UTSA Internationalization Task Force (ITF): Evaluation Study on Research, Learning/Teaching, and Organizational Approaches

Report prepared by

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Evaluation Study on Research, Learning/Teaching, and Organizational Approaches

With an ultimate goal of garnering international research status, the University of Texas at San Antonio identified *globalization* as one of three foundational themes in its Strategic Plan, *UTSA 2016*. Globalization is defined by Altbach and Knight (2006) as the “economic, political, and societal forces pushing 21st century higher education toward greater international involvement” (p. 1). However, identifying the vision and carrying out its implementation are two different matters. The decision to intentionally internationalize a university campus requires dedicated faculty, students, administrators and staff who aspire to be a part of the 21st century academic community. This is an academic community diverse in scope that expects to be linked across nations as far as interactive learning/teaching, service, and organizational endeavors are concerned. It is a community that UTSA has chosen to embrace, and in so doing it commits to the internationalization process. Thoughtful development of a new design in academic and organizational structure must intentionally advance the goals of developing and refining the institution’s internationally-related strategic vision.

The UTSA Internationalization Task Force
This report outlines the methods and findings the UTSA Internationalization Task Force (ITF) took in an effort to evaluate current efforts and future possibilities for global learning/international education on the Campus. *Globalization* is articulated in the Strategic Plan as:

> The unfolding process of linkage among the world’s peoples, societies, and economies, transcending regional and national boundaries - directs us to prepare our university community members with the technological, communicative, social, and cultural knowledge and skills, as well as the practical experience, that will equip them to lead and succeed in an ever more intensively connected world. (UTSA Strategic Plan, 2007-2016)

Through funding from the Provost’s Office and working with Julius Gribou, Executive Vice Provost and Senior International Officer, the ITF was formed and given the charge to examine how UTSA is currently situated with respect to offering internationally-focused educational experiences and to find ways to provide these experiences for both students and the broader academic community. We know that for international education to become incorporated into the educational fiber at UTSA, a wide variety of academic, administrative, support service, and student members of the institutional community must be represented in the process of change. Therefore, the ITF approached this study from two integrated approaches: organizational and academic. In order to make recommendations for future steps, the ITF investigated the following research questions:

1. In what ways have members of the national and international academic and scholarly community set about internationalizing higher education?
2. What are the current international offerings and activities taking place at UTSA?
3. What does the UTSA community (faculty, students, administrators and staff) believe our next steps should be toward internationalization?
The answers to these questions form the basis of our status report and recommendations/action plan.

**THEORETICAL FRAMEWORK**

In order to keep pace with an ever-changing social, political, and economic international climate, as well as to produce graduates equipped with tools to contribute to a global society and workforce, institutions of higher education must prepare students who can successfully participate in an increasingly interdependent world (Francis, 1993). Accordingly, Czarra (2003) notes that the globalization/internationalization of curricula and student learning experiences requires all disciplines to incorporate global issues, global culture, and global connections. Hence, to begin the process of systematized institutional internationalization, collaborative networks of faculty, students, administrators, and staff must work toward a common working definition of international education and of systematic structural support. Green (2003) argues that the responsibility of internationalizing higher education rests with faculty, yet requires vital support from institutional administrators. She adds that resource availability, disciplinary paradigms shifts, and structured incentives are necessary if these initiatives are to be successful. Correspondingly, Rizvi (2001) suggests, “A global university must now be characterised by its engagement with the processes of globalisation, its international networks and its internationalized curriculum. The field of international education has matured in recent years, with the greater recognition of how it uniquely spans the cultural, economic and interpersonal dimensions of global relations. (para 3)

Therefore, we viewed the *Evaluation Study on Research, Learning/Teaching, and Organizational Approaches* through an amalgamated lens created from two theoretical viewpoints: systems thinking and situated cognition. Systems thinking recognizes that groups of interrelated components form complex wholes. It focuses on the study of how system components interact individually and in sets with other components to produce behavior. Instead of isolating the individual parts of the system, systems thinking works by expanding the view to take into account larger and larger numbers of interactions to study an issue (Aronson, 1998). In addition, we realize that each system is unique and contextually defined. Situated cognition, accordingly, considers the contexts and influences inherent in an educational environment. Central to this theory are communities of practice, which Lave and Wenger (1991) refer to as “a set of relations among person, activity, and world, over time and in relation with other tangential and overlapping communities . . . ” (p. 98). Learning is considered a function of the context, culture, and behaviors in which it occurs. Learning is not an isolated, decontextualized experience, but instead is influenced by historical, social, and cultural contexts that people bring with them to the learning setting.
RESEARCH DESIGN

