

Revitalizing Regional Studies at Princeton

Report of the Regional Studies Task Force

March 2016

Table of Contents

Executive Summary	3
Princeton and the Study of World Regions	7
Priorities and Recommendations	
1. Revitalize regional studies at Princeton through a series of joint faculty appointments between the social science departments and PIIRS	10
2. Build distinctive centers of excellence at the University in the study of contemporary China, India, and Brazil	13
3. Strengthen existing regional studies programs by making all regional studies programs on campus member-programs of PIIRS and consolidating existing European Studies programs into a single European Studies program	18
4. Experiment with other modes of appointment for enhancing regional studies curriculum	21
5. Consider the development of an international studies certificate	22
6. Build unique strength in “shared classroom” language pedagogy and consider reforms to the oversight and administration of language instruction	24
7. Strengthen graduate student support for international research, language study, and regional studies training	27
8. Reform Princeton’s academic calendar to accommodate a January term	29
Appendix. About the Task Force	30
Task Force Members	30
President’s Charge to the Task Force	31

Executive Summary

The field of “regional studies” (sometimes referred to as “area studies”) focuses on the study of societies and cultures beyond the boundaries of the United States.¹ In 2014, as part of the Princeton University’s strategic planning process, a task force on the future of regional studies was charged with considering how the University should build distinctive strengths in the study of contemporary cultures, economies, political institutions, and societies throughout the world. The charge recognized that “in nearly every domain of human activity, people today confront problems that transcend international boundaries. The demand for knowledge to address these problems is growing – and it will continue to do so.”

Princeton has always been a leader in this field. But to enable future Princeton undergraduates to function in a globalized and interdependent world, to empower them by instilling an appreciation for the diversity of cultures that inhabit our world, and to maintain and expand Princeton’s leadership in the production of knowledge about world societies and cultures, it is incumbent upon the University to revitalize regional studies for the twenty-first century world and to invest in an enhanced and revised set of capabilities in this field.

There are multiple reasons why revitalizing and investing in regional studies is essential to the future of our University and to the future of our country. Knowledge of contemporary societies and cultures outside the United States is fundamental to Princeton’s efforts to realize its informal motto “in the nation’s service and in the service of all nations,” and expertise on contemporary politics, economics, cultures, and societies is particularly vital for addressing the myriad challenges that pervade our world. Student interest in and demand for knowledge about many world regions remains high. But regional studies should also be understood to be central to the very purposes of a liberal arts education. It is necessary for the development of a student’s critical faculties by challenging culturally-based assumptions often taken for granted, illuminating alternative ways of thinking, and instilling a healthy understanding of one’s place in the world. True knowledge of self can only be obtained through knowledge of others, and participation in a global economy requires a basic understanding of diverse cultures and an awareness of different perspectives.

Equally important is the fact that the University’s internationalization efforts crucially depend upon its regional studies faculty. This report is specifically not a blueprint for the internationalization of the University; this was not part of the charge of this Task Force, and the responsibility for devising such a plan lies with the Council on International Teaching and Research (CITR). But regional studies is a critical piece of the internationalization puzzle at Princeton, since many of Princeton’s internationalization initiatives emerge out of regional studies. In internationalizing, Princeton differs from most of its peer institutions in that it lacks the professional schools that often provide much of the leadership for international engagement. At Princeton it is regional studies faculty who are the primary leaders of Princeton’s study-abroad programs and of Princeton’s strategic partnerships with centers of learning around the world. Thus, for Princeton to internationalize effectively, it must do so by nurturing faculty leaders within regional studies.

¹Regional studies is typically paired with “international studies,” which refers to the study of processes that cut across societies, comparisons across societies, or the relationships between them. In accordance with the charge given the Task Force, the main thrust of this report focuses on regional studies rather than international studies, though some parts of the charge (specifically, Point 6) do concern international studies. See the appendix for the text of the charge.

Regional studies cuts across all divisions of the University, though it primarily involves the humanities and the social sciences. Preserving the health of Princeton's humanities programs is critical to maintaining a robust infrastructure in regional studies. Indeed, the humanities account for the bulk of curriculum offered in regional studies and are organized in significant part on a regional studies basis. Princeton's humanities programs are the subject of a separate report from a Task Force on the Future of the Humanities, which has provided many excellent recommendations for strengthening the humanities and furthering Princeton's internationalization. But the problems facing regional studies in the social sciences have been particularly acute and constitute the main focus of this report. Regional studies' emphasis on knowledge of place and multi-disciplinarity has often been viewed as being in tension with the emphasis within the social sciences on discipline, method, and generalization. As a result, the presence of regional studies expertise within social science departments has weakened over the years—a trend that has been nationwide. In line with this trend, our investigations show a decline in recent years in the number of regional studies courses focused on the study of contemporary politics, economics, cultures, and societies in the social sciences at Princeton.

The Task Force believes this to be undesirable and calls for reimagining the relationship between regional studies and the social sciences. Regional studies in the social sciences needs to be pursued in ways appropriate to strong disciplines and robust problem-driven research. It should be discipline-driven, informed by knowledge of place, but using cutting-edge approaches and methodologies to address issues of global importance. The Task Force believes that Princeton is well-positioned to build distinctive strength in regional studies through this discipline-driven approach to regional studies and recommends a series of measures toward this end.

The sheer variety of world societies and cultures ensures that no educational institution can expect to offer significant training to students on all regions of the world. Princeton must think strategically about how it develops its regional studies faculty and resources. While the Task Force recommends that Princeton maintain a broad and eclectic infrastructure in regional studies, we propose a set of criteria that should govern future investment decisions and identify several opportunities for the University to build future centers of excellence. Specifically, we believe that the University should mount special initiatives on three countries of increasing global importance: China, India, and Brazil. Taken together, these three countries represent 40 percent of the world's population and over a quarter of the world's GDP—and their importance will continue to grow in future decades.

The Task Force observes that the Princeton Institute for International and Regional Studies (PIIRS), created in 2003, has proven itself as a vital center for integration and development of regional studies on the Princeton campus through its sponsorship of global seminars, research initiatives, and other activities. We recommend that PIIRS function as the catalyst for the revitalization of regional studies at the University. PIIRS can accomplish this through an expanded set of activities, overseeing a series of joint appointments with the social science departments, coordinating existing programs under its umbrella and consolidating programs when appropriate, and creating new research centers aimed at developing areas of excellence.

Currently, Princeton offers a series of certificate programs on specific world regions, but does not offer an international studies degree or certificate, as is true at many leading universities. The Task Force recommends that Princeton consider offering an international studies certificate that would provide undergraduates with an integrated knowledge of key global issues from the vantage point of multiple disciplines and world regions. Properly designed, an international studies

certificate would provide undergraduates with the foundation necessary for a critical examination of world issues, integrate study abroad with on-campus learning, and complement existing regional studies specializations or provide a broadened international perspective for students in disciplinary departments where the opportunity to be exposed to these issues is limited.

The Task Force notes that language knowledge is critical for any serious engagement with foreign cultures. Yet Princeton offers fewer language learning opportunities than almost all of our peer institutions. To meet the needs of internationalization, the University must expand the variety of its language offerings. Rather than hire large numbers of language lecturers, we recommend that Princeton pursue consortial arrangements with other universities and invest in the advanced “shared classroom” technology necessary for this to occur. We also recommend that the University consider broader reforms to the oversight and administration of language instruction on campus.

The Task Force strongly encourages the University to establish new funding for graduate students for summer language training and dissertation research abroad as a development priority of the University. Federal budgetary cuts, departmental budgetary constraints, and the sharply rising costs of international travel are imperiling the University’s ability to support the needs of its Ph.D. students, many of whom require summer language study and support for dissertation field research in order to complete their programs. The Task Force also recommends consideration of a new “regional studies enhancement” fellowship program for promising graduate students who have completed their departmental requirements and who plan to engage in significant field research abroad, but who require some further regional studies training in order to carry out their research plans effectively.

Finally, the Task Force strongly believes that Princeton’s internationalization (and many of the recommendations of this report) would be more readily achievable were the academic calendar to be reformed to provide for a January term. A January term would offer students new opportunities to study abroad on the model of a global seminar, receive intensive language training on campus, or travel abroad to complete field research for their independent work or immerse themselves in language studies. Such opportunities would significantly enhance our regional studies programs.

To summarize our main recommendations, we propose the following steps for amplifying Princeton’s strengths in the study of world societies and cultures:

- 1. Revitalize regional studies at Princeton through a series of incremental joint faculty appointments between the social science departments and PIIRS. These appointments would address the decline of regional studies curriculum within the social sciences and would create the leadership necessary for intensifying instructional and research programs in regional studies, expanding study abroad experiences for our students, and deepening partnerships with foreign universities.*
- 2. Build distinctive centers of excellence at the University in the study of contemporary China, India, and Brazil, positioning Princeton as one of the world’s leading universities for the study of these three increasingly important powers within the global order.*
- 3. Further strengthen regional studies programs at the University by making all regional studies programs on campus member-programs of PIIRS and by consolidating existing European Studies programs into a single European Studies program.*
- 4. Experiment with other modes of appointment for enhancing regional studies curriculum, such as providing PIIRS with a small amount of flexible FTE and the appointment of distinguished practitioners.*

5. *Consider the development of an international studies certificate that would integrate multiple study abroad experiences with knowledge of key global issues and processes from the vantage point of various disciplines and world regions.*
6. *Build unique strength in “shared classroom” language pedagogy in order to diversify the language-learning opportunities available to our students and establish a working group to make recommendations concerning the oversight and administration of language training across campus.*
7. *Strengthen financial support for graduate students seeking to engage in summer research and language study and consider a new year-long graduate fellowship program for post-graduates graduate students who would benefit from a year of language or regional studies before beginning their field work.*
8. *Revise the academic calendar to add a January term, which would provide students with increased opportunities for study abroad, field research, and language training.*

Taken together, these recommendations would make Princeton a distinctive leader in the field of regional studies in a manner consistent with our size and mission and in ways that support strong disciplines and important problem-centered research. Undergraduate students would receive an exceptional liberal arts training in the study of global societies, and Princeton would become a leading university in the study of regions critical to the emerging world of the twenty-first century.

