines the broad contour of the emerging field of global studies and presents an analysis of the academic literature and an examination of a selection of undergraduate GS programs from different parts of the world. For Shrivastava, undergraduate degree programs in GS signal the acceptance, establishment and/or evolution of an area of study as a specific discipline (Shrivastava, 2008, p. 6).

According to Shrivastava, the field of global studies is overwhelmingly Northern American, although a similar body of knowledge is developing outside North America, chiefly within the context of international studies or international relations. She sees an aversion to the tag of global studies in underlying political implications and a specific understanding of the contextual use of this concept (Shrivastava, 2008, p. 8). This critical understanding could have come about during what Ian Goldin and Kenneth Reinert refer to as the second modern stage of globalization in their 2007 book, *Globalization for Development*. This stage is characterized by the development of a global economic regimen modeled on that put forth at the Bretton Woods conference of 1944, and involves increasing capital flow from the United States and advancing the U.S.-based multinational enterprise (Goldin, Reinert, 2007, p. 6). These events created obstacles for the integration of many Southern countries into the world trade system, and severe criticism of economic globalization that is perceived as Western dominance. Nevertheless, there were a few attempts to open the dialogue about global studies globally.

A group of prominent academics from a number of universities¹ in fall 2002 made the proposition that “the topic of globalization and its multidisciplinary perspective was beyond the capacity of any one university to take on and address comprehensively” (Global Studies Network, Website [W]), thus illustrating the complexity of this subject. It was then agreed that a coalition of university research centres and GS programs from all over the world would form a Globalization Studies Network (GSN) and would be able to pool their expertise in globalization, in order to make distinctive contributions to excellence in globalization studies. GSN meetings called for the fostering of collaboration and the sharing of trans-cultural and trans-disciplinary enquiries on globalization. Created in 2004, this network became dormant after a few years, however, due to the lack of funding.

Established in 2000, the Global Studies Association, based at Manchester Metropolitan University in the U.K., is an active space for the exchange of knowledge and advancement of the education of the public, “by the promotion and dissemination of new knowledge pertaining to the social and human sciences concerning global affairs” (Global Studies Association, W). This Association does not have a goal to define or understand globalization, or to dialogue on the global studies problem, but it does promote the knowledge relevant to the social and human sciences regarding global affairs.

Founded in 2005, the Asia Association for Global Studies “is a professional organization for scholars and educators in Asia who are interested in and actively contribute to the development of global studies as a research and teaching field” (Asia Association for Global Studies, W). With its primary focus on Asia's changing international status and the impact of globalization on Asia, it strives to promote innovative research and alternative perspectives on issues of international significance. This Association defines global

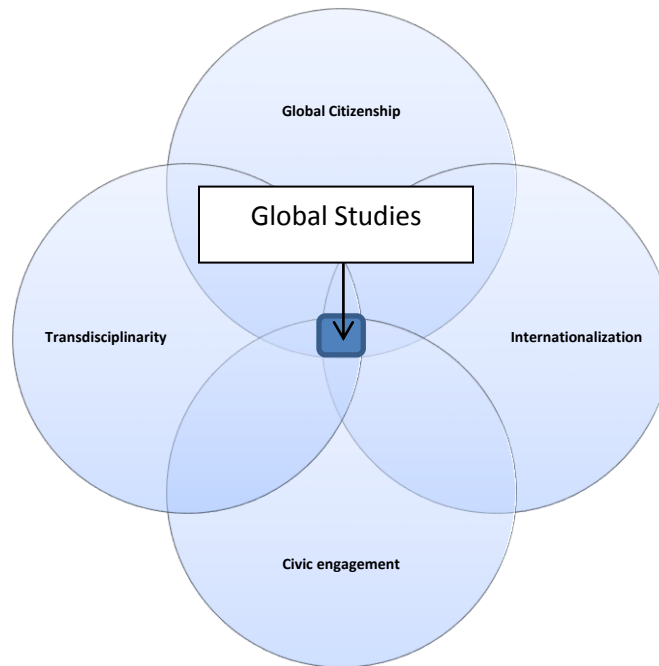
¹ Among the professors were G. Smith, Director of the Centre for Global Studies, Victoria, BC; John Forrer, Director, Center for the Study of Globalization, George Washington University, Washington, DC; Jan Aart Scholte, Director, Centre for the Study of Globalisation and Regionalisation, University of Warwick, Coventry, UK. Represented on the steering committee were Iran, Jamaica, Philippines, Russia, Ghana, Malaysia, and Argentina, to name a few.

studies as “a new field that has arisen due to the difficulties of understanding many of the world's pressing issues within the confines of traditional academic disciplines. Primarily, it aims for an integrated, multidisciplinary and critical understanding of social, political, economic and cultural phenomena in the world at large” (*ibid.*).

The creation of associations signifies recognition of the field of global studies as valid; it also signals the formation of a cognitive space where knowledge about global studies can be shared. These associations, however, do not attempt to clarify positions on globalization or what this field is.

For this research, I consider global studies as a new field of enquiry at universities with the object of globalization and the motivation to understand and address questions raised by global reality. In the following sections, I will attempt to find answers in contemporary literature in order to understand how global studies are imagined in theory. I arranged the literature overview according to the main themes that arose in the process of enquiry into the current scholarship on global education. These are global citizenship, civic engagement, internationalization and transdisciplinarity. The figure below demonstrates overlapping concepts relevant to global studies as found in the literature.

Figure 1 Interrelations of global studies with the contemporary processes in academia (based on the overview of the literature).



1.1. Object of global studies: globalization

To many the process of globalization can be seen as a threatening and imposing chimera. To others, however, it may be seen as a door that opens to great opportunity.

K. Hendershot (2010, p.11)

The meta-object of global studies – globalization – is approached differently by scholars. In the introductory article in *Globalization: the greatest hits, a global studies reader* (2010), entitled “The Emergence of Global Studies”, Manfred Steger gives an encompassing formulation of globalization as “the extension and intensification of social relations across world-time and world-space” (2010, p. 1). He follows by categorizing opinions on the phenomenon: a “hyperglobalizer” is someone who accepts the end of the nation-state; a “skeptic” questions the significance and impact of globalization; a “modifier” disputes the novelty of the phenomenon; and a “rejectionist” dismisses a globalized future as a buzz word (*ibid.*).

Similarly, William Gay, a professor of Philosophy at the University of North Carolina and co-author of “Global Studies Dictionary” (2006), draws a general typology of positions on globalization. The four types are:

(1) advocates of globalism who also generally present it as being humane or as capable of becoming humane, (2) critics of globalism who, whether they call themselves antiglobalists, generally favour a grassroots process working from below rather than an elitist globalism that is imposed from above, (3) scholars who, regardless of whether they support globalism, admit that the future of globalism is indeterminate, and (4) scholars who, regardless of whether they support globalism, support a disciplinary approach for understanding and assessing globalism (Gay, 2008, p. 15).

According to Jan Aart Scholte, a Professorial Research Fellow at the Centre for the Study of Globalisation and Regionalisation at the University of Warwick (U.K.), scepticism and rejectionism are due to persistent ambiguity and the lack of tight conceptualization of globalization. A supporter of a disciplinary approach, Scholte introduces an elaborate definition of globalization by rejecting the four common conceptions of the term, in favour of a fifth:

This approach identifies globalization as the spread of transplanetary – and in recent times more particularly supraterritorial – connections between people. From this perspective, globalization involves reductions in barriers to transworld contacts. People become more able – physically, legally, culturally, and psychologically – to engage with each other in ‘one world’ (Scholte, 2002, p. 14).

He considers redundant interpretations of globalization such as internationalization, liberalization, universalization or westernization, because they do not generate new insights into the concept, and thus reject the transformative power of globalization (*ibid.*, p. 8). Scholte, however, does not throw away those concepts, as they can be interrelated with globalization.

Thus, Scholte approaches globalization as, first and foremost, a transformation of social space that has significantly influenced the contemporary world. The concept of globality is defined, on the one hand, by transplanetary relations between people within a social

global sphere; and, on the other hand, by a large-scale spread of supraterritoriality where social connections transcend territorial geography. The “transworld simultaneity and instantaneity” takes social relations substantially beyond territorial space (Scholte, 2005).

Unlike Scholte, who views globalization as having a distinct focus, Rosow maintains: “The intellectual integrity of such interdisciplinary programs comes not from the presumption of distinctness and clarity of an objective field of study, and of fixed rules of engagement with which to battle in that field, but in the fluidity of movement across established borders of knowledge” (Rosow, 2003, p. 2). He continues by saying that the very identity of global studies reveals the ambiguity and contingency of the object of inquiry, that is at odds with the self-understanding of most established academic disciplines.

The transformational understanding of globalization by Scholte suggests the newness of the concept and therefore the novelty of global studies as a field. The literature, however, shows that, alongside “para-makers” like Scholte, who puts forward an innovative paradigm, those whom James Mittelman identifies as “para-keepers” continue to maintain prevailing paradigms and “deny that globalization offers a fresh way of thinking about the world” (Mittelman, 2002, p. 1). It is necessary to position myself within this spectrum of debated approaches to understanding globalization. From the point of view of global studies programs and the dynamics of higher education, I consider the transformational approach to globalization, accepting the novelty of the phenomenon. I also take the position of the para-makers who question the habitual ways and methods to studying the interconnectedness of the world. I do not identify with hyperglobalizers. I value grass-roots approaches and consider significant (although from a modified perspective) the concept of nation-states. With this in mind, I pursue my enquiry into yet one more contested concept of global citizenship.

1.2. Subject of Global Studies – Global Citizen

“This Program is for you if you want to be a truly global citizen.”

Wilfred Laurier University, GS program description

Although highly disputed, the notion of global citizenship conveys ideas relevant to the aspirations of programs in global studies (GS), even if not always explicitly articulated. In her recent article, Eva Aboagye, a senior researcher at the Institute for Global Citizenship and Equity at Centennial College in Toronto, refers to a number of programs in Canada as global citizenship programs (Aboagye, 2010, p. 4). However, in most cases, she mentions courses on global citizenship and some global or globalization programs. Her examples include a few programs used as case studies for this research. She also agrees with Lynette Shultz (2007), a co-director of the Global Education Network at the University of Alberta in Canada, on three approaches to global citizenship based on three interpretations of globalization: neo-liberal, radical and transformationalist.

Aboagye (2010) observes a transition from the neo-liberal² approach to global citizenship education, where the emphasis is on study abroad and internationalization of the curriculum, and to the transformational approach, where civic engagement in the form of involvement in local, national and global communities is brought to the forefront. In fact, partnerships with Canadian non-governmental organizations (NGOs) featuring youth engagement are discussed as an integral part of global citizenship education (*ibid.*).

Karen Hendershot (2010) confirms that the transformative approach allows the optimal achievement of a responsible and active global citizenship; and that the transformation by new knowledge must be completed by action taken on the new insights gained (p. 40).

² This approach is based on the assumption that, in order to participate in the global economy, students require knowledge and skills to work transnationally. Being a market-driven approach, neo-liberalism found ways to extend the logic of economics into the social and cultural aspects of life.

Global citizenship is also “a cornerstone of Canadian foreign policy on youth programs and features prominently in the IPS³” (Tiessen, 2007, p. 80). There is abundant literature on global citizenship, which, however, lacks a commonly accepted definition of the term (Hendershot 2010; Hovland 2005; Shultz 2007; Stuart 2008; Young 2004).

A Canadian case study of the World University Service of Canada’s International Seminar program attempts to close the gap and puts forward definitions by the young people who participated in international volunteering programs and were labeled “global citizens” afterwards. In fact, the author confirmed that “global citizenship is an ambiguous and contested concept” defined through a number of characteristics and through engagement in international development (Roddick, 2008, p. 96). This study shows that it is crucial first to form a clear understanding of the concept by those who create, form, or educate global citizens, even before collecting ideas from young people.

The extensive research on developing global citizenship programs and education comes from the United States and the United Kingdom, and points to the leadership of these countries in this sphere (Aboagye 2010; Gudzinski-Hall 2007; Hendershot 2010; Hunter 2004; Stuart 2008).

According to Gudzinski-Hall, whose dissertation is on global citizenship undergraduate programs in the United States, the method of educating global citizens is paved by long-disputed internationalization initiatives (Gudzinski-Hall, 2007). In her extensive review of the literature on modern trends in U.S. higher education, the author discusses preconditions and justifications for launching new global citizenship programs. These are: internationalization of universities; growing interest in interdisciplinarity over the last ten years; increasing demand for cross-cultural learning and intercultural awareness; and experimenting with crossing traditional boundaries, be they methods or places of learning, i.e., online education, involvement with the community, study abroad in a

³ In the text, IPS refers to Canada’s 2005 "White Paper" titled Canada’s International Policy Statement

different culture (ibid, pp. 14-19). To what extent are these prerequisites similar to global studies programs in Canada? ⁴

The conviction that identity as a global citizen must be taught and developed deliberately and methodically has inspired a body of literature on global competences that define global citizenship. Based on the literature reviewed, the common characteristics of global citizens are: an awareness of the wider world and having a sense of one's role within it (Stuart, 2008, p. 79); a desire to seek actively "to understand cultural norms and expectations of others" and to use this knowledge to interact effectively outside one's own environment (Hunter, 2004, p. 101); and active civic engagement, responsibility and commitment (Grudzinski-Hall, 2007, pp. 130-131). In her doctoral dissertation, Grudzinski-Hall provides an in-depth analysis of the concepts of global citizenship as they are understood by U.S. universities. Following her research, Hendershot (2010) brings in the participation of students in shaping global education and in defining the concept of global citizenship.

According to Hunter (2004), Gudzinski-Hall (2007) and Hendershot (2010), the transformation into global citizen requires certain types of knowledge, skills and attitudes. First and foremost, these relate to understanding one's own and others' cultural norms and expectations, identifying cultural differences, effectively participating in various professional diplomatic and social settings anywhere in the world, and being willing to take risks in the pursuit of cross-cultural learning and personal development (Gudzinski-Hall, 2007, p. 5).

As with programs in global studies, education in global citizenship (which often claims to be campus-wide in scale as opposed to a degree-granting program) is predominantly a phenomenon of the Global North (Shultz, 2009, p. 15).

I also found much in common between global citizenship education and education for sustainable development, which is a new movement, mostly in European universities

⁴ In comparison, 25 U.S. programs described in the Gudzinski-Hall's study were launched over the last 20 years.

and more recently in Canadian universities. Originating in a 2002 United Nations resolution, which put in place a UN Decade of Education for Sustainable Development (2005 to 2014), the principle is defined as education for “development that meets the needs of the present without compromising those of future generations” (UNESCO, 2002). The principles of education for sustainable development (or sustainability education) are similar to those of global citizenship: the education is holistic and values-driven; it calls for intercultural competences and interdisciplinary knowledge; and it leads to social transformation and global awareness. The distinguishing feature of sustainability education is its emphasis on environment and the fragility of resources. This subject often identified as a global challenge or issue also draws a link between sustainability and global studies.

In reviewing the literature, the idea of educating global citizens who will come up with new ways of confronting global issues in the fluid reality arose as a response to globalization. It is in the centre of global education and thus connected to global studies. Acquiring global citizenship happens through understanding globalization, knowledge of global issues and transformation through action, according to this knowledge. In order to address the non-linear interrelated complexity of global issues, new approaches are necessary. One of these contested approaches to global studies is transdisciplinarity.

1.3. Transdisciplinary approach in global studies

Interdisciplinarity poses a problem with respect to “intellectual coherence” (Brown et al., 2006, p. 267) and “intellectual integrity” (Rosow, 2003, p. 1), in other words, to the consistency of the knowledge produced by global studies. However, the authors in the literature reviewed recognize that there is no other way of approaching this field of knowledge than through multiple disciplines (Gulmez 2009; Rosow 2003; Scholte 2004; Srivastava 2008; etc.).

Sometimes, parallels are drawn to the formation of earlier multidisciplinary fields such as religious studies, area studies, gender studies, conflict studies, and international

studies/relations. As envisaged by the Gulbenkian Commission in its report, *Open the Social Sciences* (1996), dissolving disciplinary divisions is what characterizes the new knowledge, and provides a platform for the ‘reconciliation’ of the humanities and the natural sciences in these new fields of knowledge that thrive on interdisciplinarity.

In his workshop report, “Globalization studies past and future: a dialogue of diversity”, Scholte advocates that global studies should nurture the projects of “combining and transcending disciplines”. He, however, points out that transdisciplinarity should not replace discipline-based research, but rather complement the latter (Scholte, 2004, p. 8).

The terms ‘interdisciplinary’ and ‘transdisciplinary’ are used interchangeably in relation to global studies. George Steinmetz, an advocate of the transdisciplinary approach to the social sciences, sees the situation in which “the borders of disciplines are eroded and new intermediate spaces or fields emerge” – transdisciplinarity – as opposite to interdisciplinarity, “a condition in which disciplines retain their distinct borders” (Steinmetz, 2007, 55).

Thierry Ramadier (2004), on the other hand, provides a summary of distinctions between multi-, inter- and transdisciplinarity. Transdisciplinarity, according to him, presents the further progression of multidisciplinary through interdisciplinarity, and is also a combination of the two. Ramadier explains, “from multidisciplinary, transdisciplinarity has inherited its awareness of different realities. From interdisciplinarity, it has adopted the effort to reinterpret knowledge in order to readjust the different levels of reality” (Ramadier, 2004, p. 434). The latter explanation is more in line with Scholte’s rejection of postdisciplinarity which ceases being grounded in the discipline.

Manfred Max-Neef, a Chilean-German economist in the field of international development, has taken the discussions on transdisciplinarity a step further, saying that not only is it a progressive step from multi-, pluri- and interdisciplinarity, but it is “more than a new discipline or super-discipline, it is actually a different manner of seeing the

world, more systemic and more holistic” (Max-Neef, 2005, p. 15). Max-Neef explains his ‘transdiscipline’ as a vertical relation in his disciplinary pyramid, where the knowledge transcends four levels. The basic level of disciplines describes the world as it is. At the next level, technological disciplines teach us about what we are capable of doing with our knowledge from the basic level. This is followed by a normative level of acquiring the capacity to influence directly what we want to happen in the world. Finally, there is the value level that goes beyond the present and considers generations yet to come with explicit global concern for life in the future (Max-Neef, 2005, pp. 7-8).

Seeing universities as the agents of change, the author suggests that universities adapt a ‘strong’ form of transdisciplinarity vital for addressing the complexities of global issues. This presents “an epistemological challenge that introduces a kind of quantum logic, as a substitute for linear logic, and breaks with the assumption of a single reality” (Max-Neef, 2005, p. 5). Similar to Scholte, Max-Neef argues for new theories and approaches to tackle twenty-first century problems, strong transdisciplinarity being foundational for them (Max-Neef, 2010, p. 200). Trying to continue to solve modern challenges from the disciplinary perspective will lead to generating fragmented knowledge and increasing harm to society and nature (Max-Neef, 2005, p. 16).

According to a supporter of the world system theory Rudolf Stichweh (1996), “higher education is in many cases seen as a stronghold of “national culture” (p. 331), but when the structure of science is no longer determined by national boundaries, disciplinary and subdisciplinary differentiation becomes one visible aspect of global connectedness (ibid., p. 327).

