

Global Perspectives in Higher Education

**Royal
Geographical
Society**

with IBG

Advancing geography
and geographical learning

DFID Department for
International
Development

Subject analysis: Area Studies

This document presents the findings of research into how the 'global dimension' is manifest in the subject area of Area Studies within UK Higher Education. It was compiled as part of the DFID-funded *Global Perspectives in Higher Education* project at the Royal Geographical Society (with IBG) in 2004/5.

The analysis covers: evidence of the global dimension in the QAA subject benchmark statement; an overview of undergraduate programmes available in 2005; the perspective of Heads of Departments on the level of internationalisation within their departments and the global content of their undergraduate programmes; and an examination of the standard content and structure of undergraduate programmes.

The report concludes that the picture for Area Studies is generally encouraging: there is currently a significant global dimension to Area Studies and its graduates develop strong global perspectives.

Jenny Lunn
Research and Higher Education Division
Royal Geographical Society with IBG
1 Kensington Gore
London SW7 2AR
E j.lunn@rgs.org
W www.rgs.org/globalperspectives

Contents

	Page
Notes	3
Introduction	4
Definition and scope	5
QAA subject benchmark statement	7
<i>Analysis</i>	
<i>Evaluation</i>	
<i>Response</i>	
Overview of undergraduate programmes in 2005	9
<i>Programmes</i>	
<i>Departments</i>	
<i>Awards</i>	
<i>Combinations</i>	
<i>Duration</i>	
<i>Student numbers</i>	
<i>Outlook</i>	
Heads of Department survey	13
<i>Levels of internationalisation</i>	
<i>Trends in global content of degree programmes</i>	
<i>Global content of taught programmes</i>	
<i>Developing global skills, values and attitudes</i>	
<i>Current status of Area Studies and Languages</i>	
Analysis of standard practice	17
<i>Programmes sampled</i>	
<i>Subject knowledge and understanding</i>	
<i>Skills</i>	
<i>Out of classroom learning</i>	
<i>Approach</i>	
<i>Conclusion</i>	
Summary	23
Recommendations	25
References	26

Notes

Terminology

Aware of the range of terms used within Higher Education, this document uses the following vocabulary for consistency:

- *Institution* refers to a university or college within the UK Higher Education system.
- *Programme* is used as a comprehensive term to describe an undergraduate degree course and its component parts (which includes taught elements, independent work expected of students, fieldtrips, work-based learning and so on).
- *Module* or *unit* refers to a component of the overall programme.
- *Award* is the type of degree given on completion of a programme, such as BA or BSc.

Scottish system

A four-year undergraduate degree in a Scottish university is equivalent to a standard three-year undergraduate degree in England and Wales because of the different structure of the education systems. Thus the MA (Hons) Scottish degree is comparable to an English BA (Hons), rather than an English MA (Hons).

Acronyms

HESA	Higher Education Statistics Agency
LLAS	Languages, Linguistics and Area Studies
JACS	Joint Academic Coding System
QAA	Quality Assurance Agency for Higher Education
UCAS	Universities and Colleges Admissions Service

Introduction

This report presents the findings of research into how the ‘global dimension’ is manifest in the subject area of Area Studies within UK Higher Education. It is one of a series of subject analyses which were compiled as part of the DFID-funded *Global Perspectives in Higher Education* project at the Royal Geographical Society (with IBG) in 2004/5. The analysis and opinions expressed are wholly based on the work of the author and neither represent the official view of the Royal Geographical Society (with IBG) nor of the Department for International Development towards the subject area of Area Studies.

Area Studies was one of ten discipline groups selected for the *Global Perspectives in Higher Education* project along with: Anthropology, Business, Development Studies, Earth and Environmental Sciences, Economics, Environmental Studies and Environmental Management, Geography, Politics and International Relations, and Tourism and Hospitality.

For each of the ten subjects, the goal was to review the extent to which undergraduate programmes of study incorporate global perspectives and what forms this takes. The methodology undertaken for each subject, and the structure of the following report, is described below.

- *Definition and scope* – The extent of each subject area was explored using definitions from an authoritative source and made visual through a concentric rings diagram showing the core aspects of the discipline, the main sub-disciplines, and relationships with other disciplines.
- *Subject benchmark statements* – The QAA benchmark statements relating to each discipline were examined for evidence of references to global perspectives. This revealed how different subjects are recommended to incorporate a global dimension into programmes of study. The analysis was sent to the Chairs of the relevant subject benchmarking groups for comment.
- *Overview of undergraduate programmes* – Using UCAS listings, as well as information from subject associations and institution websites, an inventory was made of all the undergraduate programmes available in 2005 relating to each of the ten disciplines. This snapshot shows the number of programmes and institutions where students are potentially being exposed to global perspectives through taught courses and other opportunities such as exchange programmes, sandwich years and language study.
- *Survey of Heads of Departments* – An online survey of Heads of Departments was designed to provide an overview of the current state of global perspectives in academic departments of the ten subjects. Where enough responses for the subject were received to establish a valid representative response, they were incorporated into the overview of programmes.
- *Analysis of standard practice* – A small sample (five to ten according to availability of information) of undergraduate programmes from each discipline was selected for course content analysis. The individual modules on offer in each of the sampled programmes were tabulated according to the year of study and whether compulsory or optional. This was designed to identify the presence of globally-oriented modules, the balance between such modules and non-global ones and the progression routes between global modules in different years. The out-of-classroom learning opportunities such as fieldtrips, overseas exchanges and overseas work placements were also noted. Overall, this analysis gave a picture of how global perspectives tend to be incorporated into undergraduate programmes.

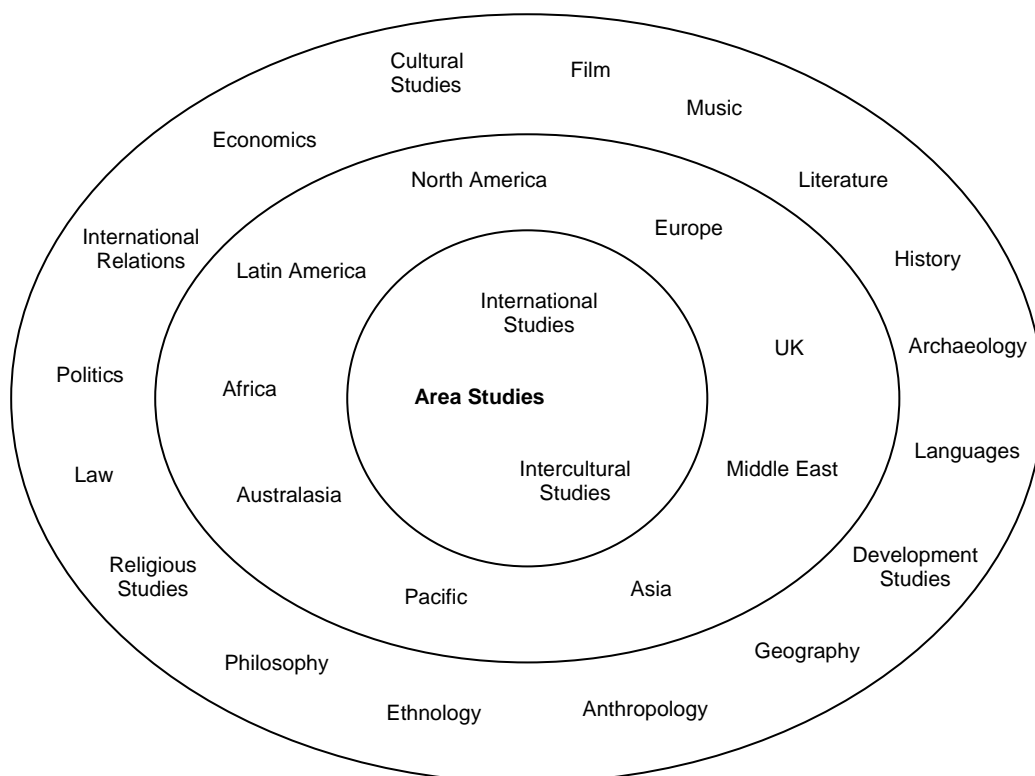
Definition and scope

Whilst there is some ambiguity in the nature of Area Studies, the main characteristic is that it is multi- or inter-disciplinary. “Area Studies is a generic term applied to the study of a society or societies of a given geographical space.” (QAA, 2002, para 2.1)