Princeton and the Study of World Regions

Regional studies in the United States flourished during the Cold War, largely in response to the need to train experts for America's expanded role in the world. In 1958, in the wake of Sputnik, the U.S. federal government passed the National Defense of Education Act, which aimed at funding the training of American specialists on foreign cultures, politics, economies, and societies and at spurring universities to invest in regional studies. The Ford Foundation similarly established its Foreign Area Fellowship Program (FAFP), investing more than \$270 million in regional studies training and research between 1951 and 1966.² Other foundations followed suit. During this period numerous universities established regional studies programs and departments, as international education expanded as a major enterprise.

Correspondingly, with the end of the Cold War, regional studies has gone into decline. The collapse of the Soviet Union precipitated significant cutbacks in funding, as most foundations (including Ford) ceased subsidizing regional studies programs, the U.S. government scaled back its investment precipitously, and funding for language training and international fieldwork deteriorated. Perhaps just as significantly, with its emphases on inter-disciplinarity and country specialization, regional studies as it materialized during the Cold War came into sharp conflict with developments in the social sciences, where a focus on disciplinary knowledge, quantification, and generalization grew dominant.³ As a result, representation of scholars specializing in the study of contemporary cultures, economies, political institutions, and societies outside the United States has sharply declined within social science departments. For example, one study based on a comparison of large-scale surveys of regional studies scholars in professional regional studies associations conducted in 1991 and 2014 found that the representation of political scientists among those identifying as regional studies specialists had halved over this period.⁴ In economics regional studies specialists are extremely rare, while neither sociology nor anthropology would hire scholars solely on the basis of regional expertise.

It is widely recognized today that regional studies since the end of the Cold War has been in deep crisis, and the model of "area studies" as it was understood during the Cold War (as an interdisciplinary engagement between the humanities and social sciences aimed at a deepened understanding of local cultures and societies) has to a large extent exhausted itself. It is also just as widely recognized that the contextualized knowledge of societies beyond the borders of the United States that regional studies provides is considered vitally important for addressing the challenges that pervade our world and for functioning in a globalized, interdependent environment. In 2013, in a major report on the state of the humanities and social sciences, the American Academy of Arts and Sciences decried what it described as a crisis in American education with regard to the teaching

²David L. Szanton, "The Origin, Nature, and Challenges of Area Studies in the United States," in David L. Szanton, ed., *The Politics of Knowledge: Area Studies and the Disciplines* (Berkeley, CA: University of California Press, 2002), p. 10.

³The humanities, while still embracing a regional studies model in its basic organization, has also subjected regional studies to a critique of "Orientalism"—i.e., the creation of knowledge for the exercise of geopolitical power and from the vantage point of colonial domination.

⁴Laura Adams, "The State of Area Studies: A Survey of Foreign Language and Area Studies Specialists in Higher Education," paper presented at the conference on "The Future of International and Foreign Language Studies: A Research Conference on National Needs and Policy Implications," April 11-13, 2014, The College of William and Mary, Williamsburg, VA.

of international and regional studies and called for a major reinvestment in international education. As the report observed, “Now more than ever the spirit of international cooperation, the promotion of trade and foreign investment, the requirements of international diplomacy, and even the enhancement of national security depend in some measure on an American citizenry trained in humanistic and social scientific disciplines, including languages, transnational studies, moral and political philosophy, global ethics, and international relations.”⁵ A recent survey of 234 current and former senior U.S. policy makers found that policy-makers considered regional studies knowledge—not theoretical works, mathematical models, cross-national studies, or policy analyses—to be the most important contribution that academic social scientists can bring to policy making.⁶ Indeed, as training of regional specialists within the social sciences has declined, the governments of both the United States and Great Britain have noted shortages of expertise on critical regions of the world that have proven problematic for foreign policy-making.⁷ The challenge confronting universities, then, is how to reinvigorate regional studies in ways that are conducive to the needs and purposes of universities in the twenty-first century.

Princeton has a long and distinguished history in the study of international affairs and world regions. Long before the U.S. government began investing heavily in this field, Princeton was actively engaged in the teaching and research of foreign cultures and societies. Like other American universities, its regional studies programs expanded in the 1950s and 1960s, as the United States became globally engaged. Princeton has always sought to promote the value of intercultural education—described by Senator J. William Fulbright as “the ability to see the world as others see it, and to allow the possibility that others may see something we have failed to see, or may see it more accurately.”⁸ This ability has always been understood as a central component of a Princeton liberal arts education.

More recently, Princeton (like many of our peer institutions) has begun to examine critically its approach to international education and to move toward a more thorough engagement with the global community. Motivating this review was the recognition that Princeton must identify new ways to prepare its students to be global citizens in a world more deeply interconnected and within a university more international in character than in any point in history. In an open letter in 2007 entitled *Princeton in the World*, President Shirley Tilghman and then-Provost Christopher Eisgruber called for Princeton to “integrate the national and international domains into a cohesive educational enterprise.”⁹ Since then, Princeton has sought to expand its partnerships with

⁵American Academy of Arts and Sciences Commission on the Humanities and Social Sciences, *The Heart of the Matter* (Cambridge, MA: American Academy of Arts and Sciences, 2013), p. 57.

⁶Paul C. Avey and Michael C. Desch, “What Do Policymakers Want from Us? Results of a Survey of Current and Former Senior National Security Decision Makers,” *International Studies Quarterly* 58, 2 (2014), pp. 227-246.

⁷See Jason Horowitz, “Russia Experts See Thinning Ranks’ Effect on U.S. Policy,” *The New York Times*, March 6, 2014 (at <http://www.nytimes.com/2014/03/07/world/europe/american-experts-on-russia.html>); James Coomarasamy, “UK Struggles with Language of Russian Diplomacy,” *BBC News*, March 16, 2015 (at <http://www.bbc.com/news/world-europe-31856880>); Charles King, “The Decline of International Studies: Why Flying Blind is Dangerous,” *Foreign Affairs* 94, 4 (2015), pp. 88-98.

⁸J. William Fulbright, *The Price of Empire* (New York: Pantheon Books, 1989), p. 217.

⁹Shirley M. Tilghman and Christopher L. Eisgruber, “Princeton in the World,” October 17, 2007 (at <http://www.princeton.edu/reports/globalization-20071017/>).

universities abroad, has promoted new opportunities for students to study abroad, and has opened the Princeton campus to an increased number of foreign visitors.

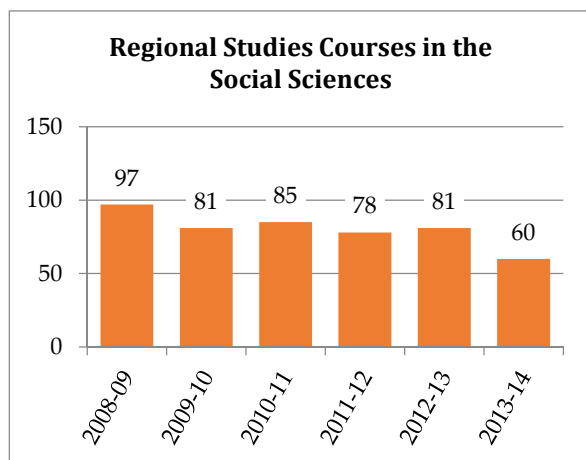
But critical pieces of the internationalization puzzle remain—including (though not limited to) the role of regional studies on campus. We believe that for Princeton to become a leader in internationalization, it needs to reinvent regional studies for the twenty-first century university through what we call the discipline-driven study of world regions within the social sciences. As detailed below, we advocate that Princeton develop a field of regional studies within the social sciences positioned at the cutting edge of social science research rather than one that views itself in opposition to social science methods and theorizing. The recommendations contained within this report adhere to this distinctive approach. As part of the revitalization of regional studies, we also advocate the development of new centers of excellence on world regions of growing importance, deepened collaboration of existing regional studies programs with PIIRS, the provision of new opportunities for students to pursue an integrated program of study that combines study abroad with a multidisciplinary knowledge of global processes, and a technology-driven and collaborative approach to addressing the insufficient diversity of language instruction offered to Princeton students. Taken together, we believe that these measures will exercise a large impact on the internationalization of the University overall.

We believe that Princeton is well-positioned to be a leader in the reinvention of regional studies for the twenty-first century university. Many universities face strong financial and academic constraints in confronting issues such as these. They have grown highly dependent on federal funding for international and regional studies, and this funding has sharply declined in recent years. Princeton has never been a major recipient of federal support for regional studies. Moreover, in contrast to many universities, Princeton's outstanding social science and humanities departments provide a very strong base on which to build the kind of reinvigorated regional studies that we advocate in this report. Thus, we believe that, rather than representing constraints, the decline of federal funding for regional studies and the deterioration of regional studies within social science departments should be seen as representing significant opportunities for Princeton to reposition itself at the very forefront of work in this field.