Both Scholte and Didem Gulmez draw attention to the vital importance of the cultural aspect of global studies. Whereas Scholte (2004) poses a question of incorporating cultural diversity into academic enquiry, Gulmez (2009) identifies a culture deficit in global studies and calls for the redefinition of globalization as a cultural process (Gulmez, 2009, p. 8).

While transdisciplinarity is not a reality for present universities, the label “interdisciplinary” is conveniently used for recently emerged fields of knowledge. The paradigm shift is challenging for a tradition-oriented academia. However, the inquiry into new epistemology and the search for new methodologies should be a concern for global studies programs.

1.4. Internationalization

The theme of internationalization continues to attract academics and is part and parcel of global challenge for higher education. The collection of articles edited by Sally Brown and Elspeth Jones is devoted to the demand on Canadian universities to internationalize and adjust their goals and missions in accordance with globalization. Universities are required both to increase student mobility and to promote their research internationally through academic exchanges to help increase an awareness of the world (Brown & Jones 2007; Cruthers 2007).

In their 1999 book, *Quality and Internationalization in Higher Education*, Hans de Wit and Jane Knight explore the relationship between globalization and internationalization. They describe globalization as “... the flow of technology, economy, knowledge, people, values, ideas... across borders.” Knight and de Wit see the internationalization of higher education as “one of the ways [in which] a country responds to the impact of globalization” which, at the same time, respects the individuality of the nation (de Wit and Knight, 1999, pp. 13-14). Thus they see these two processes as dynamically linked concepts, where internationalization is a proactive response by academia.

Traditionally, internationalization had strong economic, political, cultural and social drivers. It was characterized by student and faculty mobility, the opening of campuses abroad, international student recruitment, and activities to increase intercultural awareness on campus. Internships and volunteering abroad followed suit, as did, more recently, North-South university-community collaborations. The focus has now shifted from the recruitment of international students, and “is now far more concerned with

developing more international outlooks and practices” (Stuart, 2008, 80). In her article, Stuart points out that there is a disconnection between the internationalization processes at universities and active global citizenship, although both ideas share similar goals of increasing awareness of interconnectedness of the world. Moreover, the internationalization is now considered as an important contributor to the education of global citizens.

Canada’s leading higher education organization, the Association of Universities and Colleges of Canada (AUCC), features among other documents an executive summary of a report, “Turning the forces of globalization to our advantage: an international learning strategy for Canada,” prepared by six Canadian postsecondary education organizations in October 1998. This report highlighted the rationale for a strategy supporting international learning. Such organizations as AUCC, Association of Canadian Community Colleges (ACCC), Canadian Bureau for International Education (CBIE), World University Service of Canada (WUSC), International Council for Canadian Studies (ICCS) and the Canada-US Fulbright Commission, were concerned with preparing Canadian citizens “for the challenges and opportunities created by globalization” (AUCC et al., 1998, p. 1). They highlighted the production and application of new knowledge as a characteristic of globalization and call Canada to be competitive and to market its positive image around the world (*ibid.*).

As a Canadian response to globalization, this coalition of partners recommended the establishment of a flagship program for international education, which would “have a significant impact on Canada’s human resources by doubling the number of students with international experience and cultivating stronger involvement by faculty... as ‘agents of change’ in internationalization” (AUCC et al., 1998, p. 5).

Thus the 1998 report defined the internationalization of higher education as a response to the challenges presented by global forces.

One can argue that the same can be said about international studies and international development programs. For example, in his survey of international studies programs, R. Blanton considers both interdisciplinarity and internationalization as very close concepts when analyzing the institutional environment for international studies programs. He concludes that institutions which make internationalization and interdisciplinarity their priority will be very supportive of international studies programs, the outcomes of which are similar to those above (Blanton, 2009).

Thus, the AUCC's 2008 report, *Momentum*, presents results of a 2006 internationalization survey, which demonstrates growing interest of faculty members to engage in research collaboration with developing-country partners and to conduct research on global issues (AUCC, 2008, p. 99). The collaborative AUCC and Scotiabank brochure on internationalization strategies of Canadian universities is titled "Preparing students for a global future". The 2006 brochure features four winners of the Scotiabank-AUCC Award for Excellence in Internationalization, one of which is the University of Alberta's Global Education in Peace and Governance initiative (AUCC, 2006, p. 6). Non-winning applicants were: Global Health initiative (*ibid.*, p. 14); Social Transformation for Global Citizenship (*ibid.*, p. 15); Global Health Elective (*ibid.*, p. 20); Think Global, Act Local initiative (*ibid.*, p. 22); and the University of Victoria's Global MBA (*ibid.*, p. 31). As the AUCC president stated in the introduction, "these initiatives speak to universities' commitment to enable their students to become more active players in a global world" (*ibid.*, p. 5). Another AUCC brochure, "Building Global Citizens", features testimonials from students who studied abroad, thus promoting the international education experience (AUCC, n.d.).

Traditionally, the prevalent characteristics of the internationalization of higher education started with the "activity approach" featuring international student enrolments and academic mobility (Knight, 1999, 20). The international marketing of the universities, the opening up of campuses all over the world, and invitations extended to foreign professors are other key steps that universities have taken to internationalize.

In early February 2010, the AUCC, with support from the International Development Research Centre (IDRC), held an international leaders' symposium entitled, "Cardinal Points: How North-South Partnerships Support Internationalization Strategies" in Ottawa, Canada. IDRC is a Crown corporation created by the Parliament of Canada in 1970 as a research and funding institution for international development research. The two organizations have a longstanding partnership to examine international research collaboration for development through research, communications and outreach activities. In their reading list for the symposium, the AUCC issued a statement on the changing character of internationalization, where Canadian universities are re-considered as agents of change. Indeed, part of the new understanding of internationalization is the engagement of Canadian universities in research and knowledge-oriented collaboration for development in the global context and contribution to building a global civil society.

There was some discrepancy between the objectives of the symposium and the issues raised by the participants. It was expected that North-South collaboration would result in lasting impacts, but the internationalization rhetoric (at least among the university administrators) was still about student exchange and internships abroad. Indeed, the 2009 AUCC report *Internationalization of the curriculum: A practical guide to support Canadian universities' efforts* states that, although historically AUCC defined internationalization as the "process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of post secondary education", the concept's borders remain fuzzy with respect to a large spectrum of activities from student exchanges to international development initiatives and to multiculturalism and global citizenship (AUCC, 2009, p. 5).

The overview of the literature on internationalization (in this section, mostly by Canadian authors), allows me to put forward my understanding of internationalization in Canadian universities. Thus, I understand internationalization in universities as a marketing strategy featuring the international mobility of people and spaces participating in the

creation of knowledge with the purpose to increase intercultural awareness and to develop international outlooks and practices. In combination with the federal Canadian commitment to international development, the ripple effect of internationalization is the emergence of ‘agents of change’. The latter resulted in a vision for Canadian universities to engage in collaborations with civil society in the global South, and later, locally, thus leading to global citizenship education.

It is evident that, in Canada, the term “internationalization” does not adequately reflect all the developments that are happening in universities. The proliferation of civic engagement initiatives and intertwining with the concept of global citizenship require either other terminology or clarified and expanded definitions.

1.5. Civic Function

The past two decades have witnessed an increase in university and civil society dialogue and collaboration. This has manifested itself in such initiatives as the Magna Charta Universitatum Europaeum in 1988 in Europe, the Wingspread Declaration on Renewing the Civic Mission of the American Research University in 1998, and the University Presidents’ Declaration on the Civic Responsibility of Higher Education in 1999 in the U.S., as well as in the publication of a number of books on university-community partnerships and collaborations (International Centre for Civic Engagement). In September 2010, eight international networks⁵ supporting community-university engagement across the world gathered to participate in the first Global Video Dialogue on Community-University Engagement. Facilitated by the Canadian-based Global Alliance for Community-Engaged Research (GACER), the Dialogue resulted in the international “Call to Action on North-South Collaboration in Community-University Research and Engagement” (Hall, 2010).

Similarly, according to Uma Kothari, editor of the book *A Radical History of Development*

⁵ These networks are both university-led and community-led: the Centro Boliviano de Estudios Multidisciplinarios, Commonwealth Universities Extension and Engagement Network, Global Alliance on Community Engaged Research, Global Universities Network for Innovation, Living Knowledge Network, PASCAL International Observatory, Participatory Research in Asia, and the Talloires Network.

Studies. Individuals, institutions and ideologies, there has been a resurgence of the non-governmental within development studies, spurred by the publication of books and articles since the late 1980s, especially in the United States and the UK (Kothari, 2005, p. 203). Recently, this tendency was noted also in Canada (Haslam et al., 2008). In her historical overview, Kothari traces the emergence of the ‘non-governmental’ in development studies research and analyses the reasons for this growing interest.

The outcome of the first academic conference on non-governmental organizations (NGOs) in the UK in 1992 was the volume, *Making a Difference: NGOs and Development in a Changing World*, edited by Mike Edwards and David Hume, which set the basis for a number of policy-like documents, placing NGOs in the spotlight in the field of international development research (Kothari, 2005, pp. 204-205). However, as “hidden histories”, the traces of “the non-governmental theme had always been marginally present within development studies research: but it had rarely if ever become explicit” (*ibid.*, p. 209).

Both the desire by and the necessity for academics and civil society to collaborate took the extreme degree of convergence in the novel form of the Civil Society University (www.civilsocietyuniversity.org). The idea emerged in 2005 at a Prime Timers conference and has been explored by a cross-section of academics and organizations in the U.K. It represents a vision for a new institution that connects the diversity of interests in knowledge in the ‘third sector’, and empowers actors in civil society by overcoming the fragmented nature of knowledge and providing connectivity both nationally and internationally (Albrow et al., 2006).

The Social Sciences and Humanities Research Council (SSHRC) and IDRC have been collaborating since 2007 to test an International Community-University Research Alliances (ICURAs) program between community organizations and academic institutions. The object, according to IDRC website, is to foster comparative research, training and the creation of new knowledge in areas of shared importance for the social,

cultural or economic development of communities in Canada and in low- and middle-income countries.

Three other initiatives at IDRC also indirectly support similar types of collaboration. They deal with inclusive research networks, under the International Research Initiative on Adaptation to Climate Change, and with Centres of Excellence under The International Partnerships Initiative. The new joint CIDA-IDRC Canadian International Food Security Research Fund (CIFSRF) program was launched in 2009 to fund a wide variety of applied research projects that aim to solve immediate and concrete food security challenges on the ground in the developing world. This program, according to IDRC website, funds inclusive research partnerships between organizations in Canada and in the developing world.

That being said, the research by Science, Technology and Civil Society (STACS) actors in the European system of research and innovation points to Canada as the “country where participatory-type research enjoys the widest recognition and the strongest support from both the government and universities” (Gall et al., 2009, p. 13). This research compared SSHRC’s Community-University Research Alliances (CURA) program with a smaller program in France, demonstrating the efficiency of the Canadian program and a history of community engagement with universities in Canada.

Striving to meet the demands of rapidly-changing labour markets and to keep pace with technologies and innovations, Canadian universities are also challenged to include and operate with other types of knowledge beyond that generated by academia, in order to be relevant to society. They are re-emphasizing community involvement, and are experimenting with participatory and action research.

In my opinion, the openness to alternative processes of knowledge creation should become an integral component of academic programs striving to educate global citizens (considering the above-discussed competences of global citizens). By alternative knowledge sources and processes, I understand any type of knowledge born outside

academia, including experiential practical learning, indigenous knowledge and other forms, that have to be considered and valued in the process of educating global citizens.

Reflections on the first chapter: global studies in theory

The literature on issues in Canadian higher education related specifically to globalization is thin. There is a paucity of up-to-date empirical data on the nature of global studies programs across Canada, and especially on their conceptualization. Globally, the existing associations for global studies do not provide a coherent vision – not on globalization, neither on global issues, nor in regards to global studies programs, nor in respect of transdisciplinarity.

Overall, the literature suggests that there are expectations from modern universities to revisit their habitual ways. Universities view themselves as important actors in society and have responded to global challenges initially through internationalization activities and then by attempts to integrate a global citizenship framework into their education policy. According to the existing scholarship, global studies also emerged as a field of enquiry in an attempt by academia to react to globalization challenges.

There is overall agreement that understanding globalization should be the fundamental focus of global studies, as well as theoretical approaches and methodologies that should be revisited and reinvented; global studies should identify and act upon emerging global challenges and opportunities. That would be impossible to achieve without a common framework and terminology, which are still currently debated. Although it is favourable for global studies to keep the discussion open, it is also crucial to find common ground in order to achieve better understanding of different interpretations of the phenomenon.

There are a number of simultaneous processes signalling transformations in the modern university. This review by no means represent an exhaustive treatment. The more established and recognized - re-visited traditional civic function and internationalization – are now followed by contested holistic global citizenship education, and still surreal for

many, transdisciplinarity. Another holistic approach (which has considerable overlap with global citizenship) is the newer concept of sustainability education, which I do not develop in this research.

My interpretation of the literature I found suggests that the global studies programs should be interconnected with the education of global citizens through acquiring global competences: awareness of the interconnectedness of the world and of one's own role in it; acquiring of cross-cultural fluidity and the ability to interact effectively outside one's own environment; and active civic engagement, responsibility and commitment. I envision that, by engaging in global studies, a person should willingly undergo the transition to global citizenship.

Global citizenship education (and global studies is a direct manifestation of it) is an outgrowth of internationalization and requires a transdisciplinary approach, because this can produce new methods for acquiring and generating new knowledge on globalization. Finally, the relationship of global citizenship to civil society underscores the collaborative nature of global studies programs and fosters a community outreach function of the university. Thus, university processes require coordination in order to advance global education, re-institute internationalization, and nurture collaboration with civil society. Since programs in global studies represent a new field of knowledge, they can serve as a nexus within these contemporary university processes and potentially be empowered by their privileged position.

2 Methodology

This chapter contains the overall research framework. Its content is organized into five sections. The first section is an overview of the overall research framework utilized to answer the research questions. The second section presents the process through which I identified the «population» of programs from which I selected the sample of programs included in this study. The third and fourth sections, respectively, contain a thorough description of the data collection and analysis phases of my research. The fifth and last section addresses the limitations of the study and the dissemination of its results. The data were collected and analyzed in 2009. However, because of the dynamic character of the emerging field, more recent data have been incorporated throughout the research, where appropriate.

2.1. Research Framework

Given the nature of the object of my study, I felt that it was quite appropriate to utilize the case study as my general research framework. According to Yin (2009), "A case study is an empirical enquiry that investigates a common phenomenon in depth and within its real-life context, especially when the boundaries between phenomenon and context are not clear" (p. 18). A case study can be instrumental or intrinsic. The instrumental type of case study is utilized to try to understand a particular phenomenon while the intrinsic case study aims at understanding the specific case at hand, which is the intrinsic object of study (Stake, 1995, pp. 3-4). I thus decided to do multiple instrumental case studies to try to answer my research questions.

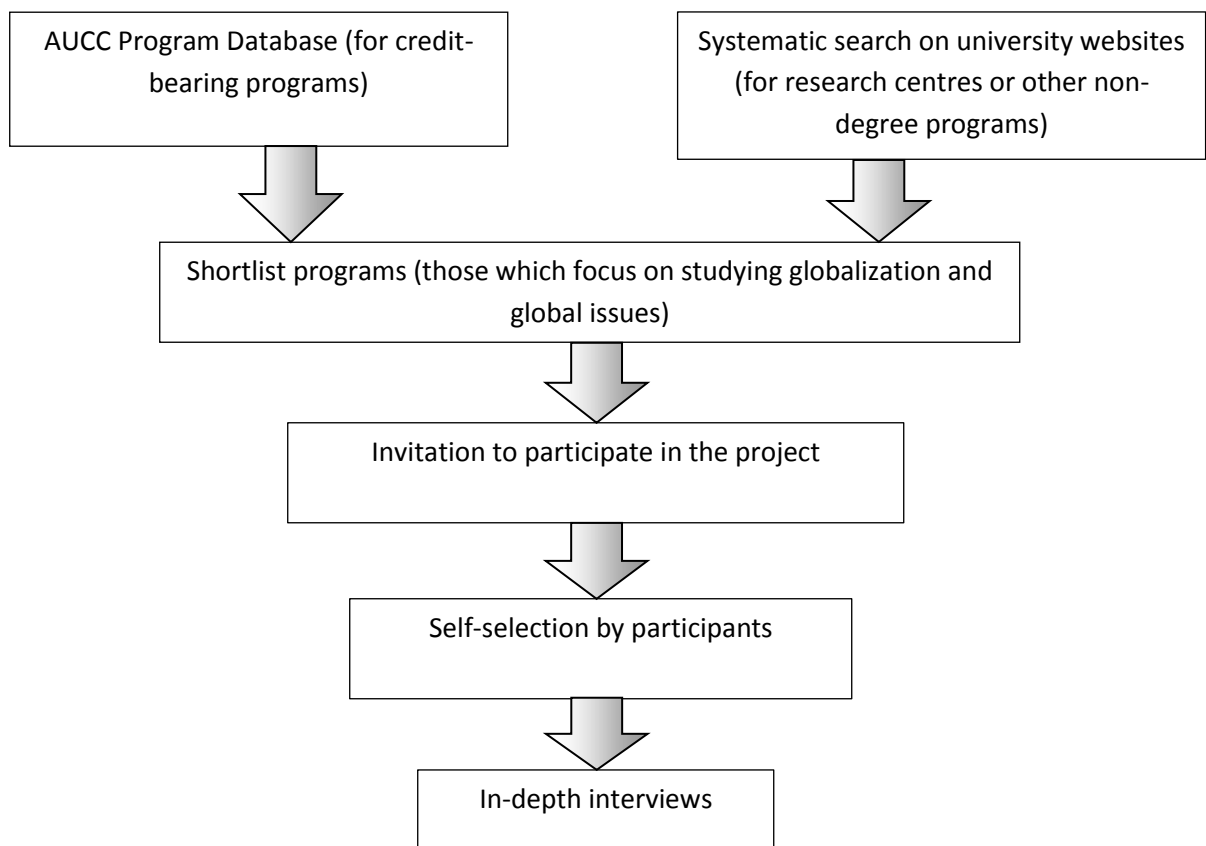
According to Yin (1999), when multiple cases are used, a typical format is used to describe each case and then to present the themes within the case followed by thematic analysis across cases. A case study approach helped to explore in detail the programs in global studies and to understand the driving forces behind them. The decision to employ a case study approach was prompted by the expectation of generating a more complete picture of the programs in global studies at Canadian universities.

2.2. Identifying global studies programs: population and sample included in this study

This study examined programs in global studies at various Canadian universities, that is to say, programs at the undergraduate and graduate levels that focus on global issues and globalization. Some of these programs issue degrees in globalization or global studies while others conduct research activities and are not credit-bearing programs.

Figure 2 below shows how the selected sample of programs was identified from the overall “population” of global studies programs offered by Canadian universities.

Figure 2 Search for GS programs in Canada; defining multiple case study



Credit-bearing and non-degree global studies programs

I began the search for programs by utilizing the resources of the Association of Universities and Colleges of Canada (AUCC), the voice of Canada’s universities since 1911. The AUCC boasts a rich online database of existing academic programs at Canadian

universities. I did my search for programs in early 2009, choosing the “Text search” option and using the words “global” and “globalization” as search criteria in the titles of the programs. At that time, interestingly, global studies were not listed in the category “Field of study”. Not all the 49 programs identified through this search focused on global issues or globalization per se. Examples of programs that were excluded from consideration include: MBA in Global Asset and Wealth Management (Simon Fraser University, BC); BSc in Global Resource Systems (The University of British Columbia); and MA in Critical Studies in Global Film Cultures (The University of Western Ontario). The 49 credit-bearing programs that met the search criteria were shortlisted to eleven BA, three MA and one PhD that issue degrees in globalization or global studies.