Important distinctions must be made between Area Studies and:

- a) International Studies, which concentrates heavily on making comparisons among/between nations and regions rather than focusing on a single geographical area.
- b) Global Studies, which is interested in globalisation, a phenomenon which has transcended boundaries and territories.
- c) Modern language programmes, which may incorporate some study of the history, politics, culture, film and literature of the country.

The concentric rings model below visualises Area Studies: it primarily involves studying various aspects (outer ring) of different countries and regions of the world (inner ring).



For the purposes of analysis in this project, Area Studies programmes have been classified into core and peripheral programmes.

The core programmes are identified as those comprising general ‘studies’ of a geographical area (for example ‘Chinese Studies’, but not ‘Chinese’) and also programmes applied to a specific geographical area featuring two or more disciplines of study (e.g. ‘Welsh History and Literature’, but not ‘Welsh History’ or ‘Welsh Literature’ alone).

The peripheral programmes are the study of a single discipline applied to a geographical area (e.g. French Law, European Politics) and do not belong to Area Studies, but have been listed and analysed here to help distinguish between Area Studies and other study.

Using this rule means that some programmes may have been wrongly categorised, particularly purely language courses which have been given the 'studies' label, for example the programme title 'Korean Studies' does not indicate whether the course involves the study of language, culture, or both. All of these complications in defining and delineating Area Studies mean that the aspects of Area Studies included in different parts of the following analysis vary.

- The *QAA benchmark statement analysis* refers to the Area Studies statement; there is a separate statement for 'Languages and related studies' which was not part of the analysis.
- In the *overview of undergraduate programmes in 2005*, both the core and peripheral programmes are considered in the 'programmes' section and the core only in the remaining sections.
- The respondents from the *Heads of Department survey* represented both Area Studies and Modern Languages departments and all have been included in the analysis.
- The sample of programmes in the *analysis of standard practice* came from the core list of programmes.

QAA subject benchmark statement

The benchmark statements are produced by representatives of each academic community along with the Quality Assurance Agency for Higher Education (QAA). They set out a framework for the design of programmes of study and are also used in subject and institutional quality reviews. The following analysis of the global content of the benchmark statement for Area Studies was undertaken by the author in November 2004.

Analysis

The study of a particular geographical area or society is categorised as Area Studies; examples include Caribbean Studies, European Studies and Latin American Studies. It is by nature multi- or inter-disciplinary and is therefore distinguishable from programmes which study one academic discipline applied to a particular geographical area, such as European Law, Middle Eastern Politics or American Literature.

The contemporary salience of Area Studies is acknowledged in terms of the discipline having 'a particular contribution to make in the context of the increasingly globalised nature of the world' and being 'centrally placed to consider the issues that emerge from the interplay between the global and the local' (para 1.4).

The specifications of Area Studies degree programmes will vary greatly, the emphasis particularly being influenced by the departments sharing the ownership and teaching of a course. For example a course that is jointly hosted by Geography and Anthropology departments will be quite different from one run jointly by International Relations and History departments. The inter-disciplinary nature of study means that students will develop 'a broad and complementary range of knowledge and of intellectual abilities' and so the benchmark statement is intended as a guide not a checklist. What is central and that all students gain, is 'knowledge and understanding of a geographical area, past and present' (para 4.1).

Whilst much of the ***subject knowledge*** to be gained by a student is specific to the area or society being studied, there should also be elements of comparative study included to place the region in a wider context, for example the international relations and trans-national processes affecting the region. Consequently one of the six 'qualities of mind' or ***intellectual skills*** a student of Area Studies should acquire is 'an informed sense of the similarities and differences between areas, thus fostering cross-cultural and international perspectives' (para 4.3). However, there is no elaboration as to how this skill of the critical awareness of diversity is transferable.

Area Studies often includes training in a relevant language (either integrated into the programme or as a combined honours degree with a language department) and it is also considered desirable for students to spend some time in the region being studied. Though not made explicit in the statement, both these aspects of the programme foster graduates who are interested, willing and competent to live and work in an international context. The remaining forms of knowledge, qualities of mind and skills listed in the statement are not related to a global perspective.

Evaluation

Overall, the statement seems to achieve a balance, emphasising geographically-specific learning in which an aspect (though not a prominent one) of the study will be to place the subject area in an international context. The statement could be strengthened by demonstrating how the international knowledge and cross-cultural skills could be applied and be transferable to other settings, including the workplace.

Response

The short analysis above was sent to the Chair of the subject benchmarking group. They were asked to:

- Comment on the summary of the statement and analysis.
- Recall the extent to which global perspectives were part of the original discussion and assess their likely place in discussions during forthcoming benchmark reviews and revisions.
- Give their personal interpretation of global perspectives and the place of global perspectives in their discipline.

Comments from Professor Philip Davies, Professor of American Studies in the Historical and International Studies Department at De Montfort University, Director of the Eccles Centre for American Studies at the British Library in London, and QAA Subject Benchmarking Chair for Area Studies

There has been a strong impact of global perspectives in recent years as virtually every area has become influenced in its economy, politics, literature, media and so on by neighbouring and globally influential areas. The curriculum probably takes time to adjust, but it can be seen across the board in approaches that would be seen as very different in traditional disciplinary terms. Given the growing importance of global issues the panel might have made this more evident, but I am not unhappy with the coverage.

The summary and analysis seems fair and accurate although I might change the sentence which ties together the use of a foreign language and the study abroad element. Spending time in the area being studied and language training may be part of the course and beneficial to the students, but one of the main concerns we had when creating the benchmark was to maintain the interests of both language courses decorated with a bit of other stuff, and Anglophone area studies; to treat them both fairly and properly. Prior to the benchmarking exercise little connection had been made between the two.

Global perspectives certainly formed part of the discussion during the formation of the benchmark statement but were rarely central. The benchmark was built for flexible interpretation so that each area study could draw on the benchmark framework but also insert elements of its own. The degree to which international issues are a curriculum element was intended to be dealt with by the individual subject provider. For example, American Studies might easily be interested in the globalisation of markets, of cultural influences, and the reflections back on US society of these; other areas might investigate globalisation both as invasions into, and as opportunities for, their areas; and those with diasporic elements will already be looking outside 'their' areas. There is also the emergence of such academic communities as Trans-Atlantic Studies which involves a focus on global, or at least international, themes.