Priorities and Recommendations

1. Revitalize regional studies at Princeton through a series of incremental joint faculty appointments between the social science departments and PIIRS that would address the decline of regional studies curriculum within the social sciences and would create the leadership necessary for intensifying instructional and research programs in regional studies, expanding study abroad experiences for our students, and deepening partnerships with foreign universities.

As is true at other American universities, Princeton has witnessed a significant decline in regional studies curriculum within the social sciences. As part of our review, we examined trends in non-language regional studies instruction across the University, classifying (with the help of the Registrar and regional studies programs) all courses credited by Princeton that contained at least 50 percent of their content on the study of societies other than the United States and that primarily aimed to promote knowledge of a specific world region. We then classified these courses by division.¹⁰ The data show that while the number of regional studies humanities courses has increased slightly,¹¹ the number of regional studies social science courses has declined significantly. Our data only go back to the 2008-2009 academic year; we suspect that this downward trend would be even more pronounced were the data to be extended further back in time. Moreover, of the regional studies courses classified as Division II (i.e., social science) courses during this six-year period, 38 percent were offered in the History Department (which is formally classified as Division II but substantively cuts across the humanities and social sciences), and another 22 percent were offered in departments outside of Division II. In short, at least 60 percent of the regional studies curriculum in the social sciences currently offered at the University takes place outside of the mainstream social science departments of anthropology, economics, politics, sociology, and the Woodrow Wilson School.



The decline of regional studies instruction within the social sciences at Princeton is a reflection of national trends associated with the professionalization of the social sciences and its

¹⁰History courses were counted as social science courses, since history at Princeton is part of Division II. Cross listed courses (with more than one subject) and courses listed to a regional studies program were reviewed and adjusted based on an examination of the specific course title and description.

¹¹The overall number of regional studies courses offered in the humanities grew from 124 in 2008-2009 to 134 in 2013-2014. By contrast, the number of regional studies courses taught in the social sciences declined from 97 in 2008-2009 to 60 in 2013-2014. In general, the number of humanities courses taught by full-time faculty remained steady over this period. What increased in the humanities, however, was the use of lecturers and visitors to teach regional studies courses. This is not necessarily a positive development. But we see no parallel in the humanities to the sharp decline of regional studies instruction in the social sciences.

concomitant reorientation toward disciplinary knowledge, quantification, and generalization. In particular, the problem inheres in the hiring process within social science departments, where the needs of regional studies programs and concerns for providing regional studies curriculum are not held as high priorities. Demand for such instruction remains high among Princeton students; yet, the social science departments are increasingly unable to meet student interests in these areas, as other foci within these departments take priority over regional studies.

We believe that the decline of regional studies curriculum within social science departments should be a cause for concern, as students want and need opportunities to pursue curriculum on contemporary cultures, economies, political institutions, and societies around the world. Knowledge on such topics is critical to their abilities to function in today's globalized and interdependent world. Students need faculty mentors in order to be able to write senior theses. Moreover, developing opportunities for students to study abroad without providing them with opportunities to gain a deepened understanding on the Princeton campus is equivalent to providing only half an education.

But another major concern that emerges from the decline of regional studies faculty in the social sciences revolves around Princeton's broader goals of internationalization. Internationalization requires leadership, and that leadership is likely to come in significant part from regional studies faculty. It is primarily regional studies faculty who develop global networks and partnerships, lead global seminars, organize study abroad experiences, and mentor students interested in contemporary issues in various regions of the world. In internationalizing, Princeton differs from its peer institutions in that it lacks the professional schools that usually provide much of the leadership for international engagement. At Princeton such leadership comes from regional studies faculty in the humanities and the social sciences. Without cultivating regional studies expertise in the social sciences, Princeton is likely to remain at a significant disadvantage in internationalization relative to its peer institutions. It needs outstanding faculty within the social sciences to provide leadership and direction for its regional studies programs and to furnish the impetus for connecting Princeton with universities abroad. Thus, nurturing regional studies within the social sciences needs to be considered an integral part of Princeton's broader strategy for internationalization.

Any effort to strengthen Princeton's social science curriculum on world regions must start with the process of hiring faculty. Recently, the University has experimented with a novel method of appointment in regional studies that has successfully produced outstanding regional studies hires within the social science departments. Essentially, after the University determines the regional studies priorities for the search, the social science departments have the opportunity to nominate their preferred candidates to PIIRS on a competitive basis. Departments that participate in the search process must commit 0.5 FTE toward the appointment, while PIIRS supplies the other 0.5 FTE.¹² The appointment carries the requirement that, at a minimum, the newly-hired faculty annually teach a regionally-focused undergraduate course in order to provide students with needed regional studies curriculum.

This process was tried for the first time on an experimental basis in 2013-14, resulting in the hiring of Professor Yu Xie, a world-class sociologist and demographer, in the Department of Sociology. A member of the U.S. National Academy of Sciences who built his career on the basis of

¹² As PIIRS has no FTE of its own, its FTE portion has been contributed by the Provost's office.

his methodological contributions, Yu Xie is now engaged in full-time research and teaching on his native China and is involved in extensive collaboration with Chinese scholars. As part of his hiring, he is establishing a new interdisciplinary Center for Contemporary China (CCC) under the auspices of PIIRS that will function as a focal point for the development of China-related research and instruction in the social sciences at Princeton and will thicken Princeton's activities in China. CCC will host a number of visitors from China each year, coordinate a series of events on contemporary Chinese society, work with students interested in studying Chinese society, offer a global seminar annually for Princeton undergraduates in China, and act as a catalyst for faculty appointments in the social science departments and course offerings in the social sciences on contemporary China. In short, Yu Xie's hiring is a transformative event for the study of contemporary China within the social sciences on the Princeton campus. It is a tremendous success-story, and it demonstrates the enormous possibilities that a discipline-driven approach to developing regional studies within the social sciences can provide.

Our Task Force spoke with the chairs of all four social science departments about this novel regional studies hiring process. The discussion indicated general support within the social science departments for the process. As one department chair observed, "From the department's perspective it works well. It has been seen as a pretty good opportunity for us." As another noted, "The department is on board. It sees this as an opportunity. This would not have been the case some years back. It has been working well for us." As a third stated, "The first appointment was easy, because [the candidate] was just such a top sociologist." At the same time, the chairs' discussion brought to the fore a sense of opportunity-cost considerations that eventually could affect use of this model. Departments have multiple priorities, and part of the student demand for regional studies courses comes not from a department's majors but from outside the department. Some see the 0.5 FTE contribution from departments as required evidence of departmental commitment. But opportunity costs in departments are such that a lesser contribution would not ipso facto signal lesser commitment on the part of a department. In the end, no department would appoint someone whom its faculty members deem to be below the high Princeton bar. We strongly suspect that there is a limit to the number of times a department will be willing to devote .5 FTE to a hire in an area that is not one of its priorities, so that there is a need to reduce departmental opportunity costs to make this model sustainable in the long run.

Thus, one of the central recommendations of this report is to ***expand the number of jointly-appointed faculty between PIIRS and the social science departments. The Task Force recommends that Princeton pursue opportunities to raise funding in support of a series of new joint faculty appointments that should aim at implementing a discipline-driven model of regional studies within the social sciences.*** New faculty appointments should be the cornerstone of a strategy for revitalizing regional studies within the social sciences at Princeton, positioning Princeton as a leader in the discipline-driven study of world regions within the social sciences and creating new leaders within the social sciences for Princeton's internationalization. In addition to providing needed regional studies curriculum on campus, these new faculty appointments should be accompanied by a series of research initiatives, global seminars, and partnerships with foreign universities that will thicken Princeton's internationalization with regard to specific regions of the world.

Ideally, the funding for these appointments should be connected to a naming gift for PIIRS. This would be consistent with the practice at most of our peer institutions, where named institutes

such as the McMillan Center (Yale), the Weatherhead Center (Harvard), the Freeman-Spogli Institute (Stanford), or the Watson Institute (Brown) function as coordinating centers for international and regional studies at their respective universities. Such a package gift could provide seed funding for a series of new faculty appointments aimed at transforming regional studies in the social sciences at Princeton and developing faculty leadership that will have a significant impact on Princeton's internationalization. Alternatively, such gifts could be raised separately with regard to particular regions of the world with the goal of revitalizing social science curriculum and fostering internationalization in those areas specifically.

As for cost-sharing with the departments involved in these appointments, the Task Force recommends that departments that have already made one appointment at 0.5 FTE be allowed to make a second appointment at less than that, with cost-sharing possibilities other than 50-50. It is imperative that new regional studies appointments in the social sciences not substitute for existing strength in the social science departments, but rather complement and augment those strengths. Unlike the humanities, the social sciences as a whole have not been directly represented within the strategic task force framework that the University is currently undertaking. Our advocacy of improving the representation of regional studies within the social sciences should not be interpreted as a substitute for maintaining Princeton's outstanding strength in the social sciences or be used as an opportunity to overlook the basic needs of the social science departments. Princeton's social science departments are one of the University's true gems, and only by maintaining the strength of other fundamental areas within these departments can a discipline-driven strategy of building regional studies succeed. Moreover, if social science departments believe that there is a direct trade-off between hiring faculty working in other areas of social science and hiring outstanding social scientists working in regional studies, it would undermine the legitimacy of any new regional studies appointments within the social science departments. Thus, ***maintaining the high quality of Princeton's social science departments must go hand-in-hand with addressing the representation of regional studies within the social sciences.*** New regional studies appointments should be primarily based on incremental resources from fundraising rather than diversions from existing resources.