In early 2011, I again did a search for GS programs in the AUCC programs database. This time, global studies figured as a multidisciplinary/interdisciplinary field of study in one category with international studies. A search of this category yielded 15 Bachelor, six Master’s and four Doctoral degree-granting programs in global studies. Thus, in two years, ten more GS credit-bearing programs in Canada were added to the database.

I also did a systematic search of Canadian university websites to identify university-based non-degree programs that focused on globalization and global issues. These are mostly research units that actively include students in their activities and are sometimes involved in teaching in other departments and faculties. Program content and activities were criteria for analysis. Thus, six non-degree research programs were found.

Selection of programs for this study

The search in early 2009 yielded 15 credit-bearing and six non-degree GS programs in Canada. The directors of these programs were sent an initial letter of introduction, in which they were asked to refer me to the individual(s) who started the GS program or conceived the idea of it. After I received the answers, I sent a letter to the program founders, inviting them to participate in this study. All those who replied to my invitation were interviewed. Thus, ten professors from eight GS programs were interviewed. These eight programs represent five degree-granting programs in global studies and

four research institutions. All of the respondents expressed interest in the results of the study. Six interviews were conducted with the individuals who established the programs and four with current GS program directors. The sample for multiple case studies was identified by self-selection of the participants.

The self-selection method has its strengths and limitations. On the one hand, the participants are interested in the study and are willing to contribute their time and to share information about their experience in creating and leading GS programs. On the other hand, the results of the study may reflect a self-selection bias, whereby certain characteristics of the programs may motivate the professors to participate. Alternatively, those who chose not to participate may represent a group of GS programs that are going through changes or transitions, that have been deemed not very successful, or that are struggling for their survival.

Figure 3 below presents an overview of the programs that constitute the sample analyzed for the purpose of this study.

Figure 3 List of programs comprising the multiple case study

University, Province	GS Program	Degree/Research	Interviews
University of Alberta, Augustana Campus, AB	Global and Development Studies	BA	2 informants: in-person interview e-mail correspondence
McMaster University, ON	Institute on Globalization and Human Condition	MA	1 informant: e-mail correspondence and phone interview
		Research institute	
University of Ottawa, ON	Master of ID and GS	MA	2 informants: in-person interview and phone interview
	School of International Development and Global Studies	BSocSc	
Wilfrid Laurier University, ON	Department of Global Studies	BA	2 informants: phone interviews
University of British Columbia, BC	Liu Institute for Global Issues	Research institute	1 informant: phone interview
University of Victoria, BC	Centre for Global Studies	Research centre	1 informant: phone interview
Concordia University, QC	Global Futures Laboratory	Research laboratory	1 informant: phone interview

2.3. Data collection sources and methods

Several data sources and methods of data collection were used to answer the stated research questions. Figure 4 presents the data-questions correlation.

Figure 4 Data used for research questions

Research sub-questions	Methods and sources of data collection				
	In-depth interviews	University websites	GS documents	Org websites	Org documents
How were GS programs created?	X	X	X		
What motivates universities?	X	X		X	X
What do they study and research	X	X			
What trends do they exhibit	X	X	X	X	X

2.3.1. Organizations' websites

The websites of Canadian and international organizations (AUCC, IDRC, SSHRC, etc.) helped to find the data on existing GS programs in Canada, and to define and describe the range and variety of the programs. Also, some documents and articles produced by Canadian organizations were used to outline the context of higher education and globalization in which the GS programs emerged. Proceedings of conferences and symposia, reports, policy documents and databases on these websites shed light on the trends in Canadian higher education and themes relevant to this study.

2.3.2. Websites of global studies programs

The websites of global studies (GS) programs were used to acquire basic information on how the programs presented and/or positioned themselves. I read their mission and vision statements, noted the requirements and the curricula for credit-bearing programs, and analysed the research themes and interests for non-degree programs. From their websites, I learned where they are fitted into the university structure and from which

departments the professors come. In many cases, I was also able to access publications, themes of dissertations, and syllabi taught.

In a few cases, I was able to access documents about the creation of the GS programs either from electronic archives on the websites or from the interview participants. These documents were very useful for observations on steps to be taken in establishing a program.

2.3.3. Interviews

Because one of the goals of this study is to understand the origins and creation of GS programs from the perspectives of their initiators, I chose semi-structured, in-depth interviews as one of the methods of data collection (Hancock & Algozzine, 2006). Open-ended responses were gathered to avoid predetermined points of view. The goal of the interviews was to reveal the story behind the formal texts about GS programs on the websites, to understand what led to their creation, and what was learned in the process. Seven participants were interviewed by phone and three in person.

Because of the evolving methodology, some interview questions were revised based on an analysis of the first set of interviews, and refined questions were included in later interviews. Thus, for example, the first interviewees reflected on the obstacles they encountered when developing the programs. I then included a question about this in the later interviews. The informants were not guaranteed anonymity; however, their names are not used in the research. All the interviews, except one, were recorded and transcribed for further analysis, with consent obtained beforehand.

2.4. Data analysis

Analysis was conducted from the data collected from the databases, from organization-produced documents, from program websites and calendars, as well as from the information collected during the interviews. The steps taken to analyze the interviews deserve particular attention; hence their more detailed presentation in the following sub-section.

2.4.1. Analysis of in-depth interviews

The analysis of the in-depth interviews data began after finishing the first interview and continued as the research moved forward (Maxwell, 2005). The interviews were transcribed quickly after they were held, to capture the major points that the interviewees made and to revise the questions for future interviews where necessary. All interviews were organized and coded with NVivo software. Recording allowed earlier interviews to be heard again while the analysis was already ongoing. Thus, more themes were extracted from the interviews, and the questions for further interviews were refined.

Once all the interviews were transcribed and common themes in the creation of the GS programs began to emerge, the analysis of the data went through several steps (Foss & Waters, 2007, 146-156).

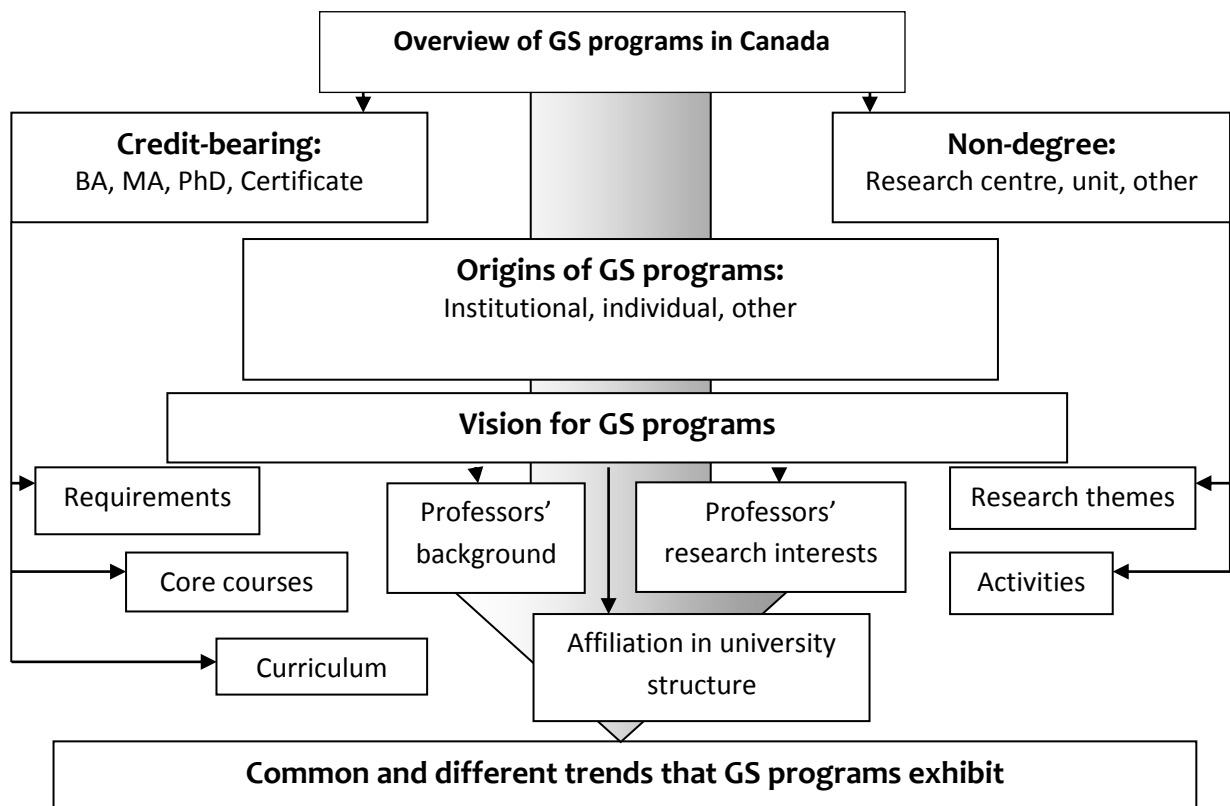
2. The transcripts were placed in the Sources section of NVivo and organized in two groups: credit-bearing and non-degree GS programs.
3. The data from the transcripts were coded according to the research questions asked, labelled accordingly (“origin”; “place at the university”; “evolution”; “curricula”, etc.), and arranged in the NVivo Nodes section. Information not relevant to the questions was also coded with such labels as “worth noting” or “seemingly irrelevant” in order to be analyzed for unexpected findings and possible directions for future research.
4. The information from secondary data sources (publications, archives, and websites) was combined with the interview data in the course of analysis so as to triangulate the data collected.
5. The links between the categories were established by comparing the different sources of information; they laid the foundation for the narrative of the corresponding parts of this Thesis.

Printed and online materials produced by the participants were used to support their stories of establishing GS programs. A few anecdotes regarding particularly interesting practices, provided by the participants, are featured in the analysis section of this Thesis.

2.4.2. Data analysis: steps and structure

The analytical process and resulting argument has been structured sequentially, answering the research questions by drawing on and combining the different sources of data collected. The structure can be presented in the following scheme.

Figure 5 Structure of the analysis



2.5. Limitations and dissemination

Limitations

Apart from the self-selection bias of the respondents described above, there is a researcher bias pertinent to this study, because I am a student in one of the analyzed programs. As this research is not an evaluation, and since it does not involve other students as informants, the researcher bias is not significant. Being only eight of 20 GS programs in Canada in 2009 (and eight of 28 in 2011), the sampled programs might not be considered representative of the complete population of programs in Canada. This research, however, is not quantitative and can be viewed as an early investigation in a field where little systematic research has been done.

Dissemination

A preliminary version of the Thesis was presented at the conference ‘Knowledge Collaboration and Learning for Sustainable Innovation’ in the Netherlands in October 2010 in the form of a poster. The complete work will be sent to the various individuals who took part in this study.

3 Canadian responses: mapping out global studies in Canada

How are the universities — whose very purpose has always been to create and disseminate knowledge of universal validity — facing up to their responsibilities in a world in which symbolic frontiers are becoming more important than physical ones? How are they engaging in the process of globalization, in which the opposing forces of competition versus cooperation, marginalization versus equality, are at war?

Bond, Lemasson (1999, p. 4)

As globalization entered the consciousness of the broad Canadian populace, academia responded by launching programs, research centres and institutes across Canada that focus on globalization. The past decade has witnessed an increasing interest in ‘global’ themes in the halls of academia. Some Canadian universities started issuing degrees in globalization or global studies, while others opened global centres that addressed global issues or established institutes to conduct research into global studies. Almost every Canadian university appears to have at least one course on globalization, or to recognize evolving global perspectives in its vision and mission statements. The President’s Report of Saint Mary’s University for 2008, for example, is entitled “Today’s Saint Mary’s: Responding to a New Global Reality.” The home pages of Canadian university websites generally call for “global awareness,” “educating global citizens,” and “creating global vision.” As globalization unfolds, burgeoning academic interest unsurprisingly offers academia a way to respond to this new world reality.

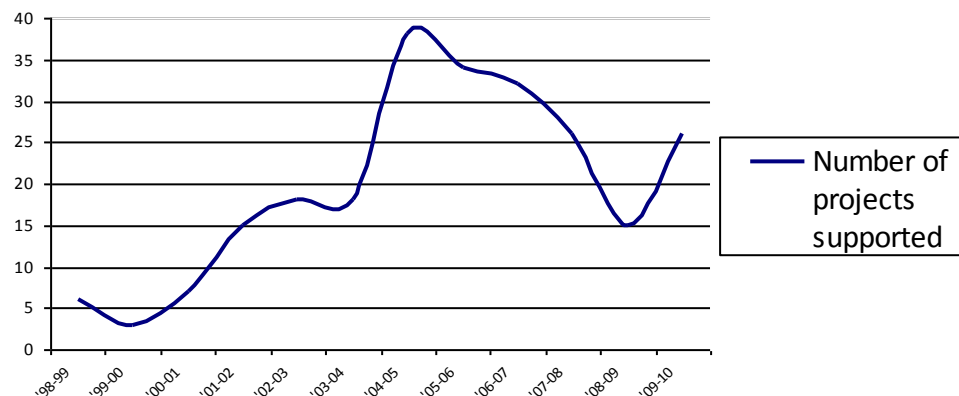
This Chapter presents information on a broader Canadian context in relation to global studies: funding available for research in globalization (3.1); brief mapping of all programs found in global studies, both credit-bearing (3.2) and non-degree programs and initiatives (3.3) at Canadian universities; and the progressive growth of this field of knowledge in Canada (3.4). The reflections for this Chapter describe the early trends identified from this broad overview and qualitative data.

3.1. Research funding

The last twelve years (1998-2010) have witnessed mounting interest in research on global issues and globalization among the Canadian academic community. The interest in global issues was supported by the Canadian government, with growing federal funding reflected in, for example, the number of awards granted by the Social Sciences and Humanities Research Council of Canada (SSHRC). Being the federal agency that promotes and supports university-based research and training in the humanities and social sciences, the Council has as a priority to facilitate cross-disciplinary research and to support future leaders, ensuring Canada's success in the globalized 21st century.

A search of the SSHRC awards granted for fiscal years 1998-1999 to 2009-2010 (with "globalization" as the research area and "globalization" as the project keyword) revealed that the number of globalization-oriented research projects funded in Canada grew considerably between 1999 and 2006 with a decline beginning in 2006 and a rise starting again in 2009.

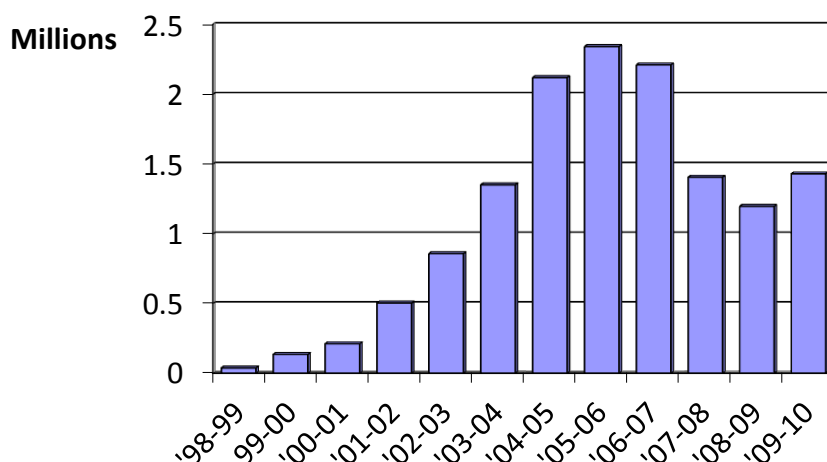
Figure 6 Number of SSHRC awards for research on globalization in the last 12 years.



This trend demonstrates the increasing interest in globalization research by both academics and the related governmental research agency in Canada over the last twelve years.

The funding allocated to these research projects on globalization and global studies was calculated. The results show that, despite the fewer number of projects between fiscal years 1999-2000 and 2003-2004, the funding consistently grew over these years. Financial support for globalization research jumped from CAD 211,500 in 2000-2001 to CAD 2.3 million in 2005-2006. Even though it dropped and fluctuated subsequently, it has not gone below the CAD 1 million mark.

Figure 7 SSHRC funds allocated to support research on globalization in Canada from 1998 to 2010.



Overall, we can observe that the increase in government sponsorship of globalization-related academic inquiry over the last twelve years, correlates with, and is supported by the growing research interest and recognition of importance of studying globalization processes. However, due to the interdisciplinary nature of contemporary research, it is unclear whether the research interest focuses on globalization, or on global characteristics of research in other disciplines. Whether this increase in the number of projects and funding is reflective of the growing number of programs in global studies, or a greater number of discipline-specific research enquiries have been framed to fit global approach/outlook, remains questionable.

3.2. Credit-bearing programs in Canada

A study of Canadian university websites, as well as a search of the AUCC database in 2011, revealed that at least 16 programs that grant 25 variants of undergraduate and

graduate degrees specifically focused on studying and researching globalization and global issues opened at Canadian academic institutions during the past 12 years. These GS programs vary in character, in how they present (or market) themselves, and in the way they are structured. The number of programs identified through the searches was based on the descriptions of the programs on each institution's website and in their brochures, hence it does not reflect the opinion of the founders of the programs.