As the statements are revised, global perspectives will certainly have an equal, quite likely greater, place. A greater global awareness is one of the main selling points for Area Studies graduates and even those who do not end up in international jobs find that the topic of their international knowledge and experience has interested their employers/interviewers. As the employment output of courses becomes increasingly important, the subject providers might feel more inclined to build the global elements more obviously into their courses.

Overview of undergraduate programmes in 2005

The following overview of undergraduate programmes in, or closely related to, Area Studies is a snapshot of the situation in 2005. Data was gathered from LLAS Subject Centre, UCAS, HESA and individual institution websites (see References section for further details).

Programmes

There were 235 core Area Studies undergraduate degree programmes available at 81 institutions in the UK, which are listed in the following table, categorised according to geographical region.

CORE AREA STUDIES	No.	No.
Programme type	Programmes	Institutions
Europe	80	50
UK and Ireland	18	9
North America	47	40
Latin America	10	9
Asia	22	11
Middle East	22	13
Africa	3	2
Australasia & Pacific	0	0
Intercultural Studies	2	2
Combinations of the above	31	21
Total number of Area Studies courses	235	
Total number of institutions		81

This clearly shows the bias towards European interest (34 per cent of all programmes), which can be disaggregated as follows:

- 53 general European Studies programmes
- 16 Central and Eastern Europe programmes (e.g. Russian Studies, Slavonic Studies)
- Five European Union Studies programmes
- Two Scandinavian Studies programmes
- Four other programmes (French, German, Greek, Spanish)

The lack of programmes covering Oceania and Africa was particularly striking.

There were at least a further 135 single discipline programmes, excluding language study, which are applied to a particular geographical area. The following tables show these disciplines and the regions covered by the programmes on offer.

PERIPHERAL AREA STUDIES	No.	No.
Discipline	Programmes	Institutions
Archaeology	1	1
Architecture	1	1
Arts, Film, Media & Culture	14	13
Business & Management	13	10
Computing	1	1
Development Studies	1	1
Economics & Finance	5	5
Engineering	1	1
Ethnology	1	1
History	27	18
Law/Legal Studies	24	21
Literature	20	14
Medicine	4	4
Music	1	1

Philosophy	3	3
Politics, Policy & International Relations	16	13
Psychology	1	1
Tourism	1	1
TOTAL	135	66

Region	No. Programmes
Europe	76
UK and Ireland	22
North America	9
Latin America	1
Asia	4
Middle East	5
Africa	0
Australasia & Pacific	1
Combinations of the above	17
TOTAL	135
Total number of institutions	66

As for the core programmes, this table also shows the predominance of European-based studies and the paucity of supply/demand for African and Australasian-oriented programmes.

Departments

Because Area Studies is not seen as a discipline, there is no single university 'Department of Area Studies' in the UK. Just over a third of undergraduate programmes available were run by centres, schools, institutes or departments which specialise in the particular geographical area, such as the Centre for Russian and East European Studies at the University of Birmingham or the Department of East Asian Studies at the University of Leeds. A further quarter of programmes were run by departments or schools of Language; Language and Culture; Language and Literature; or Language and Area Studies. The majority of the remainder of programmes were run by departments of other disciplines such as History, Politics and International Relations, or Theology and Religious Studies. A very small number of programmes were jointly run by several different departments.

Awards

196 of the core programmes on offer awarded a BA Honours degree (MA Honours in Scotland); 8 awarded other Bachelors awards (BSc Honours or LLB) and a further 30 awarded either a BA/MA or BSc depending on the options chosen. One programme was only available as an undergraduate Masters degree.

Combinations

77 courses were offered only as single honours programmes; 97 only as joint or combined honours programmes; and a further 61 were available either as single honours or joint/combined honours. Where Area Studies were part of a joint or combined honours programme, the most popular subjects to combine with were modern languages.

Duration

99 programmes (42 per cent) were straight degrees of three years duration (four years in Scotland). Meanwhile, 77 programmes were straight degrees of four years duration (five years in Scotland); 24 had the option of an extra year; 22 had the option of an extra year if a language was studied; and 10 offered a sandwich year (6 of these optional, 4 compulsory). These figures indicate the propensity for Area Studies programmes to include the option for overseas study, whether through language learning or exchange programmes.

Student numbers

The HESA data on student numbers which is listed by subject and based on the JACS

classification, details studies relating to specific geographical areas, generally divided three ways, for example category R100 is *French Studies*, which is subdivided into R110 – *French Language*; R120 – *French Literature*; and R130 – *French Society and Culture*. The HESA data, however, only covers the main category, in this case *French Studies*, hence the figures below incorporate both Language and Area Studies students. The figures exclude the following categories: ancient languages and cultures (e.g. Latin and Classical Studies), English Studies, Comparative Literature and Linguistics. Whilst the figures cannot be directly correlated with the Area Studies information gathered from other sources, they are still useful in displaying the balance of interest in geographical areas of the world.

Programme type	No. undergraduates
European studies	43,220
Celtic studies (Includes Gaelic & Welsh)	3,670
American studies	3,955
Asian studies	2,350
Middle Eastern studies	1,415
African studies	160
Australasian studies	35
Other (non European)	1,670
Total number of students	56,475

(HESA, 2003/4)

This shows that according to the most recently available statistics, there were 56,475 undergraduate students of Area and Language Studies, three quarters of whom were studying single or multiple European languages and cultures. As previous statistics have also shown, the regions with the fewest undergraduate students are Oceania and Africa.

Under plans to revise the JACS coding over the next few years, Area Studies has at least been recognised in terms of Europe, with a new category added: R800 *European Studies* – the study of European languages, institutions and society, which can take a broadly comparative approach or can be focused on either individual countries or the European Union.

There are some problems in looking at HESA statistics of student numbers over the last five years because the definition of categories changed from 2002/3 onwards, somewhat distorting the series of figures. It is still possible to observe some trends in total student numbers studying the languages and cultures of different regions, such as: the steady growth for Western Europe (France, Germany, Italy, Spain, Portugal), a recent increase for Eastern Europe and Russia, and sharp increases for Japan and China.

Outlook

There seem to be some contrasting trends facing Area Studies in UK Higher Education. Area Studies has suffered from recruitment problems, particularly with it not being taught at school level and the declining numbers of school leavers interested in languages (Atlas, 2003). It has also been under threat from university cutbacks and restructuring. There have been some high-profile cases, in particular the controversial closure of the prestigious Department of East Asian Studies at the University of Durham, its last intake of students being in October 2003. This Department was nationally and internationally important, accounting for approximately 15 per cent of all UK graduates in Japanese Studies and Chinese Studies. The university's Strategic Improvement Programme aimed to focus funding on more mainstream disciplines, and whilst the intention is to continue with a small provision for Chinese and Japanese languages, the teaching and researching of Asian history, politics or literature will be lost altogether (Guardian, Sept 2003). Other highly-rated, specialist departments have also suffered recently, including Australian Studies at the University of Wales, Lampeter and Scandinavian Studies at the University of East Anglia (Educationnet, Jan 2005).

Growth and decline trends in Area Studies can also be related to changing geopolitical interest. The recent conflicts in Afghanistan and Iraq should have made it obvious why Area Studies is so important, but the UK was exposed as being woefully short of people who understand the cultures and languages of those two countries. At one stage the army had to go into UK universities to recruit Arabic undergraduates to be immediately transferred to Iraq to help with translation and interpretation. (BBC, Nov 2004). In November 2004, the government woke up to the issue of strategically important subjects and the Education Secretary promised to make sure that there were enough students studying minority strategic subjects and that individual institutions would be able to reallocate funding from popular subjects to cover them (DfES, Dec 2004).