Whatever the precise configuration of departmental contributions, in the case of a departure of a jointly appointed faculty member, the PIIRS FTE portion should revert back fully to PIIRS. While the Task Force believes the bulk of attention should be devoted to hiring tenured faculty in the early stages of their careers, we recommend that consideration also be given to junior appointments. The Task Force also believes that in cases in which more than one department has identified a suitable candidate from the point of view of PIIRS, that more than one appointment in a given year be considered, assuming that the University foresaw further FTE commitments in the future.

2. Build distinctive centers of excellence at the University in the study of contemporary China, India, and Brazil, positioning Princeton as one of the world's leading universities for the study of these three emerging powers within the global order.

All regions of the world are important, and in an ideal world Princeton students would have the opportunity to learn about all countries. Obviously, no university is able to achieve this ideal.

Most major universities develop distinctive areas of strength on particular regions or countries of the world, even while ensuring opportunities for students to learn about most major world areas.

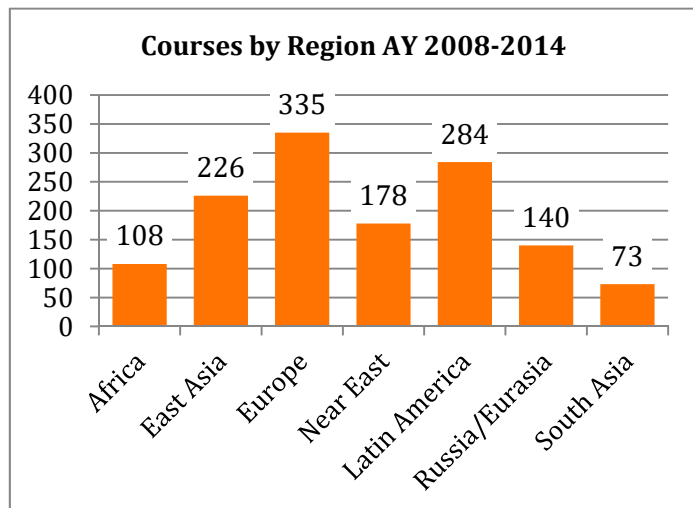
In some cases the choices for significant investment made by universities have been haphazard, depending on historical accident or the simple presence of an interested donor. In other cases, the priorities of the U.S. government have held sway, as the prospect of Department of Education Title VI funding has stimulated university funding in hopes of obtaining federal grants. But there are a number of reasons why such an approach can have major drawbacks. Depending solely on donor interest can produce a motley set of programs and run the risk of creating programs that are connected poorly with established disciplinary departments. Moreover, government financial backing for regional studies programs at universities has been significantly cut in recent years and is no longer the stimulus it once was for university investment.

If Princeton should focus its energies on particular countries or world regions, then to which countries or regions should it devote new resources? What criteria should the University use in identifying countries or regions of high priority need meriting special investment?

First, the Task Force believes that while the University needs to build distinctive areas of strength, ***Princeton also needs to maintain an eclectic infrastructure in regional studies.*** Like its peer institutions, Princeton should continue to offer instruction on most regions of the world and must continue to invest to ensure the diversity of its regional studies offerings. For example, the University should continue to develop its faculty and curriculum in the study of Africa, where there is significant student demand, in order to provide students with a broad set of opportunities for learning about this world region. The same can be said about other regions of the world such as the Middle East and Russia, East Europe, and Eurasia. A good case could be made--based on student interest, intellectual merit, or current events-- to invest further in the study of each of these regions, given their importance. Some level of opportunity for study needs to be provided for Princeton students on Southeast Asia—an important area of the world that has been completely ignored at the University. Moreover, the University already has mounted several special initiatives in regional studies--the Seeger Center for Hellenic Studies, the Institute for the Transregional Study of the Contemporary Middle East, North Africa and Central Asia, and the Sharmin and Bijan Mossavar-Rahmani Center for Iran and Persian Gulf Studies being three examples.

Second, the Task Force believes that ***Princeton should avoid adding new regional centers that cannot easily connect with disciplinary departments—particularly, with the social sciences.*** The consequence of a disconnect with disciplinary departments is that courses on the region do not get taught, undergraduates do not become interested in the region in significant numbers, study abroad opportunities (which are faculty-driven) are constricted, and doctoral students on the region are not likely to be trained. If a regional studies center has little chance of gaining faculty appointments in disciplinary departments, it will likely be reduced to bringing in visitors to the University in order to supply curriculum. Such a center may generate activity. But its connection to the University and to undergraduate students will be tenuous. By this criterion, the University should seek gifts in areas where there is likely to be significant disciplinary attention and talent.

Third, *Princeton should, whenever possible, continue to build upon its existing areas of strength.* Our review of the Princeton regional studies curriculum and faculty shows that Princeton already has significant depth on three major regions of the world: East Asia, Latin America, and Europe. As can be seen in the figure here, these are regions on which Princeton offers the largest number of courses for its students. As detailed further in a subsequent section of this report, European Studies at Princeton is divided among several programs and needs to be consolidated prior to any consideration for new investment. East Asian Studies and Latin American Studies, however, provide strong bases for further development, though as will be evident below, we advocate concentrating special investment on countries of particular importance within these regions rather than on these regions as a whole.



Finally, the Task Force believes that *some countries of the world demand special attention from the University.* All countries of the world are important. But in today's world some countries are simply too important to be ignored by the University, and Princeton must consider ways of ensuring that its students are exposed to a deepened knowledge of the politics, economics, history, and cultures of these societies. The world of the twenty-first century is significantly different from that of the twentieth century, when regional studies first developed nationally and on the Princeton campus. We no longer live in a bipolar or unipolar world, but rather in a multipolar global order in which power has drifted away from Europe and North America toward a series of new emerging actors. The nature of the global economy has shifted dramatically, as new centers of economic activity have developed. And states have come to confront challenges by transnational forces beyond their control. The very nature of region has shifted. Princeton needs to ensure that our students are prepared to function as productive and informed citizens within this emerging world, and these needs should help to guide University fund-raising activities within regional studies.

By these criteria, *the Task Force believes that three countries stand out and merit special attention from the University: China, India, and Brazil.* All three have emerged on the twenty-first century world stage as major economic and international actors. Taken together, these three countries represent 40 percent of the world's population and over a quarter of world GDP—proportions that will likely continue to grow in future decades. Princeton already recognizes the importance of these three countries in a variety of ways. For example, China, India and Brazil constitute three of the five locations for the Bridge Year Program for newly admitted undergraduates. Princeton has established a small center in Beijing, and University of Sao Paulo is one of our key strategic partners. Rather than focus on building strengths across entire world regions per se, Princeton should focus development efforts on building strength with respect to these three countries specifically. In doing so, these efforts will strengthen their respective regional studies programs and provide the basis for creating distinctive niches of excellence.

Below, we provide a more detailed justification for why Princeton should aim to build distinctive strength on each of these countries specifically. This should involve making additional faculty appointments (particularly though not exclusively within the social science departments), as well as establishing endowed centers when possible to spearhead the development of work on these countries, promoting research and undergraduate learning, running regular global seminars, and supporting visitors to the Princeton campus.

China

China is the second largest economy in the world after the United States and the world's most populous country. Its importance as a rising international power is well established. Yet, despite the strengths of Princeton's East Asian Studies Program, only a few years ago Princeton had only one specialist on contemporary China among its entire social science faculty. The hiring of Yu Xie as the first jointly-appointed faculty member within PIIRS has begun to remedy this situation. The creation of a new Center on Contemporary China (CCC) within PIIRS in connection with Yu Xie's appointment is an exciting opportunity for Princeton to become one of the premier universities for the study of China in the social sciences. Indeed, CCC represents an excellent model for how Princeton can develop its distinctive approach to the study of world regions within the social sciences. It is an approach that grounds the study of contemporary China in the empirical methods and theories of the social sciences, with a strong orientation toward quantitative research. Yu Xie and his colleagues will foster international collaboration with leading institutions in greater China, thereby extending Princeton's reach and presence in China. CCC will also play an active role in fostering undergraduate work on China, regularly offering a PIIRS summer global seminar in China and thickening Princeton's undergraduate curriculum on contemporary China. We expect that CCC will transform the study of contemporary China on the Princeton campus. ***Princeton needs to fulfill the remaining commitments necessary to establish CCC, including the appointment of several additional faculty lines on China within the social science departments and the establishment of a postdoctoral fellowship program at CCC.***

India

By 2022 India is projected to overtake China as the world's most populous country. Currently, India is the seventh largest economy in the world (after France), at 7 percent of global GDP, but given current rates of growth projections indicate that in the coming decades India will become the third largest economy in the world, with some projections having India overtaking the United States by 2050 as the second largest economy, after China.¹³ India has emerged as a global world player--a role that will only continue to grow in the coming years. For a long time India was ignored at Princeton. Although Princeton has long offered courses on India, our South Asian Studies Program was only established in 2007, and undergraduate course offerings in South Asia significantly lag behind those on other world regions. But India's growing role in the world is too important to ignore any longer. Developing knowledge about India among our undergraduates is

¹³The Economist Intelligence Unit, *Long-Term Macroeconomic Forecasts: Key Trends to 2050* (London, UK: The Economist, 2015); PricewaterhouseCoopers, "The World in 2050: Will the Shift in Global Economic Power Continue," report published in February 2015 (at <http://www.pwc.com/gx/en/issues/the-economy/assets/world-in-2050-february-2015.pdf>).

critical for their ability to become leaders within the emerging global order of the twenty-first century.