Figure 8 Credit-bearing programs found in Canada (updated in 2011)

University	GS program	When started	Degree
University of Alberta, Augustana Campus, AB	Global and Development Studies	Re-created in 2004 from Development Studies	Bachelor of Arts: Major in Interdisciplinary Studies: Global and Development Studies
University of Alberta, Department of Political Science, Faculty of Arts, AB	Globalization & Governance Certificate	Information is not available	Undergraduate Certificate in Globalization and Governance in conjunction with BA in Political Science
Athabasca University, Centre for Global & Social Analysis, AB	Global Studies	Coming soon	BA Major in Global Studies
University of British Columbia, Irving K. Barber School of Arts and Sciences, Okanagan, BC	Community, Culture and Global Studies, Interdisciplinary alliance of four graduate studies programs	Four programs merged into alliance in 2005	BA
			MA
			PhD From participating programs
University of British Columbia, Liu Institute for Global Issues, BC	Liu Scholar Program	Launched in 2010	PhD in different departments
Vancouver Island University, GS instructional department, BC	Global Studies Program	First courses offered in 2001-02	BA major and minor In Global Studies
University of Winnipeg, the Global College Institute of Human Rights and Global Studies, MB	Global College	Started in 2008, the first degree will be awarded in 2011	BA in Human Rights & Global Studies
Huron University College, Faculty of Arts and Social Science, ON	Centre for Global Studies	Renamed from the Centre for International Studies and re-created as a new program in 2006	BA in Globalization Studies
			BA in Global Development Studies
			BA in Global Culture Studies

University	GS program	When started	Degree
McMaster University, ON	Institute on Globalization and Human Condition	Started as a research unit in 1998 and accepted first students in the program in 2004	MA in Globalization Studies
University of Ottawa, ON	School of International Development and Global Studies	Started in 2006 as a dynamic interdisciplinary program and became a school in 2008	Honours BSocSc in International Development and Globalization
			BA minor in GS
			MA in Globalization and International Development
Queen's University, ON	Interdisciplinary Department of Global Development Studies	Renamed from Development Studies in 2007	BA in Global Development Studies
			MA in Global Development Studies
University of Toronto, Munk School for Global Affairs, ON	Munk School for Global Affairs	Founded as Munk Centre for International Studies in 2000. Renamed and introduced MA in 2010 ⁶	Master of Global Affairs
University of Toronto, Munk School for Global Affairs, ON	Dynamics of Global Change	Launched in 2008	PhD in different disciplines of affiliated departments
Trent University, International Program, ON	Undergraduate degree options in Global Studies	Information is not available	BA with special concentration in GS
			BA joint-major in Globalization: Communities and Identities
University of Waterloo, ON	Global Governance Program at the Balsillie School of International Affairs	Received OCGS approval in 2006 and the first cohorts were admitted in September 2007	MA in Global Governance
Wilfrid Laurier University, ON			Joint PhD in Global Governance
Wilfrid Laurier University, Faculty of Arts, ON	Department of Global Studies	Started in 2000. Became a department in June 2007	BA in Global Studies
York University, Department of Political Science, ON	Global Political Studies	Introduced in 2000-2001	BA specialized degree in Global Political Studies

⁶ The University of Toronto announced opening of its new School of Global Affairs on April 13, 2010 according to *Globe and Mail* (April 4, 2010, A1). The MA program is the product of the largest single philanthropic gift in the university's history -- \$35-million from gold-mining magnate Mr. Peter Munk and his wife, Melanie -- plus \$25-million from the Ontario government. (*ibid.*)

Among these GS programs, 15 grant undergraduate degrees: three BAs and one BSocS in Global Development Studies or International Development and Global Studies; three BAs in Global Studies (and one in Human Rights and Global Studies); two BAs in Globalization (Globalization and Governance); two BAs in Culture and Global Studies; and one in each of Human Rights and Global Studies, Global Political Studies, and Global Studies (concentration).

The six MA programs all have different specializations: Globalization; Globalization and International Development; Global Development Studies; Global Affairs; Global Governance; and concentration in Community, Culture and Global Studies.

The majority of the PhD programs are similar in the way that the degree is obtained from the corresponding departments where the students are registered, but an array of courses is available from the GS program for those PhD students interested in pursuing research on global issues. The only exception is the joint PhD program at the Balsillie School of International Affairs, which focuses on global governance.

The credit-bearing GS programs mostly describe themselves as interdisciplinary and are housed in different departments or faculties: Political Science, Arts, Social Sciences, or Arts and Social Sciences. Many programs have their own space. For example, they can be inter-departmental units, constitute an interdisciplinary department, or be the core of an institute, a college or a school. Four programs are built in the form of interdisciplinary or collaborative alliances and act as an umbrella-type unit.

Of the programs found, five were re-formed and re-named after functioning as international or development studies. The words “development” or “international” in the program titles changed to “global” or “global development”.

Based on the information obtained, Canadian universities started training graduates in global studies since 2000-2001. However, at least from their presentation on the university websites, these teaching programs do not demonstrate any significant uniformity in the way they are titled, created and positioned in the universities.

The number of programs re-named (or re-designed) from international development programs, as well as the number of programs that issue degrees in both global studies and international development signals significant overlap between these fields of knowledge in Canada.

The diversity in study focus among these Canadian programs already confirms the findings from the literature on a variety of approaches to interpreting globalization and overall confusion in the vision for global education.

3.3. Non-degree programs in Canada

Apart from the credit-bearing GS programs that grant degrees, there are six non-degree programs also varying in their titles and goals. Among them there are university units conducting research, functioning as think-tanks; but also various campus initiatives featuring globalization as their focus. Most of these initiatives were not listed in the available databases, but were found on the Internet. Figure 7 shows the programs found in 2011.

Figure 9 Non-degree programs found in Canada (updated in 2011)

University	GS program	When started	Purpose
University of Calgary, AB	UC Global	Launched in spring 2008 to internationalize campus life	An internationalization initiative
University of British Columbia, BC	Liu Institute for Global Issues	Founded in 1998 and opened in 2000 as innovative learning and research institution	Non-degree institution, but currently in transition to becoming part of PhD degree program
University of Victoria, BC	Centre for Global Studies	Opened in 1998 as a centre of centres with the focus on global governance	Non-degree research centre
McMaster University, ON	Institute on Globalization and Human Condition	Started as a research unit in 1998 and accepted first students in the program in 2004	Interdisciplinary research and dialogue between the university and the community
Concordia University, QC	Global Futures Laboratory	Part of the Canada research Chair project Political Sociology of Global Futures 2008	Non-degree research unit
McGill University, QC	Religion and Globalization Initiative	Launched in December 2009 as a part of the global Tony Blair Faith Foundation's Faith and Globalisation Initiative	An outreach initiative that features a course, lecture series, research projects and publications

The research programs in global studies found in Canada were created within a similar time-frame as credit bearing programs; however, they were the earliest to start -- 1998-2009. Three major research centres were founded in 1998, and the Liu Institute opened two years later.

The Institute on Globalization and the Human Condition was built around the Canada Research Chair, similarly to the smaller-scale, research-oriented Global Futures Laboratory, which was initiated ten years later, in 2008.

As part of a global network of universities, the Religion and Globalization Initiative was launched at McGill University once it joined the Tony Blair Faith Foundation's Faith and Globalisation Initiative in 2009. Its four major activities are teaching a course in religion and globalization, outreach to a wider public through lectureship, conducting research and publishing.

Another 'global initiative' started in 2008 with the goal of coordinating the internationalization of activities at the host university. Although not research-oriented, UC Global at the University of Calgary was launched to integrate different components of internationalization into campus life. Designed to internationalize the university and promote it worldwide, UC Global incorporates three international units within its framework: The Centre for International Partnership and Cooperation, The Centre for Innovation and Research in International Development, and The Centre for International Students and Study Abroad.

Few Canadian university programs in global studies that do not grant degrees, fall into four categories, judging by the functions they perform: university-based think tanks; project-centred Research Chairs; outreach initiatives in the form of lectureship; and internationalization initiatives. The word "global" to identify internationalization efforts of the university possibly reflects a marketing strategy, where, as the literature suggests, the graduation to "global" signifies a higher, progressive level of internationalization.

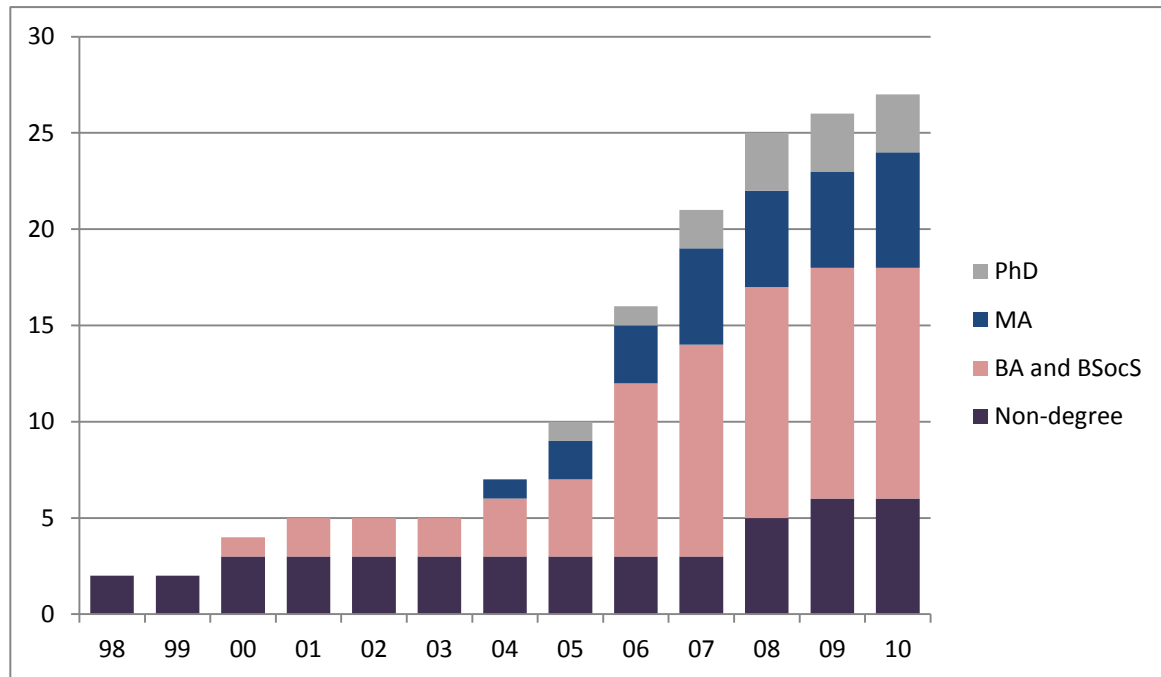
Common feature for some of these programs is their explicit goal to connect with a wider community, be it locally or internationally. A common feature of the research-oriented programs, is their somewhat centralised and autonomic position within university. The non-research programs are similar in their ambition to have a cross-campus impact by their activities.

The research-oriented centre and two institutes appear to be the oldest programs of global studies in Canada. These programs, together with Global Futures Laboratory, were included in the sample for this research.

Reflections on the third chapter: History in the making

Figure 9 shows how the number and variety of programs found through database and on-line searches evolved over the 1998-1999 to 2009-2010 period.

Figure 10 Emergence and growth of various GS programs in Canada over the last 12 years



The research on this aspect was as thorough as possible, but some programs may have eluded notice. However, the numbers confirm a growth of global studies programs and a subsequent increase in their variety.

An evolution in the certification of studies also occurred. The three major research centres in global studies were created or conceived of, in 1998. In 2000, the first undergraduate degrees in global studies emerged, with MA degrees following shortly thereafter (based on the information found, from around 2004). The first PhD program with a concentration in global studies emerged after 2005.

Moreover, one can observe somewhat parallel trends in the evolving autonomy of GS programs (forming a separate department, an institute, a school) and emphasizing the change in their focus through the change of their titles. Thus, three programs were re-

named from “development” studies to either “global development” or “global” studies. Two turned from “international” to “global” studies. Presently four programs issue a degree in either “global development” studies or in “international development and globalization”.

Although not exactly mirroring the increase in governmental financial support for globalization research, the rapidly emergent programs in global studies coincide with a growing number of projects funded; and are in part responsible for it (Research Chairs, e.g.).

The programs are spread unevenly across the Canadian provinces, with the highest concentration in Ontario (nine of 32 universities), British Columbia (three of 11 universities), and Alberta (three of six universities). Manitoba has one GS program, while Quebec has two.

This analysis demonstrates that we are witnessing the emergence of an early domain of a new department of knowledge at Canadian universities that is forming into a field through formalization and institutionalization. The granting of progressively higher degrees demonstrates the quest for distinct specialization; and the tendency to “upgrade” into separate departments, institutes and centres proves institutionalization of this knowledge.

The early observations, nonetheless, validate the findings from the review of the literature on the subject, that the programs are very diverse in their objects of study, their activities and positions at Canadian universities. Distinctly, research-oriented programs exhibit more similarities at this early stage of the analysis.

By form only, without analyzing the origins and compositions of global studies programs, it is difficult to judge how homogenous this field of knowledge is. The following chapter present the discussion of the origins and compositions of the seven programs in global studies that constituted the sample for this research.

4 Right to the source: origins and compositions of global studies

We tried to react to what is happening in the world and to look outside the university: in the social world, it is NGOs; in the political world, it is aid agencies; in the economic world, international organizations. To me, it was about responding to that.

*Creator of the program at the University of Ottawa
(Interview on July 22, 2009)*

This section of analysis is devoted to the theme of conceptualization of global studies programs [as this happened in the sample of the programs selected] (See Figure 3, p. 28). The first part of the Chapter presents six segments, with the case studies of five degrees, and four research programs in global studies. Two think tanks are featured in one section, due to their apparent commonality; the Institute at McMaster University has both research and a degree component; and the School at the University of Ottawa runs two different programs in Global Studies.

The case studies examine the stories behind the origins of these programs and their dynamics. The analyses draw on the ideas and experiences of the creators and/or directors in these programs shared in the interviews. It also incorporates the reviews of the documents produced by programs' professors; the information from the university websites; as well as from Canadian organizations concerned with higher education.

The compositions of the programs are presented in the second part of the chapter in the form of comparative tables and charts. This evidence provides additional information to the overall idea of how the programs were conceptualized and organized in the university environment. The reflections in the end of the chapter summarise the findings.

4.1. Where ideas meet reality

How and why were global studies created in Canada? How do the visions for these programs meet broader university motives? In the interviews I asked about how the program started, what the driving forces for this new departure were, how it was

accepted by the university authorities, and what difficulties the founders of programs in global studies had to overcome. I also asked about their understanding of the objective of global studies and how they viewed globalization. This information I tried to verify with the available institutional evidence.

4.1.1. The Institute on Globalization and the Human Condition

In 1996, a McMaster University professor who had graduated from the University of Chicago in Political Science, had served as an untenured professor in Germany and France, and had received various European and Northern American commendations, spearheaded a drive by a few like-minded intellectuals to recognize globalization as a strategic area of the university's research. The professor and his supporters pressed the university senate to authorize an institutional research base to study this area following acceptance of their application. This is how the Institute on Globalization and the Human Condition was created.

The researchers who formed the strategic area put forward three objectives:

- a. to build an intellectual community of researchers (faculty, graduate students and undergraduate students) at the University and elsewhere amongst individuals interested in globalization and the human condition;
- b. to develop teaching programs in Globalization Studies at the graduate level; and
- c. to inform the general public about research on globalization and the human condition (Report, 2008, p. 2).

The interviewee recalls: "We were a number of researchers working on globalization issues at the university but we did not have any home. So the provost agreed to provide funding to set up an institute conditional for five years that we get some external research money in support of our efforts. This worked out" (Phone interview on June 8,

2009). External financial support came in 2002 in the form of a CAD 2.5 million⁷ Major Collaborative Research Initiative grant from SSHRC.

With the burgeoning globalization literature, the idea to study and research global processes was common for many scholars in the 1990s and, in some institutions support for it in one form or another was willingly provided. McMaster University, however, set a condition that a credit-based program be created eventually. The founder of the Institute remembers:

There was a group of our faculty members who gradually got to know one another because, in our different departments, we were working on globalization. When we applied to become a strategic area of research at the university, one condition was that there should be some teaching component to the research. In our initial application, we proposed setting up a Master's program in globalization, although later. I thought that the most important need was to build a research intellectual community with faculty members and doctoral students at the university. Once that was in place and we got external research support, then it was appropriate to set up a Master's program, since this degree involves experts in field research (Phone interview, June 8, 2009).

With the first appointments to the departments of English, Political Science, History and Economics, it was clear that an interdisciplinary collaborative effort would form the core of this program. The founder considers the degree of interdisciplinarity to be the major distinguishing feature of the institute, which bridges the Faculty of Humanities and the Faculty of the Social Sciences. Indeed, "it is very difficult to squeeze globalization into a single discipline" (*ibid.*); however, cross-appointment is one of the most important problems for the institute. Also, the interviewee alluded to a feeling of insecurity about the availability of continued financial support for the Institute, and the fact that funding is often weakest for the Humanities and the Social Sciences.

The review of some McMaster University documents confirmed that interdisciplinarity was considered problematic. According to minutes of a 2002 meeting of the Faculty of

⁷ This was among the first larger research grants issued in the research area "globalization" in Canada. It was spread over only few fiscal years and so, is not reflected as a lump of money in the Figure 7.

Humanities, the emphasis on interdisciplinarity raised several issues, including the difficulty of finding high-quality cross-appointments. Granting a disproportionate number of degrees with emerging joint and interdisciplinary programs was also considered problematic, as well as reaching a consensus in understanding and defining the phenomenon of interdisciplinarity (McMaster, 2002). In the later account, in the Accountability Report (McMaster, 2008a), the university president raised the question about the need for greater attention to interdisciplinary programs at the graduate level because of their financial struggles.

A number of interdisciplinary programs exist at McMaster University. Among these are Cultural Studies and Critical Theory, a rigorous interdisciplinary program in Arts & Science, and an innovative eHealth program.

A small “theme school”, Globalization, Social Change and Human Experience, a minor undergraduate program, lasted four years. Then, an MA in Globalization Studies replaced it, with the first cohort of graduate students accepted in September 2004. The Institute was strongly supported by the university and, at the very beginning of the creation of the MA program, the Institute was awarded the AUCC-Scotiabank Award for Excellence in Internationalization (McMaster, 2008b, p. 3).

Interestingly, according to its founder, the program reported a very small percentage of international students.⁸ However, every year, the program has had more than 30% of students who are recent immigrants. Even though they are no longer considered international students, they bring an international perspective and ideas into the program.

The interviewee also views internationalization in a broader way, as relations between states, a perspective that developed in the 19th Century. This perspective is still important, however, as globalization involves a different set of processes that link other

⁸ The interviewee connected this to the funding rules of Ontario. The Government of Ontario pays to the university so-called basic income units (BIUs). For each student registered in the program, they pay 3 BIUs which is around 16 000 dollars. The university does not get paid for international students.

actors besides states in a multi-centric way. Globalization also involves processes on the ground: how people oppose and struggle against particular versions of globalization, such as the neo-liberal view. He concludes: “If universities stay focused only on the internationalization, they are missing an important part of the picture” (Phone interview, June 8, 2009).

The McMaster MA program is compact. In addition to it, the Institute created a network of graduate student research in 2006, and started funding graduate students’ research across disciplines to address in a central way the theme of globalization and the human condition.

The University administration was hesitant about letting the program grow, as reported by the initiator: “One of the strengths of the program is not to let it get too large, because a smaller size allows for more seminar-type classes, which, because of limited faculty resources, became more affordable” (Phone interview, June 8, 2009). Currently, the institute has seven faculty members, appointed from other faculties who generally teach only one course. The founder envisions the institute growing: “For our next step, we are thinking seriously about establishing a doctoral program. This would be not primarily a program in globalization studies, but rather a joint program whereby students earn a PhD in a discipline other than globalization” (*ibid.*).

A 2008 Institute report explains that, based on the small size of the Institute, well-established liaisons with other Departments, and the fact that global studies are not a discipline, the program should rather be treated as a concentration or a specialization.

The initiator of the GS institute at McMaster University confirms the tendency to treat globalization as an old-fashioned word. Not seeing GS becoming a separate discipline, he suggests that, as a field of study, it will be more and more incorporated into other fields of study, and the need for the separate Institute will lessen.

In a 2009 article, the professors from the Institute discuss an intellectual evolution of academic thought on globalization. Their article reveals the complexity of the

phenomenon and its interdisciplinarity. The authors provide a brief overview of how historians, geographers, sociologists, linguists and other scholars brought their disciplines to the table. The article explains globalization as a multitude of dynamic and influential processes: “...processes now termed globalization have been restructuring the way many people live and how they relate to others. They are reducing many limits on social interaction once imposed by time and place. Globalization is also destabilizing existing centers of authority and security, with new centers emerging in every sphere of social life, from the global down to the most local levels” (Coleman & Brydon, 2009, p. 324). This transformationalist view of globalization, which originated at the end of the 1990s with highly influential books by D. Held (1999) and J.A. Scholte (2000), outline the nature of research at the Institute.