As Modern Languages are intimately connected to Area Studies it is worth briefly reviewing the current outlook for languages in Higher Education. Despite government recognising the importance of modern languages (particularly minority languages and 'emerging-area' languages) and language students being amongst the most employable graduates, popularity is in decline. This is a factor of fewer teachers being available and less students choosing modern languages at school, as well as the general national negative attitude to learning other languages. The brief research undertaken for this analysis uncovered more cuts and closures for Modern Languages in Higher Education than for any other subject group. Some of the programmes and institutions which have suffered are listed below.

- Cambridge University has reduced the Eastern Europe courses (Guardian, Dec 2002).
- The University of East Anglia and Kingston University have cut their German provision (Educationnet, Jan 2005).
- The University of East London has axed French and Spanish programmes (*ibid*).
- During recent cuts at Exeter University the Italian Department was saved after a fight but their single honours undergraduate course was forced to terminate; 2004 was the last entry for students (*ibid*).
- Glamorgan University and Staffordshire University have closed all their undergraduate Modern Languages programmes (Guardian, June 2004).
- Hull has cut its specialist provision in Dutch and Scandinavian studies (Guardian, Nov 2002).
- Keele University was once renowned for its languages teaching but has cut Russian as well as German (Guardian, Dec 2004).
- In 2005, Oxford Brookes University announced that it was cutting more than half its language degrees because it could not recruit enough students and so German, Italian and Spanish degrees are being phased out over four years (Guardian, July 2005).
- Stirling University has cut Japanese Studies (Guardian, Nov 2002).

Heads of Department survey

Nine responses to the Heads of Department survey were received from Area Studies and Modern Languages teaching staff. As has been previously noted, these two fields can be difficult to separate, so all the responses were considered in the analysis. Whilst nine returns is not a high enough percentage response rate to make generalisations about trends in Area Studies and Languages, the results do show some clear patterns which may highlight the current status of global perspectives within the subject area.

Levels of internationalisation

The first question aimed to assess the level of internationalisation in Area Studies and Languages departments. Respondents were asked to rate as low to high (on a scale of 1 to 4 respectively) the perceived importance and relevance of nine different aspects of internationalisation as well as the actual level of activity.

For Area Studies and Languages undergraduate students:

- Participating in *international fieldtrips* was perceived by six of the nine respondents as of high or fairly high importance and five rated the corresponding levels of activity as high or fairly high.
- Participating in *international research* was perceived by seven respondents as being of low or fairly low importance with eight respondents rating the corresponding levels of activity as low or fairly low.
- Participating in *international exchanges* was perceived by five respondents as of high importance and a further two as of fairly high importance; seven of the respondents rated the actual levels of activity as high and one other as fairly high.
- Participating in *language-learning* was perceived as of high importance by seven respondents and the actual level was high according to eight respondents.

For Area Studies and Languages departments:

- Having *partnerships or collaborative programmes* with overseas universities was perceived as very important by seven respondents and seven respondents also felt that the actual level of activity was high.
- Having *international students* on UK undergraduate courses received a very balanced response in terms of both perceived importance and actual activity.
- Home teaching staff undertaking *overseas research and field trips* was perceived as very important by eight respondents and fairly important by the other respondent; five respondents rated the actual levels of activity as high and a further two as fairly high.
- Home teaching staff participating in *overseas teaching exchange* was perceived as of low or fairly low importance by six respondents and as low or fairly low in reality by all nine respondents.
- Having *visiting lecturers* from universities outside the UK was perceived as of high importance by five respondents but five respondents rated the actual levels of activity as low.

Compared with the analysis of other subject areas, many of the responses for Area Studies were at the higher end of the scale in terms of perceived importance and actual levels of activity. For many of the categories there was just one response not corresponding with the others; this came from an Area Studies course on a region of the UK which explains the reduced importance of the international dimension.

For some of the categories of international activities, the perceived importance was higher than the actual levels of activity, possibly indicating some deficiency in opportunities available to students, a lack in the willingness of students to engage in them, or dissatisfaction from staff with the opportunities available for departments. For one category –

undergraduates participating in international exchanges – the actual levels of activity were higher than the perceived importance perhaps indicating that students imbue this experience with more value than teaching staff merit it. There were particular disparities regarding the exchange of teaching staff (the last two categories) with the low importance of home staff going overseas and the low numbers of visiting teaching staff from overseas. An increase in the activities within these two categories would surely enable the greater development of global perspectives for staff, students and departments.

Respondents were also asked to name the main countries of involvement for each of the nine aspects of internationalised activity. The responses from Area Studies and Languages, however, were very biased with six of the nine responses from departments specialising in East Asia hence any analysis of this data would be very skewed.

Trends in global content of degree programmes

Secondly, respondents were asked about the trends in the global content of the suite of undergraduate programmes offered by the department over the last five years, both in terms of the supply by departments and demand from students. Respondents were asked whether the global content of 11 aspects of global perspectives had increased, stayed the same or reduced. The responses from Area Studies and Languages departments are shown in the table below.

Change in the global content of Area Studies and Languages degree programmes

n=9	Change		
	Increased	Stayed the same	Reduced
Supply			
Total number of degree programmes on offer	7	0	2
Global content of degree programmes	5	4	0
Number of compulsory modules/units covering global issues	3	4	1 *
Number of optional modules/units covering global issues	5	4	0
Number of compulsory modules/units focusing on non-EU countries or regions	5	4	0
Number of optional modules/units focusing on non-EU countries or regions	6	3	0
Provision of compulsory non-EU fieldtrips	2	6	0 *
Provision of optional non-EU fieldtrips	0	7	1 *
Demand			
Enrolment on degree programmes in general	8	0	1
Enrolment on optional modules/units covering global issues	7	2	0
Enrolment on optional modules/units focusing on non-EU countries or regions	7	2	0

* One person did not provide a response to this question

It is very encouraging to see from these responses that the number of degree programmes in Area Studies and Languages, and the number of students enrolling on them, has been increasing. Furthermore, the global content of the programmes including compulsory and optional modules on global issues and non-EU areas has also been increasing overall, although the opportunity to partake in international fieldtrips beyond Europe has not particularly increased.

Global content of taught programmes

This question aimed to understand the global content of degree programmes in terms of the balance between different components. Respondents were asked to rate as high, medium or low (or not relevant) the teaching content in terms of three broad areas:

1. Global processes – social, economic, political, physical, environmental
2. Global locations – parts of the world other than the EU
3. Global cultures and societies – people, communities, identity, values, behaviour, meaning

The respondents were asked to answer with reference to one specific single honours undergraduate degree programme on offer in their department. In addition to the nine respondents from Area Studies and Languages departments, two other respondents – one from an Economics and one from a Politics and International Relations department – also selected an Area Studies course for Question 3, so these are included in the analysis. The following table shows the programmes selected for this question:

Region	Programme name
Europe	Cultural Studies of the Highlands and Islands
	French Studies
	Spanish and French
	European and International Studies
East Asia	Korean Studies
	Japanese Studies
	Chinese Studies (2 responses)
	Modern Chinese Studies
	Chinese/Japanese and Cultural Studies
Latin America	Latin American Development Studies

The table below shows the spread of results from the Area Studies and Languages respondents.