Even now, undergraduate demand for courses on India currently outpaces the University's ability to supply such instruction. There are reasons to believe this pattern will continue, not only because of the growing importance of India in the coming decades, but also because of the growth of heritage South Asian students among our undergraduates (New Jersey has the largest South Asian diaspora in the U.S.) and the exposure to Indian culture and society provided by our Bridge Year Program.¹⁴ While the study of India is currently not one of the existing strengths of the University, a forward-looking strategy must rank building distinctive strength on India as a priority. Thus, ***Princeton should seek to establish a center for the study of contemporary India. The center should include funding for a series of new faculty positions aimed at building faculty leadership and improving the University's curriculum in this area, establish a regular global seminar in India, and develop strategic partnerships with Indian universities to provide Princeton with a base for ties in the region.***

Brazil

Brazil is the fifth largest country in the world in terms of population and the eighth largest economy (after India), at about 4 percent of world GDP. The Brazilian economy currently constitutes 47 percent of all economic activity in South America as a whole, and by 2050 Brazil is projected to become the fifth largest economy in the world.¹⁵ Thus, Brazil has already emerged as a major player on the world scene.

Just as important, an investment in Brazilian Studies would build upon existing university strengths at the University. Princeton already has an unusual concentration of faculty focused on Brazil. It has a strategic partnership with University of Sao Paulo that has functioned well and has established strong connections. The University has intermittently offered a summer global seminar in Brazil, the Spanish and Portuguese Department runs a regular summer language program "Princeton in Brazil," and the current PLAS certificate includes a track for Brazilian Studies. PLAS is one of the strongest of our existing regional studies programs. It already has a considerable endowment, and its leadership believes that two areas--Brazil and Cuba—should constitute its main foci for future growth. With a modest additional investment, Princeton could become the major university for the study of Brazil in the United States. Most of Princeton's expertise on Brazil lies within the humanities, and there is a need to thicken social science offerings if Brazilian Studies were to become a focus for distinction. Thus, ***the Task Force recommends that the University encourage the further consolidation of Brazilian Studies through the creation of a center and development of an endowment for Brazilian Studies that would foster appointments on Brazil within the social science departments and fund Brazil-related activities.***

¹⁴In the Task Force's conversations with members of the East Asian Studies Program, we were told that building strength in the study of India could also strengthen the University's East Asian Studies Program, given the synergies that many program members perceive between East Asian Studies and South Asian Studies.

¹⁵More recently Brazilian economic growth has slowed, with the policies of the Rousseff government raising doubts about projections for future growth.

3. Further strengthen regional studies programs at the University by making all regional studies program on campus member-programs of PIIRS and by consolidating existing European Studies programs into a single European Studies program.

The Task Force believes that the functioning of international and regional studies at Princeton could be improved through further integration and consolidation of programs. All regional studies programs on the Princeton campus would benefit from deepened collaboration under the umbrella of PIIRS, even while maintaining their programmatic and budgetary independence. We also believe that remedying the fragmentation of European Studies at Princeton is critical if European Studies is to develop further in the future.

PIIRS was formed on the basis of a merger of two longstanding units on campus – the Center of International Studies and the Council on Regional Studies in 2003. At that time, the Council on Regional Studies consisted of representatives from seven programs: African Studies, East Asian Studies, European Politics and Societies, Hellenic Studies, Latin American Studies, Near Eastern Studies, and Russian and Eurasian Studies.

One of the key purposes for the formation of PIIRS was to create a center for integration and development of international and regional studies across the entirety of the campus. But a fundamental ambiguity emerged upon its creation. Not all regional studies programs were placed under the umbrella of PIIRS—only those without their own significant endowed resources. Thus, African Studies, Russian and Eurasian Studies, and European Politics and Society were placed under PIIRS because PIIRS provided staff support for these programs.¹⁶ However, the most substantially developed regional studies programs on campus—East Asian Studies, Latin American Studies, Hellenic Studies, and Near Eastern Studies—remained formally outside of the PIIRS structure. The reason for the decision by these programs to remain outside of PIIRS largely boiled down to the fear that PIIRS might potentially gain control over these programs’ endowments or impinge upon their programmatic independence.

In short, when it came into being, PIIRS did not formally represent the whole of regional studies at Princeton, even though it bore responsibility for the development of regional studies across campus. Despite this structural anomaly, PIIRS has attempted to function as a site for integration and support for all of Princeton’s regional studies programs, irrespective of whether a program is administered directly by PIIRS staff or is administered by staff supported by separately endowed funds. It has closely collaborated with programs that have independent endowments to fund graduate student research and language training every year (For summer 2015, for example, PIIRS co-funded 77 graduate students working in East Asian Studies, Hellenic Studies, Latin American Studies, and Near Eastern Studies). PIIRS has fostered a number of research initiatives on these regions of the world under PIIRS (including PIIRS’ new Center for Contemporary China and its Workshop on Arab Political Development). Some of its jointly-appointed faculty with the social science departments are specialists on these regions. PIIRS hosts visiting fellows working on these world regions. It offers global seminars and funds undergraduate research dealing with each of these world regions. On its own initiative PIIRS has provided information on its website concerning the events offered by these regional programs and advertised their regional studies certificate programs by putting together a pamphlet about regional studies certificates on the Princeton campus that is sent to all incoming freshmen.

¹⁶ A South Asian Studies Program was later created under PIIRS in 2008.

The Task Force believes that PIIRS can and should play an even greater role in supporting and integrating regional studies programs across campus and in publicizing the richness of Princeton's programs in these areas—both to the Princeton community and to the world. Further integration under PIIRS would improve the flow of information across regional studies programs, allow greater visibility of program activities across campus, and provide opportunities for greater coordination and cooperation, collection of information, and improved understanding of trends across campus in regional studies. Further integration is also important for the development of PIIRS so that it functions as an institute of all regional programs rather than an institution of only a few regional studies programs—that it consists not only of those programs that lack endowment, but of all regional studies programs on campus. In its current configuration PIIRS is perceived as simply a conglomeration of Princeton's "market failures" among regional studies programs (i.e., those programs that have not yet attracted significant endowments). All of the international studies institutes at our peer universities represent the entirety of regional studies programs on their campuses; the same should be the case at Princeton as well.

Thus, the Task Force recommends that ***all regional studies programs on campus should be member-programs of PIIRS, irrespective of funding source.*** In practice, this will change little in the day-to-day operation of these programs; they will continue to run their own affairs and control their own budgets and endowments (as is also true for the regional studies programs that are administered by PIIRS staff). And they would continue to retain their existing ties with other departments and centers (such as the Humanities Council). But by having all programs formally affiliated with PIIRS, it opens up possibilities for further collaboration, presents opportunities to utilize Princeton's resources in regional studies more effectively, and provides the potential to publicize better Princeton's outstanding work in this area. As part of its deliberations, the Task Force spoke with the directors of the East Asian Studies, Latin American Studies, and Near Eastern Studies programs about the possibility of their programs becoming member-programs of PIIRS. In general, the response was positive, and we expect discussion around this issue to continue during the 2015-16 academic year.

Princeton currently has three pan-European Studies programs: the European Politics and Societies (EPS) Program, functioning under PIIRS; the European Cultural Studies (ECS) Program, functioning under the Humanities Council; and a European Union Program (EUP), functioning under PIIRS as part of the European Politics and Societies Program. There are also numerous other, more narrowly focused European programs on campus (Hellenic Studies, Irish Studies, Italian Studies, Medieval Studies, Renaissance Studies, etc.). The main division is between the humanities and the social sciences—i.e., between the EPS Program and the ECS Program. ECS was established in 1975 on the joint initiative of faculty from History, Comparative Literature, Romance Languages and Literatures, Politics, and Architecture and Urban Planning. The program has a humanities orientation, with the goals of deepening students' understanding of European civilization and strengthening their command of cultural interpretation. As the program's website notes, the program focuses on "the ways in which European societies, past and present, order reality, make sense of life, and communicate meaning." ECS has minimal financial resources and a small FTE budget provided to it by the Humanities Council to staff a curriculum of basic courses. EPS was created in the late 1990s with a specific focus on history and social science and an emphasis on contemporary Europe. It receives significant financial support (\$85 thousand per year) and staffing from PIIRS. Both ECS and EPS have separate certificate degree programs.

Thus, European Studies at Princeton remains fragmented and lacks an intellectual center to coordinate and consolidate the University's efforts on the region, encourage interdisciplinary

research and teaching, and enhance opportunities for graduate study and exchange. The fragmentation of European Studies at Princeton places Princeton at a significant disadvantage in this field compared with a number of our peer institutions, where consolidated European Studies programs exist.¹⁷ Princeton has outstanding faculty resources on this region. But essentially there is no whole to represent the sum of the parts, to the detriment of Princeton's reputation in this field. Moreover, the parts themselves could be enhanced through further consolidation and cooperation.

Indeed, the University has long hoped to broker a consolidation of its European Studies programs. Both EPS and ECS have evinced a desire to pursue some form of consolidation. The Middle States accreditation report in 2014 recommended the creation of "an administrative unit—whether a Center, Institute, or Program—in European Studies that would integrate existing programs on that region and provide a forum and support for interdisciplinary exchange, research, and curriculum development." Our Task Force recommendations in this respect are an attempt to follow through on those of the Middle States report.

The Task Force recommends the creation of a consolidated European Studies Program that would offer two undergraduate certificates—one in European Cultural Studies, and one in European Politics and Societies. A consolidated program would act as bridge across divisional lines, represent European Studies for the whole of Princeton, and open up possibilities for teaching, graduate student training, and thickened intellectual exchange on a variety of European-related issues. While maintaining their existing resources from PIIRS and the Humanities Council, the new program would receive some modest additional financial resources for programming from PIIRS, and potentially further investment from the University once the consolidated program had proven itself.