One of the goals of the Institute over the next 10 years is “educating the university community about how the university itself is participating and being shaped by globalizing processes” (McMaster, 2008b, p. 14). The section in the report devoted to this objective discusses the ways universities can be reshaped towards “global logics and away from historically shaped national logics” (Sassen, 2006, p. 2). Some of the most prevalent ways are transboundary mobility, increasing interdisciplinarity, and global thinking and action. The Institute on Globalization and Human Condition is viewed as a leader and an adviser to the university on strategies for shaping its contemporary path.

In this case, the global studies program emerged from the research interests of the founders, which meshed with the Institute’s desire to create a degree in global studies. Backed up by a few years of collaborative research, and the subsequent creation of an MA degree, the program institutionalized itself into a recognized hub of globalization expertise with the prospect of leading the globalizing strategy of the university.

4.1.2. Augustana: Global and Development Studies

Even earlier than at McMaster, in the early 1990s, a pastor and Professor of Theology and Religion at what was a small Liberal Arts Augustana University, in Alberta⁹, began a rural development exchange program as international education. This eventually developed into an international development program and, in 2004, into an undergraduate global and development studies program, with support from CIDA and AUCC. The professor explained:

...religious studies led me directly to starting the “rural development exchanges,” since in my theological framework, we have to learn from people, land and community for human/spiritual health. So making real people in real communities our “textbooks,” our “living libraries,” helped students to overcome apathy [...] we always did explore the role of religion, church, spirituality within our rural communities in sustaining or threatening their well-being (E-mail communication, September 23, 2009).

Although much criticized, quasi-missionary goals of international development are still generally accepted. In the development-vs-globalization critique, the culture continues to change as we discover the vertical transfer of knowledge often becoming horizontal (Castells 1996; Wellman 1999). This means that mutual learning and co-construction of knowledge are taking over the practice of imposing on the Other, as well as ‘developing’ the Other.

Thus, as the President of the University of Alberta noted in light of advanced interdisciplinarity at the Augustana campus, its Rural Exchange program, which evolved into the full blown Global and Development Studies program, became an innovative asset to the University of Alberta. After visiting the Augustana campus during her first week of official duty, the current President noted: “It is a campus whose mission lives close to the heart of my own educational philosophy – a philosophy that champions daring, innovation and the bridging of ideas and knowledge across disciplines” (Augustana Campus, Wa).

⁹ In 2004 it merged with the University of Alberta and became Augustana Campus at the University of Alberta.

The history of the Agustana campus is relevant to the creation of the new program, considers another interviewee, a professor in the current program. He points that a key focus of Augustana is its interdisciplinary studies, which is mainly due to its size: there are not many professors in the given fields. The way the development studies program could be institutionalized was to have an interdisciplinary studies degree.

He further recalls: “First exchanges were to Ghana and to Mexico, and those were for students interested in development studies. One way to give more credits for that was to create a degree program in development studies” (In-person interview, May 21, 2009). There was a need to meet students’ needs for their exchange experiences to be credited towards a program. Overall, he sees the program as student-driven, and as grounded in rural exchange and intense trans-border interaction.

The shift of focus from development to globalization came about gradually, thanks to the changing character of development studies, where the language of globalization was more appropriate.

The issue/problem that we found the most was “globalization” in economic and cultural terms. Studying “development” was always done in a way critical to the “development” discourse (See Wolfgang Sachs, *The Development Dictionary*, for the direction of our thinking). But global also allowed us to include students that were not directly interested in either rural or community “development”, [but] in the sense of what made or supported a community in being ecologically, economically, and politically/socially sustainable... (In-person interview, May 21, 2009)

The two interviewees commented that both terms – development studies and global studies – are problematic. “Development studies” is often construed as a dichotomy between developed and underdeveloped, based on an industrial modernization paradigm; whereas the term “global studies” can be simply too vague or be perceived through the lens of the hegemony of the North or of a particular socio-economic model. While attractive to students, development studies needed to move to another level, hence the contested character of both terms.

The interviewee opposes defining globalization, dubbing it a buzz-word, referring to some known processes with just a spin of newer hyper-connectedness to it. “In a certain sense it is a buzz-word but at the same time, people sort of know what it means, which is very useful” (In-person interview, May 21, 2009). He does not see globalization becoming a discipline in itself, but rather calls for discussing the globalization of culture, the globalization of the economy, the globalization of social movements of resistance, viewing it as a mega-way to look at familiar Politics, Economics, Sociology and Anthropology. The overall direction of the program is more about acquiring cultural awareness and understanding social issues; it includes a choice of Religion courses with “Spirituality and Globalization” being a core course.

The program has received support and recognition at the University. Apart from its advancing interdisciplinarity, the faculty recognises its essential contribution to international education, which is a significant part of experiential learning at Augustana. The program ‘Learning and Beyond: Experiential Study in Community, Abroad and Outdoors’ was established with the goal “to give students the opportunity to make connections between their theoretical studies and the world outside the walls of the University”. The Puebla-Alberta Community Service Exchange is a five-month program grounded in popular and experiential education philosophies. It offers development courses to students campus-wide who spend most of their time in rural Alberta and Mexico (Augustana Campus, Wb). The interviewee sees this as a manifestation of the shift to “global” in their development program, when students realize that sometimes there is no need to travel far and wide in order to “make a difference”.

Interestingly, however, unlike the case at McMaster University, support for the program at Augustana “does not necessarily follow because of the goal to internationalize higher education. Most of the focus is in recruiting students, which the University of course needs to do, but internationalization is more than that” (In-person interview, May 21, 2009). A simplified usage of the term “internationalization” restricted to student

academic exchange is still prevalent, although the members of the faculty who are involved in the program are well aware that this process is more complex.

The interviewee, currently a Professor in the program, is also involved in the Global Citizenship Education group, which is a cross-university group that consists of different members of the faculty who are trying to work on integrating global citizenship education into their programs.

It is very challenging, as university does not exist in a vacuum and the funding sources have their requirements on how the program can ask questions and so on. So I think people like the idea of global citizenship but do not always like the questions that come out from that: what role are we playing to make the world an unjust place? As individuals and the university we do play role in that, in terms how we value knowledge and evaluate knowledge of other people (In-person interview, May 21, 2009).

In the case of Augustana, the creation of the program was driven by the interest of and demand from students. Their practical experience of being in rural Mexico and the shift in their perceptions by learning from the local people matched their interest in an international development degree. Given the criticism of aspects of the development discourse, the shift to “global” in the program name reflected the dynamics of the ideas behind the program. Through recognition of, and extensive experience in exchanges and community service, the program engages students from different disciplines. However, there is no explicit recognition of the program’s influence beyond the walls of the campus, its linkages with university-wide processes, or its ability to affect direction/policy change at the University.

4.1.3. Department of Global Studies at Wilfred Laurier University

In 2000, a Professor of History at Wilfred Laurier University, with a PhD from the University of Toronto, was asked to direct a program in development and international studies, which he characterises as opportune, namely being in the right place at the right time. It was his personal decision shortly thereafter to change the name of the program to global studies. He declared in his interview:

I did not like the word “development” right away. From a perspective of a Russian historian, I thought that “development” is about how to keep poor countries within the Western domain, or in other words, to give poor countries a sense of being developing and to give yourself a sense of being developed. If a part of the world is using natural resources at a rate the world could not sustain, would you call it developed or rather primitive? (Phone interview, May 22, 2009).

His extensive experience in the Soviet Union in the early 1990s, at the end of the Cold War and during a time of big change, and his study of Russian history, influenced his view of global processes through the lenses of what Scholte (2005) called ‘westernisation’ or ‘McDonaldization’.

Despite being critical of the notion of ‘international development’ as interventional and often arrogant, regarding the discipline of international development as a “conservative enterprise”, and rejecting the term “development” in itself, the interviewee served as president of the Canadian Consortium of University Programs in International Development Studies (CCUPIDS). During the interview, he shared the discussion that had taken place at one of the Consortium meetings, which featured a presentation on Ecuadorian gardeners who sell their flowers cheaply to the North in the massive Amsterdam flower market:

I asked [the members of the CCUPIDS]: would we study the way we utilize people [...] growing flowers for us at their own cost, at the cost of their health with pesticides and other substances? They said, absolutely! Will you also study in the development studies programs the mechanism by which we here consider it acceptable to purchase flowers without ever asking where they are grown or what happened to the people who have raised them? They said no, that is not a development studies plan, rather, that should involve global studies (Phone interview, May 22, 2009).

This example emphasizes the focus on awareness, global connectedness and a call for change in behaviour relevant to global studies, but also to the competences of global citizenship.

After having extensively researched existing U.S. global studies programs on the internet (he had a 300-page report on those programs), this interviewee formulated

three thematic areas for his future program: globalization and culture; comparative wealth and poverty (which he refers to as “the old development studies stuff”); and peace and conflict studies. These three dimensions of the program still exist, although the administration of the program has changed. Economics was dropped as a requirement and a multidisciplinary dimension was featured without privileging any discipline. His idea was to engage students critically. Through academic and work placements that were initially required,

[Students] could go to the poorest neighbourhood in Peru, the poorest neighbourhood in Canada, if they wanted to go to the neighbourhood in Waterloo, where all their professors live, and understand how this neighbourhood can be somehow cut off from the poorest one – they should go there (Phone interview, May 22, 2009).

According to the interviewee, one of the first noticeable outcomes of the program was that it gave “a sparkle” to internationalization at the University. The initial requirement of getting experience abroad put an obligation on the International Students’ Office to find the necessary placements for students. This linkage has died away with the removal of the requirement; however the questions of “where our clothes are made and the food is grown, and by whom” remained.

The other interviewee (Phone interview, June 8, 2009), a Professor from the same program, claimed that the GS program is not connected with internationalization processes in any way, apart from the fact that it plays its role in maintaining a global image at the University. Interestingly, in terms of global image he nonetheless spoke proudly about the international backgrounds of faculty members from Africa, Pakistan, Israel, France, and Poland, who work alongside Canadians.

The founder of the program views it as an attempt to make sense of the world, where defining things becomes difficult, “because information moves more fluidly and there is a natural inclination to moving outside of the traditional discipline” (Phone interview, May 22, 2009). In that way, he sees the impact that the global studies program brings to the University community through the students attracted to it, those who want to

understand the world and do something about it. The program grew rapidly and became a separate Department of Global Studies in 2007. The founder was opposed to the departmentalization of global studies because of the relative loss of interdisciplinarity. On the other hand, he accepted it because he wanted the program to be an independent space for knowledge on global reality, which was problematic by reason of it being under the Faculty of Arts.

The interviewee thinks that GS programs need to engage the University in a critical understanding of what its role is in the era of globalization.

Are GS programs saying something to the university at the time when the Earth is melting, the ozone layer is heating up, when you have faculty like me who are flying far too much, and maybe we need to rethink everything about the international connection (Phone interview, May 22, 2009).

There is recognition, however, that the term “globalization” is not clear, although it has been studied for several years; and the program does not have a course on globalization per se (there is a Global Culture course). Despite that fact, the founder considers global studies to be an emerging discipline with a growing number of degrees, including Masters and PhDs. He expresses concern about moving away from disciplinarity when new departments and institutes start hiring PhDs in global studies.

On the other hand, the second interviewee from this program is of the more sceptical opinion that global studies will eventually fade away as a temporary response of universities to the global processes.

Both interviewees maintained that global studies are broader than international studies and international development fields, in that they include more disciplines and a broader perspective.

In this example, the program was spearheaded by the personal interest and the convictions of its founder, who had a critical understanding of development studies, which is not uncommon, as further discussion will show (see also 4.1.2). This program

continues to emphasize international development as one of its core fields. It has a vision of becoming a hub of the University for globalization-dialogue and “to train students to be engaged, knowledgeable and responsible citizens of the world” (Wilfrid Laurier University, Wa). Enthusiasm and activism is favoured alongside a holistic understanding of the world; and global citizenship is emphasized (Laurier Global Studies, 2010).

4.1.4. School of International Development and Global Studies

Two programs were created in parallel at the University of Ottawa: in 2004 an undergraduate program in International Development and Globalization; and in 2006 a graduate program in Globalization and International Development. They merged into the School of International Development and Global Studies in 2008.

In 2001, the future founder of the MA program was appointed chair of a committee on interdisciplinarity in order to create an interdisciplinary program at the University, where, at that time, interdisciplinarity was being widely promoted. With a PhD in the History of Science and Technology from the University of Minnesota, the interviewee had remarkable international experience. After graduating, she taught at Yale University, Harvard University, the Université de Paris, the University of Amsterdam, and the University of Seoul.

Few documents relevant to the University of Ottawa policy on interdisciplinarity are available on the University’s website. A task force was formed in 2001, and its first report on interdisciplinarity was produced in 2002, in which “the University of Ottawa accords a high priority to the pursuit of interdisciplinarity in research and education” (University of Ottawa, 2002).

The Report of a later Task Force, released in 2006, reveals a more mature commitment to interdisciplinarity, as well as a more realistic view of it. The Report describes “interdisciplinarity” as “a buzz word that appears in the strategic plans, websites and press releases of virtually every Canadian university, and a good number of American

and overseas universities as well.” It nevertheless acknowledges that the term means different things to different people, and is used “to refer to any activity that takes place between two or more, formally constituted entities” (University of Ottawa, 2006, pp. 4-5).

Support for interdisciplinary research is emphasized in the “Strategic Areas of Development in Research” for the University of Ottawa as part of their Vision 2010 strategy (University of Ottawa, 2005, p. 7). Newly emerging fields that focus on Canada and its place in the world are likely to receive attention in the way of funding and development. Does this translate as a “green light” for GS programs?

Research on the ‘similar’ programs at Carleton University and the University of Toronto, even though their programs focus on development studies, provided background on the structure of established interdisciplinary programs in Canada. Also considered were the more established U.S. programs, with their longer histories and greater resources. This analysis revealed two types of interdisciplinary programs. In one, a student registers in a regular program – History, Geography, or Sociology – then registers in several special jointly-organized courses contoured to the needs of all interdisciplinary program students. So, each student must complete a full program from their original department and, on top of that, earn additional interdisciplinary credits by taking special courses offered to the students enrolled in the extra program.

The committee found this model to be not very competitive. They considered a more dedicated program whereby students do not get involved in a participating department, but rather in a *bona fide* program of global studies:

With the first model you are a historian with a couple of extra GS courses, compared to those enrolled in GS program, who can take courses offered by all of participating departments. For example, students interested in African Studies could take an African History course and a Sociology course dealing with Africa, or even Law courses dealing with Africa (Phone interview, July 22, 2009).

The interdisciplinary angle created a number of challenges, the major being a participation of different departments and overall presence of disciplines in the program. The founder felt strongly about not ignoring religious and cultural aspects of globalization, but trying to integrate them into the “package”, as they mattered for the economics, politics, and law aspects of the program.

We discussed how many economics courses we need in this program. There are several tensions around this issue: firstly, how much economics the existing programs require; secondly, what employers want and expect (i.e., what they think they need); thirdly, what students want and are able to do; and fourthly, what the participating programs want. From the perspective of Sociology, there is no need for two courses in Economics. One area of debate was about privileging one discipline over the other. The other area of debate was about being competitive with other programs (Phone interview, July 22, 2009).

Finally, budgetary constraints had to be overcome for the program which has already become very large. Links with CIDA, IDRC, and international NGOs were established in order to provide additional support for those from the Faculty of Social Sciences, where the School is now located.

The undergraduate BSocSc in International Development and Globalization started as an experiment in 2004, and by 2006 it had become firmly established. Several specialists participated in the discussions on structuring this program. One specialist brought to the discussion 25 years of experience as an international development practitioner, as well as his academic credentials. A novel structure was put forward. The program has at its core extensive partnerships with civil society organizations (CSOs) both in Canada and in the South. Development practitioners from these CSOs teach classes alongside 16 professors in the School. A large international internship program encourages students to work with NGOs in the field; however, such work is not a requirement.

The other interviewee from the program (In-person interview, June 12, 2009) sees challenges in the misfit of both development and globalization knowledge within the often rigid hierarchal organization of academia.

...there is willingness on the part of administrators to try to simplify and squeeze things into little packages that is still not very different than 20 or 30 years ago. Back in the 70s, there was an Institute of International Cooperation and Development in the University of Ottawa. And they struggled with the same issues: where does it fit? Interdisciplinarity was not given serious weight by other more disciplinary programs. These are old debates that we still find ourselves re-inventing or re-visiting (*ibid.*).

Both interviewees noticed that the attitude among academics towards global studies is sceptical. Even the dual title of the program is explained from the perspective of a sceptical attitude towards the “global” component. “Development”, on the other hand, is viewed as a stronger, established field of knowledge: “The neo-liberal thinking could be out-moderned but the whole issue of human and social and economic development is not going anywhere – it is very much alive and is an ongoing issue for every society” (Phone interview, July 22, 2009). The globalization component of the program is viewed as a “much broader question than simply the question of development, and allows a greater enriched critique of development” (In-person interview, June 12, 2009).

The problematic interpretation of the term “globalization” is in Canada described as a national instinctive anti-American reaction: “in Canada, the tendency is to say ‘globalization’ is a polite way of saying ‘Americanization’... It is understandable where it comes from, but is it explicitly acknowledged? How well is it integrated into academic life?” (*ibid.*).

The interviewee, who emphasized the importance of international experience for students in the program, regrets that there is a disconnect between the internationalization process at the University and the emerging global studies. All the overseas stages and international co-op opportunities for students are arranged with support from the Social Sciences and not through the International Office. This Office is distinct and deals with the semester abroad programs, student exchanges, scholarly visitors from other universities, and, to an extent, is involved in the recruitment of international students. “They are promoting education in Canada at student fairs all over the world, but those units are not meaningfully linked at all to our program – they exist

in parallel”, stated the interviewee (*ibid.*). The desire to internationalize is perceived as a very market-driven idea, more suitable for disciplines which can potentially attract international students. As for the global studies program, its orientation, curriculum and international opportunities often do not count for internationalization activities without subsequent international student enrollment in global studies.

The School embraces the convergence of two concepts whereby globalization and international development are studied and researched together as closely related. However, lately, the emphasis on globalization, at least in the MA program, is being overshadowed by a strengthening international development focus. This shift in focus may be connected to a change in faculty affiliation, namely the move from an autonomous interdisciplinary program to one under the wing of the Faculty of Social Sciences, where sociology, for example, has a very strong disciplinary strength in development matters.

4.1.5. Global Futures Laboratory at Concordia University

The Global Futures Laboratory is one of three case-study programs that is neither credit-bearing nor degree-granting. All three advance research in global studies and engage students in their projects.

The Global Futures Laboratory at Concordia University was launched in 2008. Before starting his innovative program, the interviewee, who holds a PhD in each of Economics and Sociology from U.S. universities and who has extensive international research experience, taught introductory and advanced courses on the Sociology of Globalization in the Department of Sociology at the University of Alberta. He argues that the world-system perspective is the only sociological theoretical approach that is compatible with analyzing globalization, because it allows researchers to study global phenomena or global transformation systematically.