Global content of Area Studies and Languages degree programmes

n=11	Programme content				
	High	Medium	Low	Not relevant	No response
Processes	7	2	1	1	0
Locations	10	0	1	0	0
Cultures & Societies	10	0	1	1	0
Other	4	0	2	1	4

Unsurprisingly, these results indicate that the content of Area Studies programmes is strongly international or global and also balanced between the three main elements of processes, locations and cultures/societies. Several of the answers specified on the 'other' section were language learning, an aspect of study which further contributes to the development of global perspectives. However, the series of 'low' responses came from a language programme that focuses almost exclusively on language-learning with little concurrent cultural studies.

Developing global skills, values and attitudes

The final question moved away from the content of the teaching curriculum to the interpersonal skills, values, and qualities of mind developed through programmes of study. Respondents were asked whether undergraduates on their suite of degree programmes have a high, medium or low level of engagement with the five aspects of global perspectives. The results for the nine Area Studies and Languages respondents are shown in the table overleaf.

Level of engagement in developing global skills, attitudes and values

n=9	Number of responses		
	High	Medium	Low
Recognition that there are multiple perspectives and interpretations	8	0	1
Respecting the perspectives and views of others	8	0	1
Awareness of cultural assumptions and cultural bias	8	0	1
Understanding of the ethical/moral issues related to the discipline	4	4	1
Reflecting on the implications of these ethical issues on own life and behaviour	5	3	1

The series of ‘low’ responses all came from the same respondent; he was later interviewed as part of the consultation process and shared his frustrations at the low standards on the language programmes and the lack of interest and commitment from students.

Aside from this anomaly, these results suggest that the majority of programmes incorporate some moderate to significant elements of respecting other views and perspectives, and recognising the ethical dimension of the discipline. This should mean that Area Studies and Languages students complete their studies having engaged with these issues and had some opportunity to develop the values and attitudes of a global citizen.

Current status of Area Studies and Languages

The general comments from respondents at the end of the survey revealed a mixed picture of the current status of Area Studies and Languages.

On the one hand, respondents bemoaned funding problems for the subject area; this is not helped by government and public apathy, overworked teaching staff, a lack of interest amongst students and the lowering of standards. Furthermore there have been cutbacks: one respondent said their Russian Studies programme had been withdrawn and another respondent reported that his specialist Area Studies department is earmarked for closure under the university’s Strategic Improvement Programme.

On the other hand, some respondents reported innovative practice in the delivery of Area Studies teaching, including comparative studies which put regions into a wider global perspective. Some also reported the growth and diversification within the subject area: one respondent said that Francophone African and Caribbean Studies are a growing field which is taking an increasingly important place in French Studies and another respondent reported that the study of Latin America has been introduced throughout the Spanish degree.

Analysis of standard practice

The overview of Area Studies programmes identified 235 undergraduate programmes in Area Studies and a further 135 related to Area Studies on offer at UK institutions in 2005. Sampling this subject area is not as simple as for other disciplines because of the variety of geographical areas and types of programmes. For the purposes of this analysis, five programmes in American Studies and five programmes in Latin American Studies were selected for course content analysis, giving preference in sampling to single honours courses.

Information on the structure and content of the programmes was gathered from university websites. Modules in each of the ten selected programmes were tabulated to indicate whether they were compulsory or optional and in which year of study they occurred. Of particular interest were globally or internationally-oriented modules and other opportunities which enable the development of global perspectives, such as international fieldtrips, overseas exchange and language learning. Due to time restrictions, the assessment of module content was based almost entirely on the title of the module without reference to detailed programme materials. Consequently there may be some inaccuracies in the interpretation of module content and the resulting analysis which are entirely the author's responsibility.

The following analysis describes the findings from the sample and reveals how the global dimension is manifest within 'standard' undergraduate Area Studies programmes. The results are divided into four sections:

- subject knowledge and understanding
- skills, both subject-specific and generic
- out-of-classroom learning opportunities
- approach by the department to teaching the discipline

It is hoped that the analysis of these two geographical areas will reveal the extent to which regional study is set within a global context, and will also reveal any differences in subject content between a developed and less developed global region.

Programmes sampled

Institution	Award	Programme Title	Duration
University of Derby	BA (Hons)	American Studies	3 yrs
University of Essex	BA (Hons)	American Studies	3 or 4 yrs
University of Leicester	BA (Hons)	American Studies	3 or 4 yrs
University of Wales Swansea	BA (Hons)	American Studies	3 or 4 yrs
University College Winchester*	BA (Hons)	American Studies	3 yrs
University of Essex	BA (Hons)	Latin American Studies	4 yrs
Goldsmiths College, London	BA (Hons)	Spanish & Latin American Studies	4 yrs
University of Liverpool	BA (Hons)	Latin American Studies	4 yrs
University of Southampton	BA (Hons)	Spanish & Latin American Studies	4 yrs
University of the West of England	BA (Hons)	Latin American Studies	3 or 4 yrs

* This was the name of the institution when the analysis was undertaken; the institution was subsequently granted university status in summer 2005 and changed its name accordingly.

Subject knowledge and understanding

The various components of undergraduate Area Studies programmes tend to be arranged thematically, for example history, literature, politics and culture. The balance between these is usually shaped by the departments providing modules for the programme of study (for more details see *Approach* section below). Although many of the topics studied in Area

Studies are actually multi-disciplinary, for the purposes of this analysis modules have been categorised by their predominant theme, for example a module on *America and Vietnam* could be categorised under History but here it has been categorised as International Relations. This has allowed some approximations of the main topics of interest within area studies, as shown in the table below.

n=10 (5 in each category)	No. modules	
	American Studies	Latin American Studies
Context	2	4
History	15	9
Politics	13	8
International Relations	12	5
Economics & Business	0	3
Geography	6	0
Society & Culture	25	15
Identities & Cultures	32	5
Literary Arts	16	12
Visual & Performing Arts	17	8
By country/sub-region	6	9
Languages	0	27

This method of categorisation reveals that in American Studies, Socio-cultural topics dominate (40 per cent of modules), followed by the Arts (23 per cent of modules) and Politics and International Relations (17 per cent). In Latin American Studies, languages dominate, comprising over 25 per cent of modules, followed by the Arts and Socio-cultural studies, each comprising almost 20 per cent of modules.

The following paragraphs elaborate on the table above by describing the different approaches to studying the main themes within Area Studies and giving examples as found in the ten programmes sampled.

History – The history of regions or countries tends to be arranged by:

- *Period* – for example, The growth of the USA: From Independence to the Civil War 1776-1860 (Swansea).
- *Theme* – for example, Slavery and Plantation Societies in Latin America (Essex); 1920s and 1930s Economic and Social History (Leicester).

Politics – Political studies of different areas includes looking at

- *Political systems and structures* – for example, American Presidency (Winchester).
- *Politics of different periods* – for example, The Decline of Machine Politics in the United States 1888-1976 (Essex).
- *Politics of different sub-regions* – for example, Politics of Spanish and Francophone Caribbean (UWE).
- *Contemporary political issues* – for example, Contemporary Latin American Politics, (Liverpool).

International Relations – For American Studies this divides into three types of study:

- *US Foreign Policy*.
- *American relations with different regions*, such as UK, Mexico and the Middle East.
- *War Studies*, particularly the 'War on Terror' and Vietnam.