In our conversations with EPS and ECS, concerns were expressed about the idea of a consolidated program that would eliminate the distinct physiognomies of each existing program. ECS and EPS faculty are enthusiastic about an integration of the two programs, initially as a unit that would permit a series of joint activities--teaching, workshops, conferences, research groups--while maintaining the distinct profile of each program. Both ECS and EPS have expressed an interest in working towards the creation of a Center of European Studies that would serve as the intellectual and academic home for the study of Europe at Princeton and would provide an administrative unit for the coordination of activities with European academic institutions. In the meantime, they envisage a more modest joined entity. If such an approach is to work, the first stage would have to involve minimal additional administrative resources. The Task Force believes that there are distinct disadvantages to any arrangement that would reinforce existing divisions within an already fragmented field or create an additional layer of bureaucracy on top of existing programs. At this point, the University needs to continue the conversations in order to work out the details of consolidation, on whatever basis consolidation might be possible.

¹⁷For example, Stanford has a Europe Center, Yale has a European Studies Council, and Harvard has the Minda de Ginzburg Center for European Studies.

4. Experiment with other modes of appointment for enhancing regional studies curriculum, such as providing PIIRS with a small amount of flexible FTE and the appointment of distinguished practitioners.

The Task Force considered other possible vehicles for providing needed regional studies curriculum on contemporary cultures, economies, political institutions, and societies at the University. ***We recommend that in rare cases an attempt be made to pursue distinguished practitioner appointments on a cost-sharing basis.*** Princeton has had occasional examples of successful appointments of distinguished practitioners. But it is often difficult to find distinguished practitioners who are also good teachers, and the number of distinguished practitioners who could staff such appointments is small. The Woodrow Wilson School (WWS) faculty is inclined to keep the number of such appointments limited, and whether there would be a natural home for such people outside WWS is doubtful. Within this limited band, it remains to be seen whether more distinguished practitioner appointments could be increased by cost-sharing with PIIRS. Quality control and high-level regional expertise, however, are issues that would have to be confronted. Still, ***we recommend that this mechanism be tested by PIIRS on a trial basis in a joint appointment process.***

After careful consideration, the Task Force recommends against the use of visiting faculty appointments (even multi-year arrangements) or the use of post-doctoral appointments to provide needed regional studies curriculum. Visiting faculty appointments often entail high administrative costs while generating limited benefits. Individual programs have found success in singular cases. But this might be a mechanism best left to individual programs or departments. Hiring teaching postdocs for one year is undesirable, while trying to secure their presence at Princeton for more than one-year would likely be undercut by the fact that the quality people Princeton would want to hire are capable of securing permanent positions elsewhere before their Princeton terms would be up, producing turnover. Unlike the Society of Fellows, regional studies lacks a structure such as HUM 216-17 and HUM 218-19 for integrating teaching postdocs with ladder faculty.

However, ***we believe that there is a need to provide PIIRS with some small amount of flexible FTE that would allow regional studies programs to buy out the time of faculty from departments for teaching introductory or capstone courses offered by regional studies programs.*** The absence of any ability to buy off faculty time from departments was repeatedly brought up by chairs of regional studies programs as a significant obstacle to their ability to offer necessary curriculum to their students, such as introductory or capstone courses for their certificate programs. Departments are reluctant to part with faculty teaching time for the sake of interdisciplinary programs without receiving some kind of FTE compensation. Programs should have the ability to provide such curriculum, and without having access to some fractional amount of FTE, this becomes very difficult. Moreover, there is precedence for such a practice. Currently, the European Cultural Studies (ECS) Program receives a small FTE budget provided to it by the Humanities Council in order to staff its basic courses. This proposal would involve a similar mechanism, spreading fractions of FTE more widely among regional studies programs on a competitive, need basis. We believe that allocating 1.0 to 1.5 FTE to PIIRS and allowing regional studies programs to apply to PIIRS to use a fraction of this FTE to buy faculty time from departments for staffing needed regional studies offerings would be a rational use of University resources and would play a significant role in enhancing regional studies certificate programs.

5. Consider the development of an international studies certificate that would integrate multiple study abroad experiences with knowledge of key global issues and processes from the vantage point of multiple disciplines and world regions.

Undergraduate interest in international and regional studies is strong, reflected both in the demand for regional studies courses and for study abroad experiences. Yet, some students wish to gain an international knowledge without specializing in a specific world region or to gain knowledge from the vantage point of multiple world regions.

Many of our peer universities (e.g. Stanford, Yale, Chicago) have established international studies or international relations majors, combining interdisciplinary coursework with requirements in language and study abroad experience. We do not believe that a separate international studies undergraduate major is the right solution for Princeton, as it would draw students away from developing a disciplinary expertise and would unnecessarily duplicate aspects of a Woodrow Wilson major. We believe that Princeton students would benefit more by adding international and regional studies expertise to an existing disciplinary major than by watering down their disciplinary knowledge through a separate international studies major. This is the approach by and large that the University has taken with its regional studies certificate programs, which provide courses and experiences that complement disciplinary knowledge.

The Task Force believes, however, that there would be merit in considering the development of an international studies certificate (though opinions are divided on the matter). Initial discussions with the PIIRS Executive Committee on the topic also elicited a range of opinions. Properly designed, an international studies certificate would provide undergraduates with the foundation necessary for a critical examination of world issues, integrate study abroad with on-campus learning, and complement existing regional studies specializations or provide a broadened international perspective for students in disciplinary departments where the opportunity to be exposed to these issues is limited. By some accounts, an international studies certificate should not aim to foster specialization in any single world region, but rather to instill a broad global perspective among students, combining multiple levels of study abroad experiences with knowledge of global issues from the vantage point of multiple disciplines and world regions. The purpose of such a certificate would be to expose students to the variety of global issues that are likely to dominate their lives after graduation. An international studies certificate of this sort could appeal to students from a wide variety of majors, but it would particularly aim to target students in the humanities, engineering, and the sciences with an interest in international affairs. By exposing students to a range of knowledge about important international issues without requiring the commitment of a major, an international studies certificate would fill a critical gap not currently filled by any other University program and would serve to stimulate some students to internationalize their course of study further.

What might an international studies certificate look like? The design of such a curriculum should be left to those who would oversee such a program. But we could imagine such a certificate might require students to have completed at least two of the following significant international experiences:¹⁸ a global seminar; a summer language program abroad; a semester abroad or a year

¹⁸We are aware of the longtime proposal that has been discussed in CTR about providing some recognition to students on their transcripts for having completed a significant international experience as a way of

study-abroad program (the latter might count as two experiences toward the requirement); or an international internship. It might also require language study beyond the normal University requirement, a senior thesis focused on an international studies topic that involves research abroad, and at least four approved courses focused on global or comparative topics such as international development, international refugees, international migration, international law, international relations, globalization, human rights, the politics of global climate change, international energy policy, etc. (An alternative option, discussed as well by the Task Force, would involve exposure to regional studies courses outside any other area of regional concentration). If the certificate were carried out under the auspices of PIIRS, a number of these courses could be taught by PIIRS jointly-appointed faculty (including, perhaps, a required capstone course) or could connect to curriculum offered in a PIIRS research community. PIIRS could also provide funding and mentoring for senior thesis research abroad for students in the certificate program, as it currently does with its Undergraduate Fellows program.

Some members of our Task Force object to the notion of an international studies certificate because they question whether an international studies certificate signals anything meaningful about investment in a specific set of knowledge. Indeed, the purpose of an international studies certificate would not be to produce specialists, but rather to overcome tendencies among Princeton students toward overspecialization and to provide a broadening of perspectives. Others believe that there are simply too many certificates on campus and that the addition of one more will only add to the confusion.

Still others believe that an international studies certificate would be too similar to what is offered for Woodrow Wilson School majors and would compete with the Woodrow Wilson School major. Currently, there is no certificate program on campus that fills this niche. The Woodrow Wilson School major includes a cross-cultural field experience requirement that can be satisfied either by a study-abroad experience or internship in the U.S. It also requires one course of language study beyond what the University typically requires, courses in microeconomics, politics, sociology or psychology, science policy, and ethics, as well as four additional electives. It represents a commitment far beyond that of an international studies certificate. Half of Woodrow Wilson majors currently choose to concentrate on international issues, and Woodrow Wilson majors can fulfill the requirements of the major without significant exposure to internationally-focused topics. An international studies certificate would focus on providing students with a broad exposure to international issues and would be much more modest in scope than a Woodrow Wilson School major. As imagined above, it would require more study-abroad than a Woodrow Wilson major currently does, and it would require senior thesis research abroad. An international studies certificate would not necessarily draw students away from a Woodrow Wilson major (and indeed, could be designed in ways that would exclude that possibility) and would rather be attractive to students in other parts of the University who want to complement their education with knowledge of contemporary international issues. But concerns about potential overlap with Woodrow Wilson would need to be addressed in the design of any international studies certificate program. The Woodrow Wilson School previously had a certificate program for students who were not Woodrow Wilson School majors; prospective students had to apply to that program in their sophomore year, take a policy seminar, and fulfill a number of courses in the Woodrow Wilson School. That program

stimulating student interest in study-abroad. An international studies certificate would not contradict or be in competition with such a development.

attracted a small number of students and was eliminated at the time of the reform of the Woodrow Wilson School undergraduate program. The Woodrow Wilson School currently offers undergraduate certificates in Global Health and Health Policy and in Urban Studies.