Mirroring his background in both economics and sociology, his research on sustainable agriculture and the failure of the corporate economy shaped his interest in globalization. In his interview, this founder said:

My research on globalization started out with ‘what is wrong with neoliberal globalization’ research, but then I got so depressed and disturbed with what was going on. So, when the global economy collapsed last year [2008], I felt enormous relief. It was what we were talking about: this economy is not sustainable. Then what? That’s why I graduated from globalization studies and moved on to post-global studies (Phone interview, July 14, 2009).

The interviewee presents global studies as a continuum of development studies, as “the latest gimmick” for developing countries. He argues that preceding development studies failed by not achieving development or by merely understanding what prevented development. The idea behind globalization is that these countries could achieve development only by ‘globalizing’, which essentially means opening up their economies, eliminating their restrictions on trade and finance, and “just letting foreign companies come in and do whatever they want to, which is the real secret of development” (Phone interview, July 14, 2009). However, once these countries globalize their economy, they become very helpless against powerful actors. He concludes: “I think that is the reason why global studies are taking over development studies. [...] The consolidated efforts of global powers such as the IMF and WB and United States to disempower countries of the Global South, or most of the world, is apparent” (*ibid.*).

Although leaders of global studies programs consider them ‘interdisciplinary’, the interviewee claims that most of their content is focused on disciplinary theoretical or foundational courses. And even though they say that if you take five courses on globalization you can get the certificate, “most of them are all about the regional studies, like African or Asian Studies, and it is difficult to find who is actually doing globalization as a research matter” (*ibid.*). He observes that some GS programs don’t even include an actual course on globalization in their curriculum.

Since 2007, this interviewee has held a Canada Research Chair¹⁰ in the Political Sociology of Global Futures. As a part of his duties, and as a manifestation of his bottom-up approach to studying social change, he started a research facility, the Global Futures Laboratory, about which he explained:

I intentionally do not use the word ‘globalization’ because this is not where we are going. The globalized local resistance may become a global movement, but I do not like totalitarian images of how people can resist. An evil empire cannot be defeated by creating a strong social globalized movement, but rather at the grass-roots. So, what we really need to promote is an anti-globalization movement. And we need to study anti-globalization or post-globalization, but not globalization (Phone interview, July 14, 2009).

The Laboratory’s work is to understand problems associated with globalization, to provide insight on emerging power centres like Latin America, and to offer ideas for socially and ecologically sustainable futures. One of the research projects studies the transition from the ‘global imagination’ mode of thinking to a critical understanding of globalization’s effects on global, national-regional, and local conditions of life, where “the corporate-dominated system widens the gap between the rich and the poor; devastates families, households, and communities as the poor must leave their homes to seek income-earning opportunities; and degrades the environment as corporations have placed profit over ecological sustainability” (Global Futures Laboratory, W).

The founder and his 13 co-workers, who are mostly students, will examine the phenomenon of globalization and its effects, and will propose sustainable alternatives to neo-liberal globalization. They will capture on video the “personal epiphany moments of transition” to advocate the need to move away from a corporate mentality towards sustainable modes of thinking. The laboratory is part of the Sociology and Anthropology Department at Concordia University, and is strongly supported by the university.

¹⁰ The Canada Research Chairs program is a federal government initiative, begun in 2000, to attract and retain the world’s researchers by means of research professorships in degree-granting Canadian institutions.

This program presents an approach which Gay (2006) identified as “critics of globalism”, in which grassroots processes working from below are favoured over ideas and culture imposed from above. Although the critical approach to globalization can be observed in a number of Canadian GS programs, the Laboratory is distinct. Its object is economic globalization, and the research in the Laboratory is action-oriented, with the goal to resist this globalization by transforming oneself into somebody who can be compared to a global citizen, by gaining awareness of the effects of the lifestyles, and an understanding of transplanetary connections in the world. Meanwhile, the program claims to be anti-globalization by nature and the founder does not see a future for global studies, as its contents are going to be eroded. He sees a cultural component persisting in global studies, namely, in the form of youth culture. This is considered a form of possible resistance to globalization by the young people accessing diversity on the Web and accepting it as a norm, because diversity goes against globalization. On the other hand, the culture of sustainability, awareness and world-mindedness can also go viral by means of modern technologies.

4.1.6. Thinking outside the tanks

Remarkably, both founders of two think-tanks in British Columbia, the Liu Institute for Global Issues at the University of British Columbia and the Centre for Global Studies at the University of Victoria, had political careers before starting their programs. The late Ivan Head, a Canadian graduate of Harvard Law School, served as a foreign service officer, worked as a foreign policy advisor in the Prime Minister’s Office, and was a President of the International Development Research Centre (IDRC) prior to starting a GS research program. The other founder, who now runs the Centre for Global Studies, earned degrees in Political Science from M.I.T., worked in the Canadian Department of Foreign Affairs, and served as Deputy Minister of Foreign Affairs and Ambassador to the European Union, as well as chairman of IDRC’s board of governors.

The similarity of the backgrounds of the founders of these two GS programs is reflected in the character of the programs created. Both GS programs in British Columbia are

designed as outward-looking, university-based think-tanks to conduct research on and act towards positive societal change. The international experience, involvement in foreign affairs, and deep political roots of the founders clearly reflect the pro-active nature of these dynamic programs aimed at problem-solving and collaborative policy solutions.

The political and educational backgrounds of the founders, as well as their leadership roles, led them to focus on similar global issues of a wider scope: the themes of security, justice, environment, development and gender are present in both programs. There is not much emphasis on the cultural aspects of globalization in either program, and both interviewees attributed this to a lack of funding.

Both programs are research-oriented and engage MA and PhD students from different university departments. Like the Global Futures Laboratory, these programs are not-degree-granting.

Centre for Global Studies at the University of Victoria

The president of the University of Victoria invited the interviewee to head up the Centre for Global Studies in 1998, although the idea came in the early 1990s. The president decided that there would be too much opposition from existing faculty to the idea of opening a GS program on the teaching side. According to the head of the Centre:

[The president's] original idea was bringing together the existing scholars at the university [...] so that it would be a centre of centres, or centre of institutes. From the website, you see that we have a number of components which are managed independently, but all deal with global issues, and mostly global governance, which is the main theme that flows through all our work (Phone interview, July 14, 2009).

There is no cultural component to the Centre's focus area, although the interviewee recognised the importance of cultural themes and said that, conditional on human and financial resources, he would have opened it up. The Centre tried to organise a course on global governance but it proved to be complicated because of the independent

position of the Centre within the university structure: “For example, people in Political Science regard what we are doing as slightly suspicious, for a lack of better word. They are not sure if it can be grounded in any particular discipline” (*ibid.*).

Because of their independent position at the university, budgetary constraints can be an issue also: the university supports only 5% of the Centre’s budget. The rest of the money has to come from external grants and projects to complement the endowment. Thus the researchers have to raise money each year through various contracts.

Despite this, the Centre works very closely with the university. In September 2009, the Centre for Global Studies began a series of lectures on Global Challenges and Global Responses, fulfilling the desire to integrate a teaching component into the program.

The interviewee expressed hope that some day there would be a degree-issuing program at the Centre, which he expects to grow. He noted that universities want to be international, and to educate global citizens; however, often this remains simply wording in the mission statement. Because interest in global orientation is very high among students, he likens the university to a business which must respond to a growing demand. However, he values the research mission of universities, particularly the kind of research that reaches out to the community, locally and internationally: “there is no doubt it is not accepted by everybody. That ends up constituting a barrier, when we have sometimes to justify what we are doing and why it is useful” (Phone interview, July 14, 2009).

The founder of the Centre, in accepting a variety of definitions of globalization, considers global studies to be a field of study in itself and an important change in the academic landscape that will remain. What differentiates global studies from international studies is that “we are looking at a world which is more and more interdependent, when things that occur in faraway places can have an impact on us” (*ibid.*). He draws the examples of economic interdependence revealed in the global economic crises, the global threat to public health, and the global issue of terrorism. “While there might be de-globalization

of trade that will occur as a result of the international financial crisis, there is no de-globalization of swine flu or Al-Qaeda” (*ibid.*) he says.

The unifying theme of the variety of the projects in which the Centre engages, is an action-oriented approach to democratic reform and capacity building, with a commitment to security. The closest project to research on globalization was a 2000 project investigating the role of international institutions in the globalization process. The Centre gained influence and established itself at the university as a sponsor of multiple student internships and a nexus of Canadian and international research partners with whom it carries out a number of projects.

Liu Institute for Global Issues at the University of British Columbia

According to the Liu Institute website, it was founded by Ivan Head in either 1998 (Liu Institute, Wa) or 1999 (Liu Institute, Wb) and opened in 2000. In her interview, a professor from the institute gave tribute to the founder, who died in 2004:

His experience as a Canadian at the time when Canada was an international leader in global issues revealed to him that Canada needed both physical and virtual space to come together and a dialogue with intellectuals and government leaders on contemporary issues (Phone interview, May 7, 2009).

His years of political experience in the Prime Minister’s Office and of research at IDRC impassioned his deep concern about South-South and South-North relationships, and the many ways in which global issues are approached. He envisioned the institute as a multidimensional space for this dialogue, with physical space from the university and virtual space via knowledge networks centred on global issues.

Captivated by this vision, the benefactor contributed generously to the establishment of the Institute and its functioning. The Institute took the lead in bringing together influential leaders to dialogue on global issues and foster a clearer understanding of the problems that would result in meaningful recommendations; it aimed at interacting more with the global community and connecting externally.

The interviewee commented on the changing language around globalization. She recalls the emergence of the concept “sustainable development” even before the 1998 G7 Summit in Halifax, at which former Canadian Prime Minister Brian Mulroney announced establishment of the Institute for Sustainable Development in Winnipeg. After this institute was opened in 1992, the term turned into “sustainability”. She further recalls:

When Ivan came to UBC, the strategic plan entitled Trek 2010 included the term ‘global citizens’ or ‘global citizenship’. Whoever developed the strategy for UBC bought into this interesting terms to make it sound like UBC was out in the world. And we were revising our curriculum and our teaching, how we did business to look internationally, so that these graduates of UBC would be able to work anywhere in the world (*ibid.*).

In 2009, the website of the Institute featured an opinion poll on the possible courses of study of global issues. International development was listed as one of the issues, together with environment, health, justice, security, and sustainability (Liu Institute, Wc). In discussing the Liu Institute’s view of this first issue, the interviewee said:

We thought of global issues as an encompassing concept that includes international development. We have found that ‘international’ is a limited term because of its reference to state-to-state issues. ‘Global’ encompasses issues that take place anywhere on the globe that affect people not only locally but globally (Phone interview, May 7, 2009).

Although international development is still recognized as an area of research at the Liu Institute, they “have migrated towards sustainability and poverty eradication.” According to the interviewee, international development is thought “to be more tied to the international development banks” (*ibid.*).

The Liu Institute is supported by the university and its global direction fits nicely into the university’s vision to be “an exceptional learning environment that fosters global citizenship, advances a civil and sustainable society, and supports outstanding research to serve the people of British Columbia, Canada and the world” (University of British Columbia [UBC], Wa). The interdisciplinary approach to research on global issues was

also recognized by university administration in the form of the creation of the Martha Piper Fund to give four to five awards for such research proposals.

The Institute developed strong relationships with the Canadian government. Through the research of the members of the Institute on international humanitarian law, they “push Canada to look closer at the issues that arise around delivering humanitarian aid from research and from the responsibility perspective” (Phone interview, May 7, 2009). For their project on human security, the Institute received funding from Foreign Affairs Canada, the Department of National Defense, and the International Red Cross. Networks of both academics and practitioners are involved in the projects.

The President of the University of British Columbia recently launched a new UBC internationalization strategy, and the Liu Institute fits directly in these plans. The interviewee from the Institute said it is striving to accommodate the demands of both students and faculty. The Internationalization page of UBC presents the internationalization objectives of Trek 2010, starting with strengthening “global awareness through degree programs, public lectures, and conferences”. Among other goals this objective features:

- including “global content” in programs wherever possible and appropriate, to ensure that students are presented with global issues, concerns, and solutions as part of their regular disciplinary or professional studies;
- developing new programs on global citizenship, civil society, and related issues, intended for audiences both on and off campus;
- establishing and nurturing mutually beneficial partnerships with international agencies and organizations based in British Columbia, to promote learning and research opportunities for students and faculty;
- ensuring that students have access to a range of courses and experiences that provide information and ideas about all parts of the world (UBC, Wb).

The interviewee pointed out that the existence of the Liu Institute is not an outcome of the internationalization process, neither did the idea of internationalization come out of the Institute. However, the focus of the Institute being global issues is in the process of integration with a campus plan for internationalization, a demand from both students and faculty. This example demonstrates that the internationalization of higher education is taking on a global character, and that global studies programs fit in with the process as potential drivers of internationalization in the university.

The Liu Institute offers Masters-level courses on global issues in various areas: e.g., human security, environment, weapons of mass destruction, and bio-fuels. Long anticipated and launched in 2010, the Liu Scholar Program brings together PhD students from across the university to facilitate issue-based research on global issues and strengthen global networks in such areas of research as sustainability, security, and social justice. The Institute maintains networks with Canadian universities and collaborates with them for student workshops and speakers' presentations. The idea of a University Consortium on areas of research in global issues is under discussion with the University of Victoria, the University of Waterloo, the University of Toronto and McGill University.

The Liu Institute's mandate to advance the understanding of and action on major global issues by civil society, the private sector, governments, and international institutions points at similarities with the Centre for Global Studies, policy-oriented research. The Institute envisions a leadership role as an interdisciplinary research hub where a variety of approaches to tackle global issues are discussed. Empowered by the newly opened doctoral program, the Institute affects dynamics at the university and aspires to make an impact on a greater level: "In the way we conducted research in our institution, we want it to be relevant to the society, we want to graduate students that will make Canada a better place and better country in the global atmosphere" (Phone interview, May 7, 2009).

Reflections on the case studies

When investigating the driving forces behind the opening of global studies programs, several issues emerged from the data.

In these accounts from the various global studies programs, it is evident that some of the key drivers behind the programs are the personal initiative, research interests, and the enthusiasm of their creators. All these interviewees have diverse academic backgrounds and extensive international experience, and their passion for global issues springs from this combination. In the interviews, they often referred to what they studied and how it reflected on their vision for the program. Thus, the founders with degrees in History and Religion commented on questioning Economics as a core subject for their programs, but favoured Culture instead. Those with Political Science backgrounds adopted an action-oriented approach to studying global issues and did not put much emphasis on Culture or Religion.

Other driving forces for starting the programs were institutional. As the examples show, the need to prioritize interdisciplinary research as well as the desire for international exposure, including experiences abroad that are accented in the undergraduate programs, can act as underpinning motives for GS programs.

As noted by several of the interviewees, the growing demand for knowledge of globalization and global issues by students, researchers, and those who define research priorities represent the ‘market’ incentives for universities to start and support an international or global-oriented degree program. This is one of the reasons why a program is re-named “global”, because a wider range of students could be attracted to it. It is not clear, however, to what extent the composition of such a program changes. In comparison, in the case at Wilfred Laurier University, when the program was renamed because of the political or cultural convictions of the initiator, its composition changed drastically.

Coincidentally, most of the founders had been granted a degree from at least one U.S. university. Prior to opening their programs, some founders had surveyed similar global studies programs south of the border, although one mentioned European programs too. Interestingly, none of the interviewees reported having done research on or made contact with other programs focused on globalization in Canada, except for the two British Columbia-based think tanks, which referred me to each other. Instead, it was reported that “new” programs are compared to “older” Canadian international and development-focused programs.

The interconnectedness of Canadian global studies with the international development field, although obvious, is perceived differently by the creators of the programs. For some, these are two interrelated fields of study; for others, the fields exist in parallel on a continuum. Still others perceive ‘international development’ as having “graduated” to ‘global issues’, due to inadequate terminology. Based on a review of the literature and internet searches for global/globalization (and) development programs outside Canada, this close relation of ‘global’ to ‘development’ is predominantly a Canadian phenomenon.

There seems to be a discrepancy in understanding and interpreting globalization, from the positivist view of globalization to the critical anti-globalization approach. Aspects raised in the interviews ranged from the expansion of markets and consumer culture through the homogenization of cultures and student mobility to the rejection of globalization. This reality points to a lack of concurrence and consistency in defining global studies, which extends to the field itself.

Therefore, the overall ambiguity and complexity of subjects explored in GS programs calls for further investigation into the conceptualization of these programs.

4.2. Disciplinary visions for global studies programs

As the answers to key national and global challenges increasingly lie at the intersection of disciplines, ensuring an appropriate mix of investments across all disciplines takes on even greater strategic importance.

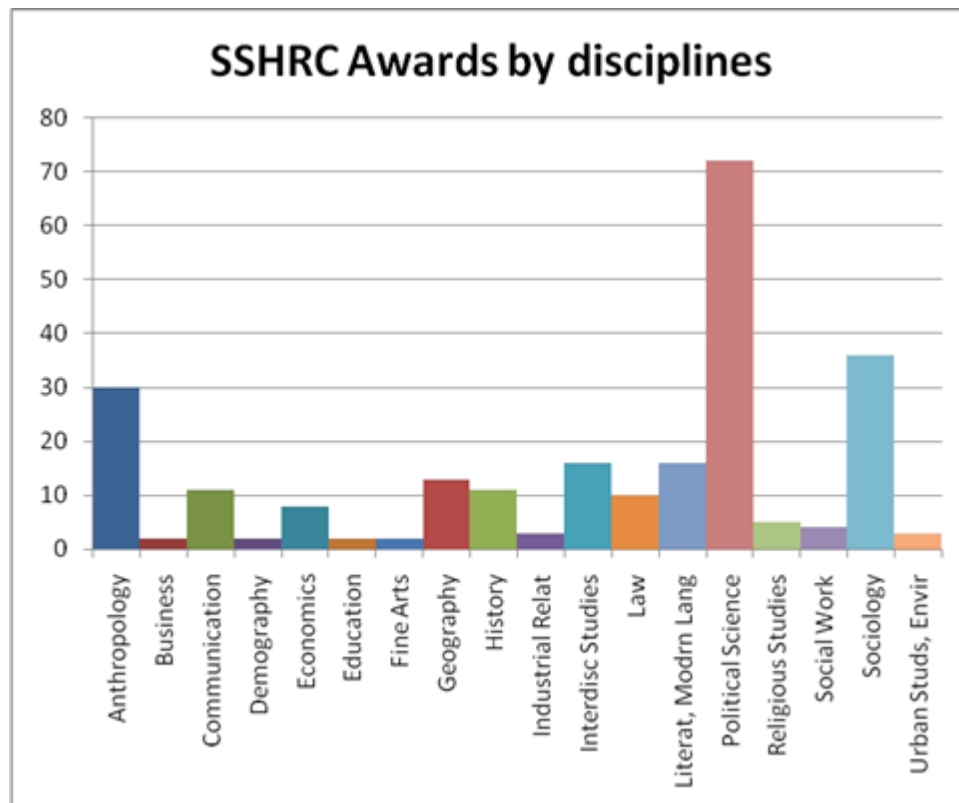
Momentum (AUCC, 2008, p. 27)

What are these global studies programs supposed to study and research? What are the global issues? The difference of opinion on this question seems to lie in the orientation of the GS programs. Research centres and credit-bearing programs demonstrated different results. In their descriptions and mission statements, GS programs often suggest that they are able to create a future generation of global thinkers, or global/world citizens; they express their commitment to study and address global issues. What disciplines do they need to embrace in order to arrive at global competence? This section further discusses the composition of these interdisciplinary programs.