We began the project by discussing the major themes of productivity and education at the institution and determined that they would underpin our approach of evaluating internationalization at UTSA. These themes include international curricula, research, scholars and students, and study abroad. We chose to utilize the use of a logic model to plan, design, implement, analyze, and document knowledge generation of our own internationalization efforts. A logic model is a relationship map for complex plans that increases intercommunity voices in planning and processes (W.K. Kellogg Foundation, 2004). It visually represents the connections between project outcomes and activities, processes and theoretical assumptions/principles. Specifically, the model displays our contextual factors (resources, inputs, and barriers); our activities (internal and external best practice review, surveys, consensus building activities, site visits); our outputs (literature review, conceptual framework, current offerings and experiences, and organizational structure); our outcomes (increased institutional understanding and collaboration with respect to internationalization, and this report: the Internationalization Status Report and Recommendations/Action Plan); and future impact (structural and curricular change, intercommunity collaboration) of the evaluation study.

We then decided a multi-method design was appropriate to investigate our research questions. This design includes internal (from our own institution) and external data sources. We then undertook an extensive literature review of our four themes, facilitated consensus-building exercises with UTSA student, faculty, and administration/staff groups, conducted external site visits with universities noted for their progress in internationalization, surveyed the UTSA community on their global perspectives, and analyzed the undergraduate and graduate course catalogs for international/global themes. A summary of each of these investigations follows.

LITERATURE REVIEW

We focused on scholarly literature from the past five years, but we also included seminal works as a foundation for the review. This review was directed by the four themes: international curricula, research, scholars and students, and study abroad. We provide an overview here.

International curricula

Not surprisingly, a review of articles from the past 5 years on university-wide efforts at internationalizing curriculum yielded a substantial number of articles on initiatives led by the business colleges of both public and private universities. For-profit institutions have also made internationalized curricula their mantra. The goal, it seems, is most often profit as “global capital has, for the first time, heavily invested in knowledge industries worldwide, including higher education and advanced training” (Altbach & Knight, 2007, p. 290). In a rush to compete in a global economy, many post-secondary educational efforts toward internationalized curricula have been compartmentalized, with little assessment done to determine the success of the results (Deardorff, 2006).
According to De Vita (2007), curriculum internationalization has traditionally been approached in two ways, by imported or infused methods. The import method includes a commercialized agenda to increase higher education institutions’ financial base through vying for international fee-paying students (McNamara & Harris, 1997). The infusion method, on the other hand, approaches internationalization by permeating existing curricula with diverse perspectives and knowledge gleaned from professional practices across cultures (Whalley, Langley, Villarreal, & College, 1997). The results of the infusion method led to reconceptualizing traditional subject areas to include comparative studies, expanding cross-cultural communication skills, and increasing foreign language offerings (de Wit, 1995). Unfortunately, however, this strategy for internationalizing the curriculum can neglect the need to systematically indoctrinate cultural inclusion into teaching and learning (De Vita, 2007; Edwards, Crosling, Petrovic-Lazarovic, & O’Neil, 2003). Ibrahim (2005) suggests instead that an international curriculum must draw on “insights from human rights education, peace education, anti-racist and multicultural education as well as development education” (p. 178). As Martin (2006) points out, “globalisation now calls for a more cosmopolitan framing of the issues in a way which recognizes a third dimension of justice” (p. 289).

**International research**

In higher education there are generally two frames of cross-national research—international and global. International research generally focuses on specific issues within national systems of higher education. For example, Stevenson and Willot (2008) investigated the role of cultural capital theory in explaining the absence of refugees and other non-traditional students from higher education in the United Kingdom, and Ng and Shan (2007) studied the experiences of professional Chinese immigrant women in the Canadian labor market. Each of these studies focused on issues with respect to a particular context.

Global research, alternatively, is “seen as world-wide ... it is not the special product or province of one particular group, nation, or empire, but rather the joint product of the total experience of humankind” (Modelski, Devezas, & Thompson, 2008, p. 420). Global research activities transcend national borders and are often used to research world-wide trends and growing global issues and concerns. Global research is often grounded in systems thinking. For example, Holland and Pithers (2005) investigated how issues and challenges of adult professional development were perceived by both Western and Chinese educators, and how they were jointly solved to develop more resourceful practitioners.