Also, any international studies certificate should not serve as a substitute for existing regional studies certificates, but as a complement to them. One could easily imagine that students obtaining a regional studies specialization (or who are majors within a humanities-based literature department) might combine a regional studies training with an international studies certificate to broaden their international perspectives. If regional studies courses were included in a portion of the courses that could be used to satisfy international studies certificate requirements, the program should be designed so that this curriculum were necessarily outside the area represented by any other certificate or major acquired by the student.

The recommendation of the Task Force is for the University to consider mounting such a program. Given the disagreements that exist over an international studies certificate, a decision should not be taken lightly or quickly. PIIRS would be a logical location for such a program in view of its role as an interdisciplinary center for international and regional studies. If it were to be mounted in PIIRS, an international studies certificate program would be dependent upon new joint hires between PIIRS and the social science departments, since it is likely that these faculty would bear primary responsibility for designing and running such a program.

6. Build unique strength in “shared classroom” language pedagogy in order to diversify the language-learning opportunities and establish a working group to make recommendations concerning the oversight and administration of language training across campus.

Language knowledge is essential for any serious engagement with foreign cultures. Yet, as our investigations show, Princeton offers fewer language learning opportunities than almost all of its peer institutions. Princeton currently offers instruction in 24 foreign languages. This is a fraction of the languages offered at Stanford (44), Columbia (48), Cornell (50), Penn (56), Yale (57), and Harvard (70). In particular, minimal instruction at Princeton is available in South Asian and African languages, presenting limited opportunities for students wanting to work on these world regions and making it particularly difficult to develop these regional studies programs. Southeast Asian languages are completely ignored at the University. These also happen to be the world regions for which Princeton has no language and literature departments. Clearly, universities must be strategic in investing in language instruction. But to meet the needs of internationalization, the University must expand the variety of its language offerings.

Three challenges arise in addressing the issue of the diversity of language instruction at any university: 1) the sheer number of languages that potentially could be taught and the need to staff those languages to be able to offer instruction at a reasonable level of proficiency; 2) the volatility in demand for any given “less commonly taught” language from year to year; and 3) ensuring the quality of language instruction in those “less commonly taught” languages offered.

Many of our peer institutions have attempted to address the first of these issues by identifying, hiring, and providing administrative oversight for instructors in a wide variety of languages. But it is not practical for Princeton to gain significant diversification of its language instruction by hiring large numbers of new language instructors. Given that many of Princeton’s critical gaps occur in

South Asian, African, and Southeast Asian languages, where Princeton has no language and literature departments, it is doubtful that Princeton, in its current administrative setup, could provide sufficient administrative oversight for instructors in these areas, even if it did decide to hire additional instructors.

There are multiple reasons why Princeton should consider broader reforms to the ways in which it oversees and administers language instruction at the University. For one thing, there are many languages that do not fit into the existing departmental structure. For example, in addition to languages of Africa, South Asia, and Southeast Asia, there is no department that is currently willing to house the teaching of Modern Greek, hindering the further development of Princeton's Hellenic Studies Program. For languages of Africa and South Asia, these are currently administered out of PIIRS, which is not set up to function as an overseer of language programs. Moreover, in many literature departments faculty rarely teach language classes (the key exception here is Classics, where faculty regularly teach language), as language teaching is widely considered to hold lesser status than teaching literature. The recent establishment of Princeton's Center for Language Study was a first step toward thinking about these issues. But many issues surrounding language instruction at the University remain unresolved. Some universities (Stanford, for example) have taken more radical steps, removing language instruction entirely from their literature departments in an effort to address better the language training needs of their students. It is beyond the competence of our Task Force to suggest how Princeton should be handling these issues, and there are many voices that would need to be part of such a conversation. Nevertheless, given the importance of these problems to Princeton's regional studies programs and to Princeton's internationalization, ***the Task Force recommends that the University establish a working group to make recommendations concerning the oversight and administration of language training across campus.***

Many of our peer institutions are struggling with the issue of the volatility of demand for "less-commonly-taught languages," in that they often cannot afford to maintain the level of staffing in which they have invested in the face of unpredictable demand from semester to semester. In contrast to Princeton, which has invested in a smaller language infrastructure, our peers face a constant struggle finding sufficient numbers of students in their "less commonly taught" language classes to justify the investment. Moreover, in many cases our peer institutions are failing to ensure high quality instruction in meeting the language needs of those students interested in learning less commonly taught languages. Instructors in the "less commonly taught" languages often have little language instruction training, lack adequate instructional materials, or utilize inappropriate instructional techniques.

The Task Force believes that Princeton has an opportunity to set itself apart from peer institutions by becoming a leader in "shared classroom" language technology. We believe that this can be accomplished by pursuing a consortial arrangement with peer universities, coordinating instructional offerings with them, investing in and utilizing state-of-the-art shared language classrooms, and providing rigorous training in language instruction to the native speakers engaged in using these technologies to teach these languages to our students. In this kind of arrangement, a small number of students at Princeton would "share" the instruction provided in the classroom of another institution by means of a streaming video/audio feed in real time – while Princeton and its partner institution would share the instructional and technical costs. We believe that this would be a cost-effective and pedagogically sound approach to providing the diversity in language offerings

that Princeton students deserve. Thus, rather than hiring many additional instructional staff to teach what would most likely be very small classes on the Princeton campus, ***the Task Force recommends that Princeton make use of shared language learning, allowing language learners in a well-equipped classroom at Princeton to take part in real-time language instruction offered at another institution through telecollaboration.***

For example, a partnership with the University of Pennsylvania's Language Center would give Princeton more or less instant access to a long list of languages that Princeton does not currently offer (especially, South Asian and African languages). There would be some administrative hurdles to clear (The most significant of these would be the different schedules of the two institutions due to the current constraints of the Princeton calendar), but we do not believe they would be insurmountable. Indeed, informal discussions with colleagues at the Penn Language Center and the Columbia Language Center have already occurred, and both institutions are eager to partner with Princeton to implement shared classroom language instruction, largely because of their needs to obtain funds to support their diverse language infrastructures. Shared classroom language instruction should not be construed as a substitute for existing language lecturers and offerings on the Princeton campus, and in order to address the University's language training needs it is likely that the University will need to hire some additional language lecturers in areas of critical need and established demand. But it could be a significant complement to those offerings and make a substantial contribution to the challenge of language training diversification faced by the University.

One of the key constraints to making use of a "shared classroom" model for language learning is the current lack of dedicated and properly equipped classroom space on the Princeton campus. While Princeton currently has several classrooms equipped for telecollaborative use, they are unavailable for daily classroom scheduling. If Princeton were to pursue the "shared classroom" model as a way of diversifying its language instruction, then creating a suite of small, well-equipped classrooms devoted to "shared classroom" language instruction would be a necessary first step. Thus, ***the Task Force recommends that Princeton create a suite of dedicated classrooms for shared language instruction in the vicinity of Princeton's Center for Language Study.*** This will require some re-configuration of space, the installation of state-of-the art video and audio equipment, and a small technical staff to oversee its use (Potentially, this could be the same staff that would work in the Center for Language Study in any case for developing language-learning media).

While a well-equipped suite of classrooms is a necessity, equally important is ensuring the quality of the language instruction itself. Several of our peer institutions have already entered into consortial agreements for shared classroom language instruction. However, from our direct observations of these classes, they do not do it well. What is frequently lacking is the ability of native-speaker instructors to make effective use of technology and to do so in a way that reflects best practices in foreign language instruction. ***The Task Force recommends that Princeton become a leader in the field of shared language instruction through the creation of an annual summer language-teaching workshop aimed at training native speakers how to teach foreign languages effectively using telecollaborative technology.*** In partnership with the institutions who would be "sharing" their classes with Princeton students, instructors teaching in shared classrooms would gather at Princeton for a multi-week workshop providing teacher training and hands-on experience--an element in the "shared classroom" model that no other peer institution

now provides. In short, this is an area in which Princeton could build distinctive strength, positioning itself on the cutting edge while making a real difference in the language learning opportunities available to our students.

7. Strengthen financial support for graduate students seeking to engage in summer research and language study and consider a new year-long graduate fellowship program for post-graduates graduate students who would benefit from a year of language or regional studies before beginning their field work.

In terms of graduate study in regional studies, Princeton's strength lies in its delegation of responsibility over graduate education to academic departments, which continue to be extremely successful in gauging the intellectual and curricular needs of students. Princeton's Ph.D. students – in the social science and humanities disciplines alike – remain among the most competitive on their respective job markets, and departments are best situated to determine how they should be trained. Nevertheless, we believe that there are some significant issues and opportunities with regard to regional studies graduate student training that the University should address. In particular, the University needs to ensure opportunities for graduate students with interests in specific world regions to build their context-relevant knowledge.

Perhaps the most important way that the University has traditionally done this has been through the provision of small grants to our graduate students to engage in summer language training and dissertation field research abroad. Given the curricular and program demands that graduate students face during the academic year, using the summer to develop language skills or to engage in preliminary research at a field site abroad is of paramount importance to them. These small grants are generally not available from external sources. Internal funds for support of summer language training and dissertation field research abroad for Princeton graduate students come from four sources: 1) PIIRS; 2) those regional studies programs with their own endowment funds (primarily East Asian Studies, Hellenic Studies, and Latin American Studies); 3) federal Title VI FLAS funding (Near Eastern Studies only); and 4) departments with their own endowment funds (mainly History, Art and Archeology, Comparative Literature, French and Italian, and Classics). This travel funding is critical for the successful completion of studies and for engaging in dissertation research for hundreds of Princeton graduate students, particularly those working in the humanities and social sciences.