4.2.1. What disciplines are at stake?

Because globalization research was often described as a concentration grounded in concrete disciplines, I once again turned to SSHRC for information on which disciplines could produce the basis for the interest in globalisation research. Using the SSHRC awards search engine for competitions from 1998 through 2009, selecting “globalization” as a research area and using the word “globalization” as a keyword in the projects, I discovered how the funding of globalization-oriented research in Canada is spread among disciplines. These findings show the range of disciplines which are present in research on globalization, and the academic backgrounds of the researchers who focus on globalization. The data reflect who is doing globalization research in academia in Canada, including (and this could be the majority) researchers outside GS programs.

Figure 11 Number of SSHRC Awards for research in globalization by disciplines (1998-2009)



The graph demonstrates that from 1998 to 2009 most awards for research in globalization were given within the discipline of Political Science. Sociology and Anthropology are two other leading disciplines to receive globalization research funding. Interdisciplinary Studies and Literature and Modern Languages also benefited from globalization research. Following them, Geography, History, Communications and Law engaged in globalization research. Remarkably, Economics received only eight awards while Urban Studies and Business were granted three and two, respectively.

Political Science is a very diverse field, and can include Political Economics. Granted, this gives only a generalized picture. Interdisciplinary research can be “assigned” to a certain discipline, and (as is very often the case) the keyword “globalization” appears alongside “international development” in the key words list for the projects. This can signal that the nature of some research projects could be identified by these terms interchangeably.

Somewhat surprisingly, the share in globalization-oriented research in Literature and Modern Languages corresponds with the McMaster University case study, where there is an appointment to teach and research from the Department of English.

The compositions of global studies programs are determined by research themes in research-oriented programs and by the curriculum in credit-bearing programs.

4.2.2. Research-oriented global studies programs

The professors in the research-oriented programs in global studies have diverse backgrounds and research interests. A review of faculty profiles from the two research institutions in British Columbia, for example, reveals this diversity:

Figure 12 Research interests of professors at the Liu Institute and the Centre for Global Studies

Discipline	Research interest	LIGI	CFGS
Social Science	International Relations	2	1
	Human Trafficking	2	1
	International Security	1	
	Sociology	1	1
	Violence	1	1
	Terrorism	1	1
	Armed Conflict	1	
	Gender and Development	1	1
	International Development		2
Political Science	Politics	4	
	International Political Economy	2	
	Politics of Memory	1	
	Foreign Policy	1	
	Public Policy	2	
	Intergovernmental Relations		1
	Governance		3
Environmental Issues	Environment	7	
	Energy	2	
	Environmental Law		1
Law	International law		1
	International criminal law	4	
	Humanitarian Law	1	
	Transitional Justice	2	
	Social Justice		2
	Human Rights		2
Migration	Immigrants	1	
	Displacement	2	
	Migration	2	
	Human Geography	2	
Psychology	Children protection		3

Discipline	Research interest	LIGI	CFGS
Economics	Economics Economic Geography	1	1 1
History	International relations		1
Geography	Water		1
Health	Global Health	1	1

Separating the research themes proved to be difficult because very often these intertwine. For instance, human trafficking may include children's rights, economic components, gender considerations, health issues, but at the same time they can also be connected to international development and migration. The leading areas of research are Social and Political Sciences, followed by Law, Environmental Science and Migration, which, in principle, corresponds with the findings from SSHRC.

Thus, the current areas of research at the Liu Institute are sustainability, security and social justice. The Institute features peace and security, environment, justice, development and health as the directions of its research.

The main theme that flows through all the work of the Centre for Global Studies at the University of Victoria is global governance, according to its director (Phone interview, July 14, 2009). Among current research projects at the Centre are: low carbon, IMF accountability and civil society under the Globalization and Governance Program; Brazilian mariculture and Thai aquaculture, under the Technology and International Development Program; the International Women's Rights Project; and a variety of projects under the International Institute for Child Rights and Development, as well as projects run by the Pacific Climate Impacts Consortium. The overall research priorities of the two think tanks are strikingly similar.

Figure 13 Global issues – focus of research at the Liu Institute and the Centre for Global Studies

Liu Institute	Centre for Global Studies
Peace and Security Environment Development Justice Health	Global Governance Security Environment Sustainable Development Human Rights Finance

With the exception of the central theme of global governance at the Centre, the table demonstrates almost identical directions of research in the two programs in British Columbia. From the interviews, it is evident that the two research units are in close contact. It is possible that they collaborate on some of their projects, and that the researchers migrate between the institutions.

At the Global Futures Laboratory, the researcher's interest and background is in sustainable agriculture, and Japan and East Asia. His research projects have looked specifically at the trajectories of 150 countries impacted by neo-liberal globalization, as well as sustainable agriculture in rural Alberta, masculinity and 'masculinism' under globalization, Japan's neo-feudal tendencies under globalization, and Canadian perspectives on peace construction in East Asia. He has also specialized in economic development, international trade, and finance. Students who work with him are from the Sociology and Anthropology academic backgrounds and the laboratory is a part of the Sociology and Anthropology Department.

The laboratory is distinct in its specific critical interpretation of globalization. The major project of the Laboratory is the Transition Project, which has the objective to examine post-globalization and post-corporate futures in order to provide solutions to problems associated with globalization and corporate domination. The project will provide an overview of emerging post-globalization and post-corporate alternatives, such as local sustainable community initiatives, and will evaluate their sustainability potential. The project has an activist component to it:

We go to the social economy initiators and collect the stories of what experiences they went through at this eureka moment, when they said to themselves: 'I have to change my way of being'. These are people who have already started going beyond the corporate system. [...] I will try to advocate the need to transition in our minds and our cultures, and discuss with the researchers how people were affected by the major corporations and we all became global (Phone interview, July 14, 2009).

Two striking connections to the findings from the literature can be observed in this approach. The Laboratory aims at achieving few global competences discussed in

relation to global citizenship; namely, the willingness to change one's way of life in order to contribute to the betterment of the world. This also correlates with the "value" level of desirable transdisciplinarity (Max-Neef, 2005) and the complexity theory of studying the world.

The Institute on Globalization and the Human Condition, established as a research institute, is also a highly successful example of cooperation between researchers in the Faculty of Humanities and the Faculty of Social Sciences. The Institute has seven appointments funded by both Faculties. The academics come from different departments to address diverse themes:

1. The Department of English in the area of cultural studies. The Institute was awarded a Fulbright Chair in Globalization and Cultural Studies;
2. The Department of Political Science in the area of international organizations and international political economy; the department was awarded a SSHRCC Strategic Grant that examines labour and social cohesion in the era of globalization;
3. The Department of History, in the area of Latin American Studies;
4. The Department of Economics, in the area of open-economy macroeconomics;
5. The Department of Political Science, in the area of political science;
6. The School of Social Work, in Globalization Studies; and
7. Under the auspices of the institute's Canada Research Chair, in Global Governance and Public Policy.

In 2002, the Institute started collaborative research on Globalization and Autonomy, with a goal to investigate "the relationship between globalization and the processes of securing and building autonomy" (McMaster, n.d., p. 1). The focus areas for this project are production and exchange, which they understand as cultural production, environment, living in cultural plurality. This inquiring research is based on many

questions of an historical nature, examines the roles of power and authority, and explores a social approach centred on collectiveness and identity.

Other Institute members who currently have their research funded are working in the themes of global labour issues, comparative health labour policy, Canadian literary cultures, and the history of medicine.

Despite the scattered thematic, the Institute is grounded in globalization-centred academic enquiry. Founded on the collaborative enquiry into the nature of globalization, the Institute's strategy has initially been to focus on this object of study and to develop a teaching program around it.

The programs at Concordia University and at McMaster University differ significantly from those of the two think tanks in British Columbia. Being part of the Research Chairs, one program focuses on studying globalization and another – anti-globalization. Both researchers chose an approach centred on collectiveness; however, in one case it is grass-roots initiative to resist corporate mentality, and in the other – understanding and finding identity in cultural plurality.

4.2.3. Credit-bearing global studies programs

An interdisciplinary approach in all of the credit-bearing global studies programs often raised questions by the interviewees about giving some disciplines prevalence over others. The interviews revealed differences of opinions on this issue between degree-issuing programs and research units. The interviewees of the four degree-issuing GS programs admitted putting an emphasis on the cultural component of global studies when setting up their programs. An overview of the requirements for and the courses available in each of the programs also added to the overall picture of a rich assortment of disciplines involved in GS programs.

Figure 14 Table of requirements for the five credit-bearing GS programs (data collected in 2009)

Requirements	MA(McM)	MA(UO)	BSocSc	BA(WL)	BA(Alb)
Globalization (introductory course)	x	x			
Globalization: sociological and anthropological aspects			x		
Politics and globalization			x		
Global economic issues		x			
Introduction to global studies				x	
Theories in GS				x	
Methods in GS				x	
Introduction to global and development studies					x
Development (introductory course)		x			
International development (introductory course)			x		
Development analysis					x
Population trend and international development			x		
Diverse perspective on global and dev issues					x
Global social policy/Global polit economy*	x				
Global Governance/Islamic fundamentalism*	x				
Foundations of Social and Political Thought: Classical liberalism and socialism			x		
The 20th century world from 1945			x		
Community-based research					x
Essay writing workshop			x		
Intro to methodology in the social sciences			x		
Major research paper	x	x			
Thesis		x			
Second/Foreign Language requirement		x	x	x	x
Global experience**					x

*This program proposes a range of “globalization courses” and requires students to choose two in addition to the introductory course in globalization. Among them: Intra-African Mobilities; Contemporary African Cultural Production; Global sex; Diasporas, Transnationalism and Religious Identities; International Trade and Economic Development; and British Empire and Global Integration 1815-1960.

**Although not a requirement, international internships, volunteer work in both international and local communities, and study tours are highly recommended and encouraged.

The table shows the degree requirements for two MA and three Bachelor degrees offered by four GS programs in Canada. The second and third columns in the table present MA and BSocSc from the program at the same university. The ‘Required courses’ section features the compulsory courses to be taken by students in the programs.

The table illustrates that the five degree programs have a variety of core courses where hardly any course is featured in two or more programs. Only two MA programs at

McMaster University and the University of Ottawa have a core course focused on globalization per se. Others feature some aspects of globalization: political, economic, sociological or anthropological. Three out of five programs feature a number of courses in international development among the requirements. Only one program at Wilfred Laurier University has theories and methods in global studies among its requirements; the other one, at the University of Ottawa features methods in the Social Sciences instead.

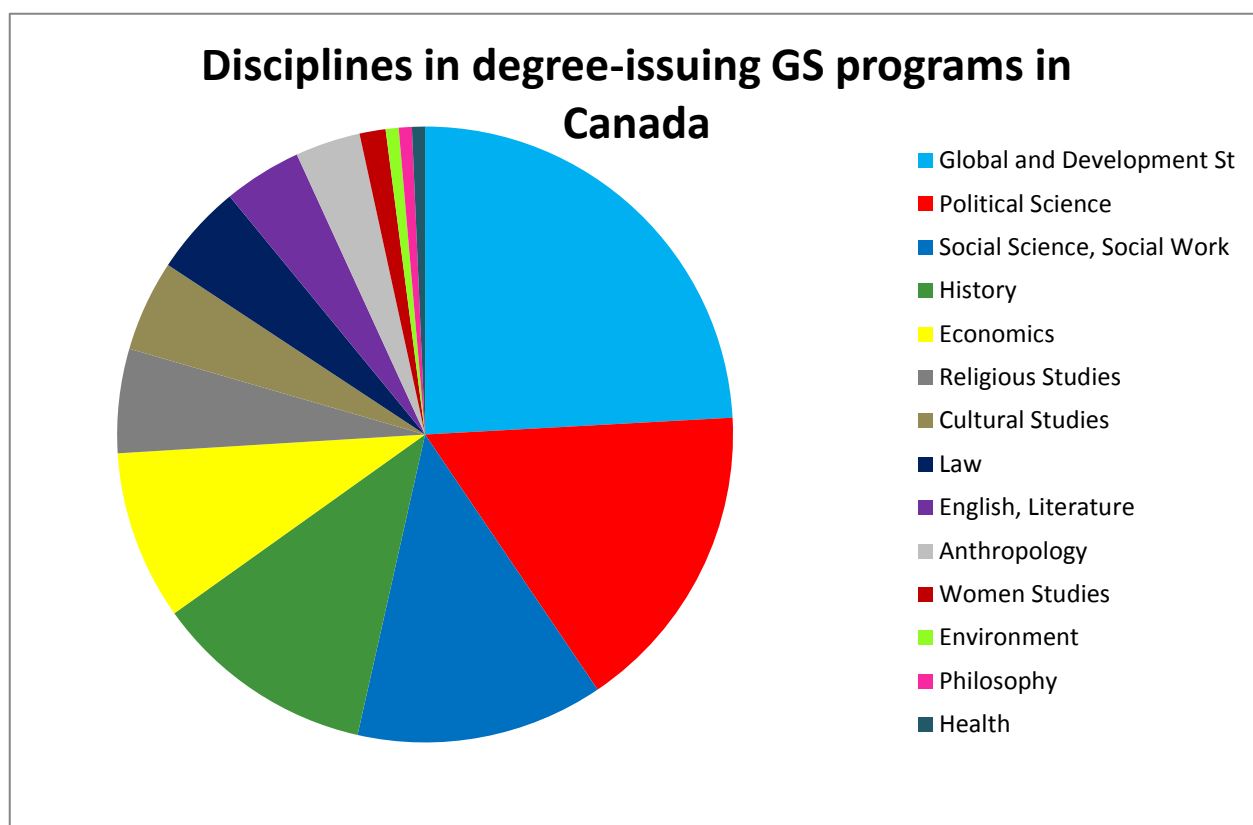
All the degree programs put an emphasis on (although do not require) international experience, exposure to other cultures, and knowledge of a foreign language or of both official languages of Canada. Global experience, which requires community service locally or internationally, is compulsory only for the program at the University of Alberta. The same program is the only one requiring a course in community-based research.

The larger table of electives for each program (Appendix A) demonstrates the truly interdisciplinary nature of course choices. Not only do these selections of courses come from a number of disciplines, but some of them demonstrate a collision of disciplines within themselves: e.g. “International development, public policies, and management”; “Global power, local cultures: comparative colonialism in Africa”; and “Global practices and approaches to religion and public policy”. The programs’ creators considered this approach interdisciplinary; *transdisciplinarity* was not discussed.

The table of electives does not attempt to report on all available courses, because three programs do not list every single course that students can take. Instead, they note that the courses can also be taken from other departments at their universities. However, the table gives an overall picture of which courses are taught in GS programs and which disciplines prevail in them. The electives table contains both the core courses that can be chosen from very short lists of two or three, as well as a long list of electives essential for the degree. Courses such as “Topics in integrative studies,” which apply to any interdisciplinary topic, can change every semester. In such cases, courses for the fall 2009 and winter 2010 are listed. Again, this table of elective courses does not intend to

evaluate the specific programs, but rather aims at presenting a general view of the compositions of degree-issuing programs. The following chart, based on the table of available courses in the credit-bearing programs, shows the distribution of disciplines in the programs.

Figure 15 Discipline prevalence in credit-bearing GS programs



Although the percentage of economics courses offered in degree-issuing GS programs is quite high, such courses are concentrated mostly in two degrees from one program at the University of Ottawa. The programs at Wilfred Laurier University and the University of Alberta do not list any economics courses among their electives, although these could be chosen from other departments, or included in ‘Topics in integrative studies.’ Instruction in Political Science and Social Science, traditionally associated with international studies, comprises the highest percentage of available courses within the programs – 24% and 19%, respectively. Four out of five programs rely heavily on development courses and globalization courses, which is why the two fields are shown

together. However, being interdisciplinary, many of these courses include other aspects, i.e. cultural, social, economic, environmental, gender, etc.

Reflections on the compositions of the programs: what do we study?

The diverse views of how these programs should be, are confirmed from this last section of the analysis. The surprising finding is that the analysis of the curriculums did not confirm the salient presence of the cultural component in global studies, which emerged from the interviews of their creators.

All the interviewees from the credit-bearing programs were in agreement in emphasising the cultural component of their curriculum. When the interviewee from Wilfred Laurier University transformed the university's Development and International Studies BA program into the Global Studies Department, he made globalization and culture the program's cornerstones: " ...when I go to the market and buy flowers or diamonds without asking myself where and how they came from, this reflects a culture that is cut off" (Phone interview, May 22, 2009). The cultural component of the program is not reflected adequately in the electives table, due to the interdisciplinary nature of many courses: for example, Islamic Culture and Society; Nature, Culture and Development; or The Individualized World.

One area of specialization in the BA Global and Development Studies Program at the University of Alberta is Philosophy, Religion & Culture, featuring courses in the Sociology of Globalization and the Spirituality of Globalization. The professors in this program have backgrounds in Political Science, Economics, Biology, Geography and Sociology. The program's focus is on the social components of globalization. The key is to encourage exchange and to educate "cultural fluency." Language is a big part of that and, together with cultural sensitivity, adds to an individual's capacity to function in another culture.

The interviewee from the University of Ottawa observed that the regimentation of many traditionally-established international development programs in the past obscured recognition of "cultural influences," giving the impression that the latter did not really

matter. Her vision in creating a program with a global component was that cultural influences are, in fact, very profound, in Economics, Politics, and Law. Those who enter the field of global studies with no cultural sensitivity appear inappropriately trained. Initially, the MA program had four streams: political economy of globalization and development; power, law and international society; conflict, security, and territoriality in a globalizing world; and globalization, culture, and identity, where the course Culture and Power was introduced. The streams, however, remained nominative and the cultural component subsided. The number of courses on religion still reflects the active presence of Religious Studies in both the MA and BSocSc programs, but all of them are electives.

The Institute of Globalization and the Human Condition proposes a wide range of research topics in relation to globalization, such as contemporary culture; diasporic, transnational and multicultural communities; global governance; international trade and finance; and social, environmental and labour issues. In the interview, the founder of the Institute said that globalization nowadays is a much more interdisciplinary field with more research to offer. “Those institutes interested in global studies tend to focus more on Political Science, Sociology, Economics, and sometimes Law. The presence of the humanities in our institute leads to a whole series of other discussions, particularly those involving culture” (Phone interview, June 8, 2009). Indeed, one of the Institute’s largest participating departments is the Department of English and Cultural Studies. Many literary scholars are conducting research on globalization through the examination of literary works. One of the program’s required courses, Introduction to Globalization, examines the works of such authors as Michael Hardt, Antonio Negri, Arturo Escobar and Josef Stiglitz alongside a variety of contemporary novels by Nuruddin Farah and Diana Abu-Jaber (McMaster, 2008c).

Concern over emphasis on the cultural component of global studies, however, is not reflected in the list of requirements. The same can be said about the presence of Religious Studies in the compositions of the programs analysed. One can see the presence of courses with religious thematic in the curriculums, but they are mostly

among electives. Even the course on Spirituality of Globalization referred to by the interviewee from the University of Alberta, was not found among requirements. Elaborate cultural component may be desirable, judging by the interviews, but not evident in the curriculums of some credit-bearing programs.

Thus, looking at the overall palette of disciplines in both the research and the degree-issuing programs in global studies, one notices a multitude of disciplinary and interdisciplinary ‘concentrations’ that constitute the growing field of global studies in Canada. There are considerable overlaps with international development, international relations, and area studies observed in the array of courses offered by the programs.