There are fewer modules in Latin American Studies; they cover *cooperation and integration* within the Latin American region and the *impacts of globalisation* on Latin America.

Society, Culture and Identity – A variety of sociological and anthropological issues are covered. Particular themes are:

- *Distinct people groups* – for example, Native America (Winchester); The Making of American Jewry (Leicester).
- *National, regional and cultural identities* – for example, Barrios and Borders: Language and Identity among US Latinos (Southampton); African-American Culture, (Derby).
- *Aspects of society* – for example, Sport in American Culture (Swansea); Online America (Winchester).
- *Popular politics* – for example, American Environmentalism (Derby); New Social Movements in Latin America (Liverpool); Containment and Resistance in 1950s and 1960s American Culture (Leicester).
- *Contemporary issues in society* – for example, Drug War USA: The Politics of Prohibition (Swansea); Liberty & Extremism in America (Winchester); America & Islam (Swansea); Crime and Control (Essex).

Literary Arts – There are some generic courses giving an overview of the literature of the region over time, but otherwise the study of literature is mainly divided into:

- *Type* – for example, Mexican Fiction since 1915 (Liverpool); American Gothic, (Winchester).
- *Period* – for example, Literature & Society in 20th Century Latin America (Goldsmiths); 20th Century United States Literature (Essex).
- *Theme* – for example, Across the Straits: Caribbean Writing and the USA (Essex); Race & Ethnicity in Contemporary American Literature (Swansea).

Visual & Performing Arts – Unsurprisingly the weight of interest for American Studies is in film, looking at *American Cinema* through different periods of history and at the way issues are represented in cinema (such as American History, gender and the city). For both American and Latin American Studies there are only a few modules relating to *art*, *architecture* and *music*.

Languages – There are no opportunities to study language as part of the American Studies programmes sampled, but languages dominate the proportion of modules for Latin American Studies. Of the sample of five, the two single honours ‘Latin American Studies’ programmes have Spanish language learning as a mandatory element; and for the two joint honours ‘Spanish and Latin American Studies’ programmes Spanish is compulsory throughout. Portuguese is offered by three of these programmes, either as an option or as an alternative to Spanish for native Spanish speakers. One of the institutions sampled also offers the option of a module in the native language Quechua.

Sub-regional or country-specific studies – Such modules either look at:

- *Areas as a whole* – for example, American South (Derby); The American West (Leicester)
- *A specific issue applied to the area* – for example, Sustainable Development in Brazil, (Liverpool); Rural Sociology and Politics of the Andean Zone (Liverpool).

The following table shows the number and geographical variety of these sub-regional and country-specific modules.

n=10	No. modules
American South	2
American West	3
Quebec	1
Mexico	1
Central America	1
Brazil	2
Peru	1
Andes	2
Caribbean	4
Cuba	1

Although Area Studies is concerned with a single country or region of the world, some modules are internationally-oriented, for example engaging with global issues, considering how a country has impacted the world or looking at specific inter-country relations. The programme description for Spanish and Latin American Studies at Southampton states:

“Throughout your programme of study, you will be encouraged to adopt interdisciplinary perspectives, and to cultivate awareness of the place and role of the country or countries you have chosen to study in the wider European and global context.”

In American Studies, internationally-oriented modules can be divided into three main types:

- *American History* – for example, African American History since Slavery (Leicester).
- *American International Relations and Foreign Policy* – for example, The Special Relationship: Anglo-American Relations in the 20th Century (Essex)
- *The impact of American culture* – for example, America & Americanisation (Winchester), America and Islam (Swansea).

In Latin American Studies, the internationally-oriented modules found in the sample are concerned with:

- *Historical relations* with European colonial powers – for example, The Colonial History of Peru (Liverpool).
- *International development* in the context of the region.
- *International relations* within and beyond the region – for example, Politics of Latin American regional integration (UWE), Latin America’s International Relations and Globalisation (UWE).
- *The impact of globalisation* – for example, Cultural Hybridity: Globalisation and the local in the Hispanic World (Southampton).

In all, from the programmes sampled, there is an obvious international component in 21 modules of the five American Studies programmes (of which three are compulsory), which amounts to 14 per cent of the total number of modules on offer; and 13 modules in the five Latin American Studies programmes (of which four are compulsory) which amounts to 12 per cent of the total number of modules on offer.

Overall, the sample indicates that Area Studies by no means takes a purely inward-looking approach to the study of a particular geographical area. Students of Area Studies are likely to explore the history and politics of the country or region in its global context, examine the origins and cultures of the different people living in that region, and consider the impact of global issues on the region. In other words, in terms of knowledge and understanding an Area Studies student is likely to have moderate to strong global perspectives.

Skills

Language – The programmes which incorporate language study aim to produce graduates who are proficient in at least one foreign language, whether students arrive at university as beginners or already have some knowledge of the language. As well as studying the literature of the particular culture, the emphasis is often on practical language ability and producing Area Studies graduates who are competent to live and work internationally and communicate effectively across cultural and language boundaries.

Interdisciplinarity – The emphasis on interdisciplinarity in Area Studies (see *Approach* section at end for more details) means that students study a country or region from a variety of angles and develop a holistic understanding of places. Such understanding of the different factors which contribute to the characteristics of a country or region certainly contribute to the development of a strong global perspective.

Intercultural awareness – Through the teaching content, the language learning and the other learning experiences outside the classroom and abroad, Area Studies students develop the

skills to be global citizens. The University of Essex describes this in the programme aims as: “the intercultural skills necessary for students to live and work confidently in different cultures”.

Out of classroom learning

Area Studies provides an ideal context for truly internationalised learning beyond the content of the curriculum: in the classroom, on campus, in the local area and in international trips and exchanges. All these create globally-aware graduates who are very marketable in international and internationally-oriented companies and organisations. Amongst the sample of ten were a variety of examples of how students can develop their global perspectives, including:

- *International exchange and work experience*
A sandwich year overseas is compulsory for four of the five Latin American Studies programmes sampled and optional for the other one; the student can choose whether to study in a university, be a language assistant in a school or undertake an internship or work placement. Of the five American Studies programmes sampled, two offer time in America either as a sandwich year within a four-year programme or an optional semester within a three-year programme; one offers it as an optional sandwich year, and the remaining two only offer the optional semester.
- *International language learning*
In addition to classroom learning in the UK and the overseas placement year, Essex University recommends an intensive Spanish course in Spain during the summer after the first year, particularly for students new to the language.
- *Fieldtrips*
Amongst the sample were few international fieldtrips, probably because most students will be going overseas for an exchange or internship and also because trips to the Americas are prohibitive in terms of time and cost. Only the programme at Winchester had a fieldtrip as part of a taught option: the second-year Region and Environment module visits the Mojave Desert and Las Vegas in the Easter vacation. However, other institutions do provide or encourage excursions within the UK to cinemas, museums, galleries and film festivals to complement the course of study.
- *Staff with international experience*
Having teaching staff with international experience is a common feature, for example at Liverpool “tuition is from staff who actively carry out research in a variety of Latin American countries e.g. the Andean Republics, Mexico, Argentina, Brazil, Chile, the United States and the Caribbean”.
- *Native lecturers and language assistants.*
Similarly, having teaching staff from overseas is also commonplace, for example at Southampton, there are Language Assistants from Brazil and Portugal.
- *International students and societies*
Home students have the opportunity to mix with students from the region or country that they are studying without going abroad, for example in Southampton, the university has a Spanish, Portuguese and Latin American Society, as well as a Mexican Society and a Brazilian Society. In addition the Erasmus Society, which brings together European exchange students, provides an opportunity to meet Spanish and Portuguese-speaking students.
- *Local community*
Universities often have connections with migrant communities in their local areas which can benefit Area Studies students, for example Liverpool has strong commercial and

cultural links with communities in the Americans and a sizeable Latin American community lives in the city, making for a vibrant social atmosphere.