However, in recent years there has been a sharp decline in the latter three sources of summer funding. Thus, in 2011-12 PIIRS provided \$197 thousand to Princeton graduate students to support summer language study and dissertation field research abroad, while various regional studies programs (including those with FLAS funds) provided \$200 thousand, and departments provided another \$160 thousand. By 2014-15 PIIRS continued to provide \$197 thousand to support summer language study and dissertation field research abroad. However, regional studies programs provided only \$144 thousand, and departments only \$134 thousand. In short, total funding available for summer language study and dissertation field research abroad by Princeton graduate students during this period declined by \$92 thousand (or 17 percent).

This contraction in funding has not been due to declining demand for summer funding among Princeton graduate students. On the contrary, increasing numbers of graduate students have been

applying for summer study abroad. There are two reasons for the decay in available funding: 1) the loss of Title VI FLAS funding by the Near East Studies (NES) Program; and 2) constraints on the spending of departments and programs that have led some of them to curtail the amount of funds dedicated to graduate student summer funding. In summer 2012 NES provided \$44 thousand to Princeton graduate students for summer language study or research abroad; in summer 2015 it was able to provide only \$20 thousand, due to the loss of FLAS funding by the program. FLAS funding may at some point be regained. But the U.S. government has slashed the amount of FLAS funding it has provided to universities in any case, so one should not expect major shifts in this regard in the future. Even excluding the loss of Title VI funding, support by departments and programs for summer research abroad and language study by graduate students declined by \$65 thousand during this period.

Thus, budgetary cuts, along with the sharply rising costs of international travel, are imperiling the University's ability to support the needs of hundreds of its Ph.D. students, who require summer language study and support for dissertation field research in order to complete their programs. Thus, ***the Task Force strongly encourages the University to establish funding for graduate students for summer language training or dissertation research abroad as a top development priority of the University.***

Several of our peer institutions (Chicago, Harvard, Stanford, and Yale) offer terminal M.A. degree programs in regional studies. At Princeton Near Eastern Studies is the only program of this sort. Master's programs can provide useful training to future Ph.D. candidates that can complement their efforts within their disciplines, and they can also give faculty the opportunity to identify promising candidates for entry into Ph.D. programs. They are, however, costly to administer and to develop, and the overall intellectual benefits to the University are unclear. We believe that the University should not pursue this model.

However, we believe Princeton should increase the opportunities it provides for Ph.D. students to obtain regional studies knowledge and skills. Particularly in the social sciences, a graduate student's curriculum during the first two years of graduate school generally is filled with courses on methodology and theory, providing little opportunity to obtain further regional studies knowledge and skills. While Ph.D. students in the social sciences rarely face problems on the job market because of insufficient training in regional studies, regional studies knowledge does come into play when students are designing and beginning to pursue their dissertation research. Graduate students pursuing research abroad are often taken by surprise by the outcomes, constraints, and possibilities that they face in the field. Some of this can result from insufficient language skills or a lack of familiarity with the political, social, or cultural contexts in which they are operating. We believe that the proper moment to intervene to address this lacuna is during the third year of graduate training, when graduate students are in the process of designing their dissertation research, prior to engagement in field research.

The Task Force recommends consideration of a new "regional studies enhancement" fellowship program for promising graduate students who have completed their departmental requirements and who plan to engage in significant field research abroad, but who require some further regional studies training in order to carry out their research plans effectively. We envision such a program as a kind of "bridge year" for promising graduate students interested in enhancing their regional studies skills. Students selected for the fellowship on a competitive basis would use their fellowship year to engage in language study and to take regional studies

courses while they work on designing their dissertations within their departments. They might also jointly participate in an interdisciplinary seminar on the conduct of field research and would be attached to a regional studies program. We need to be attentive to how such a program is structured to ensure that it integrates well with departmental requirements and does not overburden students, allowing them to make significant progress on designing and researching their dissertations. But the program could be useful for a select group of graduate students, enhancing their dissertations and developing critical skills that will serve them throughout the remainder of their careers. PIIRS already runs a very successful Graduate Fellows program that provides funding to graduate students completing the write-up of their dissertations and engages them in an interdisciplinary format. A similar regional studies enhancement fellowship under PIIRS for third-year graduate students could be a valuable way of developing the regional studies skills of graduate students at a critical point in their careers.

These regional studies enhancement fellowships would require an additional year of support from the University for participants, similar to what currently takes place for graduate students participating in the Digital Humanities Initiative (an analogous type of skill enhancement program for graduate students). We understand from our conversations with the Graduate School that the University is considering developing a sixth year of graduate funding for students who require it. A regional studies enhancement program would be a logical place for such an investment. Developing significant regional studies expertise that enriches the methodological and theoretical training that graduate students receive within their disciplinary departments is a valuable undertaking that will improve dissertation work and develop skills lasting a lifetime. It would, however, likely push participating students to or beyond the Graduate School's limit on years of support.

8. Reform Princeton's academic calendar to accommodate a January term.

The Task Force unanimously believes that Princeton's internationalization (and many of the recommendations of this report) would be more readily achievable were the academic calendar to be reformed to provide for a January term.

It is unrealistic to assume that most students are able to travel abroad during the fall or spring semesters. Students often face course and extracurricular constraints that prohibit them from leaving campus for that length of time. It is equally unrealistic to assume that faculty members have the flexibility to oversee students engaged in study abroad during the fall and spring semesters, or can upend their departments' semester teaching grids. The faculty likewise faces many constraints, given departmental teaching, advising, and administrative needs.

A January term would significantly enhance regional studies at Princeton and further Princeton's internationalization. It would offer the opportunity to teach Princeton students abroad on the model of a global seminar or to offer intensive language courses on campus. It would provide opportunities for students to travel or study abroad, complete field research for their independent work, or immerse themselves in language studies. Moreover, a number of the recommendations of this report--such as shared language learning classes with partner universities--depend upon calendar reform to be fully implemented. Princeton stands alone among Ivy League schools in starting its fall semester in mid-September and in scheduling its reading period and final exams during January. This makes it very difficult to coordinate with partner

institutions. We believe that calendar reform is necessary if Princeton is to compete with peer universities in providing students with opportunities for international learning and research and if it is to engage in significant diversification of its language offerings through shared classroom technologies.

Appendix

About the Task Force

Task Force Members

- Mark Beissinger, Henry W. Putnam Professor of Politics; Director, Princeton Institute for International and Regional Studies (Chair)
- Anne Case, Alexander Stewart 1886 Professor of Economics and Public Affairs
- Mark Dingfield, Director of Finance Administration, Office of the Vice President for Finance and Treasurer (Staff)
- Stephen Kotkin, John P. Birkelund '52 Professor in History and International Affairs; Acting Director, Program in Russian, East European, and Eurasian Studies
- David Leheny, Henry Wendt III '55 Professor of East Asian Studies
- Douglas Massey, Henry G. Bryant Professor of Sociology and Public Affairs, Woodrow Wilson School; Director, Office of Population Research
- Helen Milner, B.C. Forbes Professor of Public Affairs; Professor of Politics and International Affairs, Woodrow Wilson School; Director, Center for Globalization and Governance
- Jamie Rankin, Senior Lecturer in German; Director, Princeton's Center for Language Study
- Carolyn Rouse, Professor of Anthropology

President's Charge to the Task Force

In nearly every domain of human activity, people today confront problems that transcend international boundaries. The demand for knowledge to address these problems is growing -- and it will continue to do so. Students, policy-makers, and leaders in all sectors of our society increasingly recognize a need for knowledge about societies and cultures different from our own. In support of the University's teaching and research mission and its informal motto – "In the nation's service and in the service of all nations"—Princeton University must build strength in the study of contemporary cultures, economies, political institutions and societies throughout the world.

Princeton starts from a strong foundation. The University has a distinguished history of research and teaching about contemporary societies throughout the world. Enhancing Princeton's capacity in these fields will, however, require careful planning and thoughtful choices about how to support scholars and train students who seek to combine disciplinary excellence with a deep understanding of local detail.

I am accordingly asking this task force to assess the University's strengths and challenges in contemporary regional studies, and to comment on how best the University can support current fields and seize emerging opportunities. More specifically, I would like the committee to answer the following questions:

1. What are Princeton's current strengths and weaknesses in fields related to regional studies? What new challenges and opportunities will it face in the next decade?
2. How do Princeton's efforts in regional studies compare to those at peer institutions? What lessons should Princeton draw from the experience of those institutions?
3. What are Princeton's highest priority needs in the field of regional studies? Should Princeton focus its energies on particular regions of the world, and, if so, which ones (or how should Princeton select these areas)? Could Princeton redeploy existing resources in regional studies to launch new initiatives or support existing ones more effectively?
4. Would Princeton benefit from exploring new appointment strategies to augment its teaching strength in regional studies? For example, to what extent should Princeton create more opportunities for long-term visitors or distinguished practitioners to serve on its faculty?
5. How can Princeton do more to increase the integration and impact of its various efforts in regional studies? What role should the Princeton Institute for International and Regional Studies (PIIRS) play in the future of regional studies at Princeton, and what relationship should it have to the University's regional studies programs?
6. To what extent should Princeton increase its cross-disciplinary undergraduate programming in regional studies and related fields? Should, it for example, offer an international studies major or certificate?

7. How best can Princeton support doctoral and other graduate programs in regional studies? For example, should it either create a cross-departmental allocation of graduate slots, or an interdisciplinary graduate certificate, or both?
8. What kinds of foreign language training and support must Princeton provide in order to support a world-class program in regional studies?
9. How should Princeton define and evaluate the success of its programs, including any new investments that it might make, in regional studies?