The degree-issuing programs, apart from being grounded in Sociology, are distinguished by their inclination to draw attention to cultural issues, literature, religion and history. However, the major dominant fields of international development, political science and social studies figure prominently in both types of programs. Despite the obvious commonalities, like the emphasis on knowledge of more than one language and experience in another (preferably ‘developing’) country, each program is unique in the way that it approaches studying and/or conducting research on global issues. Such features are: interdisciplinarity; distancing from solely economic understanding of globalization; the inclusion of the Humanities; and attempting to be relevant to society.

5 Conclusion

What conclusions can now be drawn in respect of the research questions which I posed at the outset of this investigation? On the basis of an overview of the literature and analyses of websites and documents, as well as through personal interviews and my own reflections, I have sought to satisfy my own curiosity – and that of others interested in the rapid rise of global studies programs in Canada.

Is there a common conceptualization of global studies amongst Canadian global studies programs? If so, how is ‘globalization’ defined by these programs, and what approaches do they employ to explore this phenomenon? If the answer to the main question is no, why do these programs differ and what can we learn from such differences?

Specifically:

- *What motivated the initiators of these programs to create global studies?*
- *What motivated universities to create and/or support these programs?*
- *Do the existing programs reflect the emergence of a new field of knowledge or, rather, a cross-cutting theme that can contribute to global education across the entire curriculum and student experience?*

Indeed, my most recent investigation of the new developments in global studies confirmed the findings from 2009 about the early expansion of various programs in global studies in Canadian universities. In these programs one can observe a trend towards formalization and institutionalization. The first research institutes, already well established, laid the foundation for granting degrees in global studies. The programs then became institutionalized into separate departments and centres. How cohesive is the new field?

The Globalization Studies Network (GSN) was an early sensible attempt to engage in a dialogue on how to conceptualize the complexity of the issue into a field of study. GSN demonstrated Canada as a leader. One of the professors who spearheaded it was a

Canadian, and a total three of the interviewees were engaged in GSN. Due to a lack of funds, GSN faltered, and this put an end to the idea of globalization as an object of academic inquiry in itself.

Analysis has demonstrated the striking lack of cohesion among programs in global studies that constituted the multiple case studies in this research endeavour. There seem to be several reasons for this: the different ideas of the initiators; the different motivations of universities; the overall complexity of the subject.

First, the ideas for these programs in the minds of their creators varied greatly. Driven by their convictions, academic backgrounds and life experiences, the initiators envisioned global studies as a next level of international studies; a new solution to unpopular development terminology; a “cultural” outlet in politico-economic Western dominance; a passport to global citizenship; or as way to promote any-globalization agenda.

Most interviewees did not report on dialoguing with other initiators of global studies in Canada. Thus they mostly developed their ideas about their programs in global studies in essential isolation within their universities.

There was no common object of study amongst these programs. In only few instances is investigative inquiry into the concept of globalization at the core of the program. In fact, as things stand at the moment, the majority of programs do not have a shared definition of globalization. Moreover, some do not refer to globalization at all on their websites. One gains the impression that they are redirecting their attention from complexity of the term to global issues/challenges/problems or towards disciplines viewed within a global perspective. This finding does not emerge from a review of the literature, namely that globalization is the object of inquiry in global studies.

The unprecedented diversity of research themes and of the disciplinary composition of the programs pulls them in different directions, whereby they tend to gravitate towards the disciplines which feature a stronger presence in the program. There is also a disconnect between research-oriented and credit bearing programs. Thus, the impression they make varies from a politico-economic view of global issues to the

cultural and religious dimensions of globalization; and from ecological and health issues to human trafficking and terrorism.

Second, the personal ideas of the initiators had to mesh with the interests of university administrators. The motivations of universities to host the program varied across the case-studies. Sometimes, there were grants and endowments available outside the university to start the program. In other instances, it was a 'marketing' desire to address the demands of students or meet the interests of funders. Most importantly, due to the transformation in contemporary higher education, global studies were highly compatible with the idea of fostering interdisciplinary academic enquiry; or quickly gaining popularity in the growing phenomenon of global citizenship education; or strengthening the internationalization of university.

Figure 1 (p. 7), which emerged from the overview of the literature on global studies, does not translate into the reality of Canadian programs. Global education is currently a trendy subject throughout the world. Programs in global studies are attractive as a way of promoting this education. However, the creators of the programs in Canada do not think of their programs as being conveniently positioned to interlink the transformational processes at universities. The problem lies in the controversy of each concept, whereby universities face the major challenge of shared definitions and agreed understanding, and the policies of these processes.

Thus, programs prompted by the desire on the part of universities to emphasize interdisciplinarity tend to fall into habitual patterns of recent interdisciplinary fields: international development, area studies, international studies. They also employ the all-encompassing term 'global' in such a way that it becomes an interpolation, and thereby virtually an umbrella for women's studies, religious studies, environmental studies, and health.

Interdisciplinarity is one of the rare shared features of all the programs. Remarkably, none ventures the inclusion of *transdisciplinarity*. Nor does research within global studies appear to have any new methods or approaches to the variety of issues tackled

in this new field. In many cases interdisciplinarity creates obstacles for the programs in global studies, mainly in relation to budget allocation, administrative needs, professorial appointments, and 'homeless' position within rigid university structures. This results in a sort of 'bubble effect' when the program functions in parallel with other related processes in and outside of the university.

Thus, global studies programs appear to be disconnected from internationalization processes at Canadian universities, even though the literature is convincingly conclusive that the opposite is in fact the case. In some instances this happens due to an outdated understanding of internationalization. In other cases the lack of understanding as to what global studies are about causes their inability to integrate fully within processes in academia on multiple levels: student, faculty, administration, community. There is also a degree of scepticism on the part of university administrators; but this seems to be virtually inevitable, if the history of the Social Sciences is any indicator.

The concept of global citizenship is also unclear within global studies programs. Although always implied, it is not explicit in the presentation of many programs – this, despite the fact that both 'global citizenship' and 'global studies', as was noted, emphasize their role in respect of outreach and connection to a community. It appears that this terminology is avoided in some universities as a trite metaphor.

Apparently distinctive in Canadian global studies programs is their strong connection to the field of international development. The research in this Thesis has demonstrated that at Canadian universities the distinction between the two fields of study is vague and ambiguous. There is extensive overlap in the focus of study. This is, of course, true in other fields as well, such as international studies. Moreover, in several cases a program includes a combination of both. At the same time, oddly, the concept of international development (or at least its earlier neo-liberal interpretation) is highly criticized among Canadian academics; and the interviews showed that in a few cases this terminology was deliberately avoided and changed to "global".

Often global studies in Canada are viewed as a ‘continuation’ or a new interpretation of development studies. In some instances the concept of global studies overarches and includes international development. Nevertheless, many directors of GS programs, although they consider their academic programs to be novel, still refer in one way or another to international development studies programs for comparison and guidance.

Finally, the third reason for the lack of cohesion in the emerging field of global studies is their complexity. Not only is it obvious from the object of study itself and from the related processes of university transformation; the complexity also lies in the goals of global studies. On one level, this field arose as a reaction of academia to the globalizing reality. On the other level, it reflects and is being shaped by this reality. On the traditional level of teaching and research, its goal is to study the phenomenon of globalization and the evolving processes; as well as to produce knowledge on ways of keeping up and being effective within this global reality. Yet, on the higher level, we come back to the quotation at the beginning of the Introduction (p. 1), “globalization... is shaped by human action” and “is generated by normal business” of higher education (Marginson, 2006, p. 1). At this level, the goal of the global studies programs is to empower students with the ability to adapt to complex environments and to give them the skills to “shape” global futures.

In Canada, the programs analyzed exhibit their own complexities. There are two identifiable tendencies in respect to the further development of this phenomenon. On the one hand, as demonstrated in Chapter 3, there is evidence of a growing consolidated field of global studies with research institutions, degrees, and available funding. On the other hand, this field is unusual in a way, for when you look inside the field, it does not give the impression of being a cohesive body of knowledge. Moreover, when asked about their expectations, the professors who could already be considered ‘experts’ (10-12 years of running research institutions, internationally recognized, etc.) view global studies as dissolving within other disciplines.

It seems to me that there will be a growing tendency for global studies in Canada to penetrate other disciplines, namely through a “degree concentration” option;

extracurricular activities; and research laboratories -- in other words, to acquire a holistic approach and to become an example of global education at universities and colleges.

Despite a range of differences in a vision for global studies curricula in Canada, one indication is worth noting. The majority of the initiators of global studies programs interviewed demonstrated a critical approach in their personal understanding of globalization in its neo-liberal interpretation. Even though this is not always reflected in the contents of the programs -- with the exception of the program at Concordia University --, there exists the possibility of a future trend for global studies in Canada as the producer of social consciousness and counter-hegemonic understanding. In this respect, the perspective of students in global studies programs could shed light on the degree to which these programs mould or liberate their global consciousness. This is important to retain for further investigation, as the rise of a consolidated field of global studies could have important social and political consequences for Canada.

Recommendations

Global studies in Canada are on a quest for identity, place and aim. The process of conceptualization is still ongoing. In concluding this research project, I should like to suggest some possible directions for further enquiry into global studies, as well as to give my humble recommendations in relation to the programs in Canada.

As was identified in the overview of the literature, there is a need of empirical inquiry into global studies programs, both from the perception of their creators as well as from the point of view of students who study in and graduate from these programs.

Although premature for Canada, such investigative evaluation could be conducted in connection with programs of this nature in especially the U.S. and Europe, but elsewhere as well. Since most of these programs are older, they can be a solid basis for comparison and for drawing useful conclusions. Similarly, comparative studies of the trajectories of global studies programs in the countries of the global South could address the gap in research.

It is not possible at this point in time to say to what extent similar programs in the U.S. and Europe have influenced the Canadian scene. This could be a subject for future research.

From the theoretical perspective, the emergence of global studies can be contextualized in the wider discourse of discipline formation. I should therefore like to suggest that the emergence of this field can be contrasted with other interdisciplinary fields, such as international studies, gender studies, or religious studies. Within a wider perspective, this field can also be studied as a recent development of the historical progression of disciplines, starting from the first disciplines in academia.

Finally, the close relationship between the development studies programs and global studies in Canada should be investigated further.

Despite all the uncertainties and scepticism surrounding global studies at Canadian universities, these programs are here to stay, and the individuals involved in them are making elaborative future plans of these programs, with a view to their taking a strong position in the university. In order to find their unique place within a university, a few initial steps can be recommended.

First and foremost, in the course of this study I have identified a number of major underlying problems in respect of terminology, concepts and the structure of global studies in Canada.

Because the vision for the Globalization Studies Network (GSN) was to make distinctive contributions to excellence in globalization studies, because it engaged a number of Canadian academics who are still active in the field of global studies, it is therefore recommended to revitalise GSN under Canadian leadership. With the aid of communication technology the platform for discussion should be created amongst initiators of global studies, potentially including students, university administrators, as well as the community outside academia. This shared space would allow for a dialogue on sharing visions for global studies, for the discussion of concepts and definitions within this field.

Second, the case studies demonstrated that each program boasts innovative elements in the different aspects of their conception or their curriculum. What is needed is the mechanism wherewith to share these innovations. This could be done through GSN, conferences, student- and professor-exchanges, and evaluation of programs one another. The statistics on students graduating with degrees in global studies should be regularly collected, shared and assessed in terms of employment rates and the range of jobs.

Finally, global studies should be re-considered as a driver for global education in Canadian universities. This could be an initiative between university administrators or AUCC, or other Canadian organizations concerned with transformation of higher

education. Obvious links between these programs and transformational processes in universities should be recognized and highlighted, and their directions should be decided upon accordingly.

This study has sought to explore a very new field within Canadian academia. It has been chiefly descriptive, with the object of establishing the current state of global studies. The most significant conclusion is that global studies are still very much in the stage of growing pains, but that they also show a distinct dynamic and vitality, with a strong suggestion that they are here to stay, in one form or another. There is, however, need for cohesion and refinement in a whole number of areas. Further investigation of the subject, especially within an extra-Canadian framework, is now highly desirable, since such a study holds the promise of both clarifying global studies in Canada more precisely and providing significant positive input.

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Annex 1

Discipline	MA Globalization and Human Condition	MA Globalization and International Development	BSocSc International Development and Globalization	BA Global Studies	BA Global and Development Studies
Required	At least 2 Globalization courses from:	Four courses with Major Research Paper and two with thesis from:	12 credits from the list of required courses and selection of other core courses at different levels:	8.5 credits selected from:	
Global Studies	Global social policy; International trade and economic development; Framing underdevelopment; Development and underdevelopment: a critical examination of contemporary theories; Globalization and China; Cosmopolitics: Community, identity and agency beyond the State; Global Actors beyond the State; Globalization, gender and indigenous people; Globalization and culture; Religion and Globalization;	Environmental Issues and Development; Food Security & Globalization; Understanding Culture and Power: A Cross-regional Approach; Fragile States Issues; Education and Development; Humanitarianism: The theory and practice of humanitarian assistance in a Post-Cold War World; International relations; Development: critical examining of research theories; Development: genders' social relationships; Research seminar in development;	Research methods and techniques for doing fieldwork in int developmt; International development funding; Theories of international development; Health, Education, Perspectives in Int.Development; Women and Development; Ethics and International Development; Food Security and International Development; Conflict, Humanitarian Intervention and International Development; International Development Issues in Africa (Asia, Latin America); International development, public policies and management; Private enterprise and development; Program and projects evaluation; Globalization and the Environment; Gender Relations, Development and Globalization; Qualitative research laboratory; Quantitative research laboratory;	Global Studies experience; Contemporary global conflicts; Global Studies: a case study; Practices of development and technology;	Development Studies (DS) Seminar (Canada/Mexico); DS Practicum (Canada/Mexico); Orientation to the DS program; Development analysis and reflection; Topics in integrative studies; Senior global and development studies research;

Discipline	MA Globalization and Human Condition	MA Globalization and International Development	BSocSc International Development and Globalization	BA Global Studies	BA Global and Development Studies
Political Science	Global Political Economy (PolSc); Global Public Policy; Global Finance; International political economy; Global Governance; Decolonizing bodies; New Theory in Global Politics; Topics in Political Culture;	International and comparative political analysis; Governance and globalization; International political economy; Space and territoriality; Security and conflicts;	Intro to international relations and global politics; Introduction to comparative politics; Comparative politics of development; International Organizations ; Politics in Asia(Africa/ Lat Amer); Canadian Foreign Policy; Political Violence; Contemporary Geopolitics; Politics of Foreign Aid; Democratization; Global Environmental Politics; Multilateralism; Political economy of development; Politics, social movements and globalization; Central and Eastern European politics; Politics of the Middle Eastern and Arab worlds; Politics of security;	Cultures of global activism; Global security; Peace and conflict transformation; Neoliberalism and its critics; Nature, conflict and conflict resolution;	Topics in integrative studies in Cuba; Politics and writing
Culture	Global Sex; Acts of global citizenship; Globalization and culture; The times we live in; New Constellation of Race: Sovereignty, Citizenship, Social Death; Intra-African mobilities: Contemporary African cultural production; Writing diaspora: literature, community and displacement; Globalization, gender and indigenous people;			Globalization and cultures: the Cosmopolitan village;	Death and dying; Studies in Renaissance; Politics and writing; Bilingualism;

Discipline	MA Globalization and Human Condition	MA Globalization and International Development	BSocSc International Development and Globalization	BA Global Studies	BA Global and Development Studies
English and literature	Writing diaspora: literature, community and displacement;		Literature and Composition; Drama and Poetry;		
History	The British Empire and global integration 1815-1960; The United States and Globalization since the Late 19 Century; European-Muslim encounters in the pre-modern world; Global power, local cultures: Comparative Colonialism in Africa; Islam Diaspora and identities in Central Asia; Discourses of Empire 1700-1820;	Canadian history; American history; History of technology; Immigrants and ethnic groups in North America; European history; Comparative history; History of women and gender; War and society; Slovaks in Europe, Canada and the U.S.; History of medicine;	History of the Middle East from World War I; Latin America, Modern Period; Southeast Asian civilizations from the 18th C to the present; History of Africa South of the Sahara since 1850;	Reform and revolution in Latin America;	Western civilization;
Sociology/Social Sciences	Work and democracy in the global society; Social Welfare & Social Work in the Context of Globalization & Restructuring; Diasporas, transnationalism and religious identities;	Human geography;	Modern Slavery; Principles of sociology; Sociology and anthropology of development; Introduction to studying Social Sciences; Globalization, Identities and Social Ties ; Sociological and Anthropological Aspects of Migration; Conflicts and Social Movements; Technologies, world and societies;	Global humanitarianism; War: an interpreted study; Tourists, tourism and the globe; Peacebuilding in the shadow of war; Ethical encounters; Disasters and development;	Science and society; The scientific traditions; Sociology of Globalization;
Philosophy					Biology and ethics; Philosophy, religion and public life;

Discipline	MA Globalization and Human Condition	MA Globalization and International Development	BSocSc International Development and Globalization	BA Global Studies	BA Global and Development Studies
Health	Health & Aging in a Global and International Context;				
Environment	Post-colonial ecologies Science, technology and nature;		Globalization and the Environment;		Environmental studies practicum;
Religion	Islam in a global world; Diasporas, transnationalism and religious identities;	Methods of the history of religions; Goddesses and women in myth and symbol; Religion and society in cross-cultural analysis; Religion and Anthropology; Religions of the world; Shamanic traditions;	The Religions of the World;	Global practices and approaches to religion and public policy; Islam culture and society;	Philosophy, religion and public life;
Anthropology		Religion and Anthropology;	Social and Cultural Anthropology; The practice of anthropology; Economic anthropology; Political anthropology; Indigenous Peoples, Human Rights, International Perspectives; Anthropology of Latin America and the Caribbean (Oceania/Africa/Asia);		

Discipline	MA Globalization and Human Condition	MA Globalization and International Development	BSocSc International Development and Globalization	BA Global Studies	BA Global and Development Studies
Economics		Transition Economy: The Experience of China and Former Eastern Bloc; International trade: theory and policy; Topics in international economics; Theory of economic development; Monetary theory; International monetary theory and policy; Development Economics; International finance; Comparative economic systems; Economic development: international aspect; Environmental aspects of economic development;	Introduction to macroeconomics; Introduction to microeconomics; Contemporary microeconomic issues; Contemporary macroeconomic issues; Introduction to economics of developing countries; Economics of globalization; Canada and the world economy; World economic history;		
Gender	Race and Gender in the Atlantic World; Topics in feminist scholarship: refugee women in Canada; Global Feminism; Globalization, gender and indigenous people;	History of women and gender; Development: genders' social relationships;	Women and Development; Women, Racism and Power; Gender Relations, Development and Globalization;		Introduction to women's studies; Women and science;
Law		International law; Comparative law; International human rights; Studies in common law and international commerce; Internatl business transactions; International trade regulations;	International Law; Protection of civilians in international law;	Global justice; Justice after mass violence;	Introduction to crime, correction and community;
Notes	Students can also take up to 3 courses from other departments			This program has limited the access to the electives as of the 2005-2006 Calendar. The last core electives were eligible for GS credit in 2007-2008.	Students can also choose courses from any of the departments