All these out-of-classroom opportunities have the potential to develop strong global perspectives in Area Studies students.

Approach

Area Studies is not a discipline in itself but rather an interdisciplinary approach to the study of particular geographical regions. Among other things, it draws on anthropology, archaeology, architecture, art, cultural studies, gender studies, geography, history, international relations, linguistic studies, literary studies, music, politics, sociology and visual arts. All ten programmes sampled describe their programmes as interdisciplinary or multi-disciplinary in the programme descriptions and consider this a positive attribute.

The interdisciplinary structure usually means that the programme is organised by a specific study group but that modules are available from a range of other departments in the institution. For example, at Essex the Centre for Latin American Studies runs the Latin American Studies degree programmes, but the following departments each offer at least three optional modules in years 2 and 4: Department of Art History and Theory, Department of Government, Department of History, Department of Literature, Department of Sociology and the Modern Languages Unit. The interdisciplinary nature also means that Area Studies can be easily combined with other subjects for joint honours degrees.

In addition to modules run by particular departments some of the programmes sampled have specifically interdisciplinary modules. A number of different examples are shown below.

- At Liverpool University, a compulsory module for second-year students entitled Country Case Study “aims to give students a thorough background knowledge of the country in which they will spend their year abroad and to encourage students to develop a multi/interdisciplinary approach to the study of that country”.
- At Derby University, second year American Studies students have the option of pursuing independent study on a topic of their choice and writing a “paper which attempts to explore insights drawn from more than one discipline”.
- At University College Winchester, the Senior Interdisciplinary Seminar in the third year provides students “with the opportunity to reflect and consider synoptically and self-reflexively issues and debates in American Studies, bringing to bear the knowledge and expertise they have gleaned from all aspects of the course”.
- At Leicester, a compulsory American Studies second year module called The City “is designed to show how disciplines can be brought together to explore a single theme in American Studies”.

Conclusion

Overall, the interdisciplinary nature of Area Studies means that students develop a broad understanding of a country or region both in its own right as well as in a wider international setting. Beyond subject knowledge, Area Studies students are well-placed to develop the skills for living and working in a global world as their studies often include language-learning, overseas exchange and contact with people of the area being studied. All of these factors deepen intercultural awareness and develop intercultural competency, which are key attributes of a global citizen.

Summary

This report has presented information about Area Studies gathered as part of the *Global Perspectives in Higher Education* project. The study was a scoping exercise which aimed to assess the current status of the global dimension at undergraduate level by taking a snapshot of the situation in 2005. Below is a summary of the findings and analysis.

- Area Studies makes an important contribution to global perspectives because it involves the study of geographical areas both past and present. It often involves different scales – local, regional and global – and sometimes incorporates international issues and comparative study.
- Global awareness is one of the main attractions for Area Studies graduates and even those who do not move into international jobs find that the topic of their international knowledge and experience has interested their employers/interviewers.
- There is a tremendous range of Area Studies undergraduate degree programmes available across many UK institutions and statistics show that the number of students enrolling in Area Studies and Modern Languages has been increasing over recent years.
- Area Studies is often taken as part of a joint or combined honours programme and the most popular subjects to combine it with are Modern Languages. Area Studies and Languages are highly complementary and create graduates with a set of knowledge, skills and values which reflect a global perspective.
- Currently around 42 per cent of degrees are European-based studies and there has been a steady growth in the number of students studying the languages and cultures of Western Europe. As a result of government attention, funding intervention and student interest, the figures show a recent increase in the study of the languages and cultures of Russia and Eastern Europe, and sharp increases for Japan and China. Meanwhile there is a paucity of supply and/or demand for programmes on Africa, Australasia/Pacific and the Middle East.
- There has been some growth and diversification within Area Studies, for example, Francophone- African and Caribbean Studies are growing fields within French Studies whilst Trans-Atlantic, Circum-Atlantic and cis-Atlantic Studies have emerged as new fields. Other such inter-disciplinary and trans-boundary topics, for example Pacific Studies and Polar Studies, which feature in Higher Education in North America, Australia and New Zealand are yet to seriously develop in the UK.
- The content of Area Studies programmes tends to be balanced between the study of *processes* (social, economic, political, physical, environmental), *locations*, and *cultures and societies* (people, communities, identity, values, behaviour, meaning).
- Numerous examples exist of global perspectives being integrated into learning and teaching in new, innovative and unusual ways. However, some students prefer to choose modules on familiar subjects that are seen as ‘safe’ or easy options, rather than taking alternative modules on unusual topics or those which may present new perspectives on a known subject. In this respect, much depends on when and how the global dimension is introduced into the curriculum of the particular Area Study. Overall, the number of compulsory and optional taught modules covering global issues and non-EU areas has been increasing.

- With their understanding of the similarities and differences between geographical areas, students of Area Studies develop skills such as cross-cultural sensitivity. However, the benchmark statement does not make explicit how international knowledge, a critical awareness of diversity and cross-cultural skills can be transferred to other settings beyond university, such as the workplace.
- Students have a variety of opportunities to travel, study and work overseas. Over half of Area Studies undergraduate degrees offer an extra year (two-thirds of these being compulsory) so that students can experience their chosen geographical area through a study exchange, work placement or language-learning programme. Increasingly, students are being provided with some cross-cultural training before they travel abroad.
- Pressures of time and funding on departments and academic staff often mean a gap between the perceived importance of global perspectives activities and the actual activities carried out. In particular, the survey showed that the availability of fieldtrips, both in the UK and abroad, has not particularly increased over recent years and that the exchange of teaching staff (both sending home staff overseas and hosting international visiting lecturers) is not widespread.
- Integrating the global dimension into teaching curricula and the activities of departments is set in the wider context of the increasing internationalisation of institutions. This includes recruiting students from overseas, providing degree programmes on overseas campuses or through distance learning, and working in partnership with overseas institutions. Area Studies could have an important and useful contribution to make to these activities within an institution.
- A member of teaching staff is sometimes the sole person in an institution specialising in a particular geographical area and this lack of 'critical mass' means that provision of teaching about the area cannot be comprehensive and that multi- and inter-disciplinary considerations are severely constrained.
- Unfortunately, factors including the decline of languages in schools and a lack of prioritisation by government for Area Studies over recent decades mean that the future for Area Studies in Higher Education is uncertain. Numerous Area Studies and Modern Language programmes and departments have suffered recently from funding shortages and university cutbacks. Though the government recently identified some Areas of 'strategic national importance', the shift of focus onto these regions may be at the expense of other already under-represented Areas.

Overall, the picture of the current status of the global dimension in Area Studies is generally encouraging. The range of geographical areas covered by the programmes on offer suggests that Area Studies is dynamic and diverse. The interdisciplinary nature of Area Studies means that students develop a broad understanding of a country or region both in its own right as well as in a wider international setting. Opportunities to spend some time overseas help students to develop intercultural awareness and learn to communicate effectively across cultural and language boundaries. As a result of their subject-knowledge, skills and experience, Area Studies graduates are often interested, willing and competent to live and work internationally and are very marketable to international/internationally-oriented employers. But whilst Area Studies is an ideal vehicle for embedding global perspectives in Higher Education and producing graduates who are global citizens, the supply of, and demand for, Area Studies programmes is strongly biased towards Europe and some provision is under threat.

Recommendations

Area Studies is about the places, peoples and cultures of the world: a global dimension is inherent. Students can use their subject knowledge to interpret contemporary global issues. The multi- and inter-disciplinary approaches can aid understanding of complex, cross-cutting processes. The combination of knowledge and skills makes Area Studies graduates amongst the most employable. Confident of this, Area Studies is well placed to respond to the increasingly important agenda of global perspectives in Higher Education.

As departments or teaching teams work towards strengthening and embedding global perspectives into Area Studies, they should consider the following four recommendations:

- Appreciate the contemporary salience of global perspectives to individual students, each academic discipline, Higher Education institutions, and the nation.
- Recognise the range of elements comprising and contributing to global perspectives, and their interconnectedness.
- Develop globally-oriented activities and ensure they are integrated into the wider internationalisation activities of the institution.
- Look for opportunities to lead by example as proponents of global perspectives and to assist other departments and disciplines in the practical delivery of the global dimension.

References

BBC Radio 4, Today programme (23 November 2004) *Crisis in the teaching of Arabic in British universities*

Canning, J (Ed.) (2003) *Atlas: the bulletin of the Area Studies Project* Vol. 1.1 Languages, Linguistics and Area Studies Subject Centre

Department for Education and Skills (01/12/04) Press notice: *Charles Clarke seeks protection for courses of national strategic importance*
http://www.dfes.gov.uk/pns/DisplayPN.cgi?pn_id=2004_0209

Educationnet (13 January 2005) *More Closures*
<http://www.educationnet.org/z0359.html>

Guardian (5 November 2002) *Dumbing down*
<http://education.guardian.co.uk/egweekly/story/0,5500,825611,00.html>

Guardian (30 September 2003) *University risks Chinese ire by axing department*
<http://education.guardian.co.uk/higher/artsandhumanities/story/0,12241,1052559,00.html>

Guardian (14 June 2004) *Staffordshire cuts 'could lead to loss of university status'*
<http://education.guardian.co.uk/higher/news/story/0,9830,1238627,00.html>

Guardian (29 December 2004) *Keele closes German department*
<http://education.guardian.co.uk/universitiesincrisis/story/0,12028,1380600,00.html>

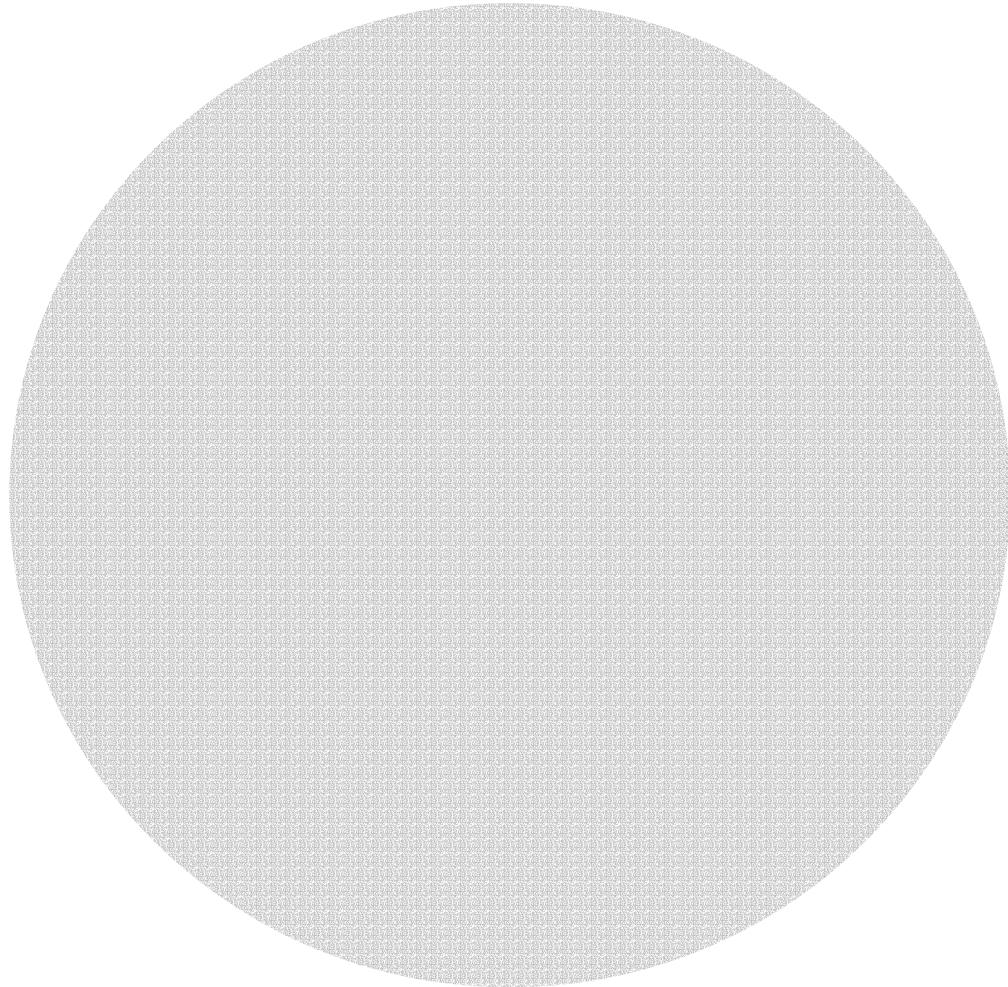
Guardian (11 July 2005) *Language cull at Oxford Brookes*
<http://education.guardian.co.uk/universitiesincrisis/story/0,12028,1526150,00.html>

Higher Education Statistics Agency (2005) *Online statistics: Table 2e – All HE students by level of study, subject of study, domicile and gender 2003/04*
<http://www.hesa.ac.uk/holisdocs/pubinfo/student/subject0304.htm>

Linguistics and Area Studies Subject Centre; Website – *Where can I study Area Studies in the UK? A list of UK HE institutions offering undergraduate courses in Area Studies*
<http://www.lang.ltsn.ac.uk/resources/depts.aspx>

Quality Assurance Agency for Higher Education (2002) *Subject benchmark statement: Area Studies* QAA: Gloucester
<http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/areastudies.pdf>

Universities and Colleges Admissions Service; Website – *Course search* for undergraduate degree courses starting in 2005 with the words and phrases: African; American; Atlantic; Asian Pacific Studies; Asian Studies; East Asian Studies; South Asian Area Studies; South Asian Studies; Australian; Brazilian; Canada; Caribbean; Celtic; Chinese; Eastern; European; Hispanic; Iberian; Irish; Islamic; Israeli; Japanese; Jewish; Korean; Latin American Studies; Middle Eastern Studies; Oriental; Pacific; Russian; Scandinavian Studies; Scottish; Slavonic; Welsh.



Global Perspectives in Higher Education project
Royal Geographical Society with the Institute of British Geographers
February 2006