**International scholars**

There is no one way to be an international scholar. The history of internationalization in academe is multifaceted (Dolby & Rahman 2008), as are the experiences of faculty and student scholars whose endeavors may take the form of administrative and managerial opportunities, leadership on projects that are both local and far-reaching, teaching and curriculum amendments, study abroad, or utilizing global political, social, economic, and educational resources (Dolby & Rahman 2008; Ruther 2002). Moreover, participating in international academic conferences provides scholars with what Solomon and Zukas (2006) have termed “globalising academic communities” which, they assert, create a “ceremonial space” (p. 372). In this international ceremonial space, scholarship is “played” and “performed” (p. 373), and both “knowledge and academic identities” are produced (p. 377). All these activities may assist scholars to expand and enrich their critical international perspectives, practices, and identities.
The expansion of a scholar’s worldview rests on his or her ability to examine self, understand others, and demonstrate proficient interpersonal skills. Deardorff (2004) focuses on this issue through the demonstration of a pyramid model of intercultural competence, whereby one’s attitudes, knowledge, and skills are consistently processed to learn more about one’s self in relation to others. Requisite attitudes involve the scholar’s appreciation and respect for diverse groups, as well as his or her willingness to learn from others. Awareness of one’s personal attitudes and beliefs and their impact on the cross-cultural dynamic constitutes the knowledge and comprehension level of the pyramid. Also important here is an understanding of the salience of one’s various cultural identities, such as nationality, religious orientation, language, and family characteristics. Lastly, scholars must be willing to consistently analyze, interpret, and re-evaluate their cross-cultural interactions. Such competencies can lead to rich, complex, and insightful learning and teaching outcomes that are characteristic of the international scholar experience (Deardorff, 2004; Green & Shoenberg, 2006).

**Study abroad**

Study abroad can be defined in many ways; however, we define it as any opportunity for a student to learn formally in an international locale. This may be in a short or long term program, be led by faculty at the students’ home institution or by instructors in the international setting, be unilateral or bilateral, and be offered within one or more fields of study. These programs are typically focused on the humanities and social sciences, but are increasing in fields of study including architecture, engineering, political science, business, and the sciences (Dekaney, 2008). Ultimately, study abroad programs can provide students an opportunity to learn about global diversity and the interdependence and interrelationships of local, national, and international issues affecting the world’s population today. These experiences are often significantly transforming for students and faculty alike and can be an important vehicle for attaining institutional internationalization goals.

However, good intentions do not always produce the kind of learning, development, and transformation that is intended (Gray, Murdock, & Stebbins, 2002; Green, 2007). Wu (2006) found that international students often need special assistance dealing with language issues that affect test-taking, academic assignments, and social interaction. Woolf (2007) suggests international field-based teaching has remained essentially static and curricula and instructional practices must be significantly revised to meet new global-diversity learning needs. In addition, the impact of studying abroad is not well documented and often based upon assumptions made by administrators and faculty (Dekaney, 2008). Accordingly, VandeBerg (2007) advises that the increase in study abroad enrollment (over 300% in the past 20 years) is leading governments, institutions, and faculty to focus on the effectiveness of teaching and learning in these programs. He stresses that if study abroad students are to learn effectively, faculty in these programs must intervene before, during and after these experiences to form and support their learning. Green (2007) also recognizes that faculty must develop an internationalized mindset to create learning that is comparative, integrative, interdisciplinary, contextual, and global.
DATA COLLECTION

Consensus Building
In order to answer the research question, What should be the internationalization/globalization efforts at UTSA?, three participant groups engaged in consensus building. Consensus building is a research and pedagogical strategy allowing for productive dialogue, debate, and a better understanding of multiple points of view.

Research methodology
According to Merriam (1988), the goal of qualitative research is to “understand the meaning of an experience” (p. 16). In this study, we wanted to understand student, faculty, staff/administrator perceptions of internationalization. The qualitative research methodology used was a case approach to data collection, analysis, and reporting. A descriptive case study design was selected because this design was a good fit for our research question and the descriptive findings desired. The case was used both as an object of study—participant group perceptions (Stake, 1995) and as a research methodology (Yin, 1994).

Participants
After receiving IRB approval (see Appendix C), volunteers were asked to participate in one of three groups: student, faculty, and staff/administrators. The student group (Case #1) consisted of a mix of 18 undergraduate and graduate students representing degree programs from across UTSA. The faculty group (Case #2) consisted of 16 faculty members from across the UTSA. The staff/administrator group (Case #3) represented ten members from departments across the institution.

Data collection
Each group met for one hour with study researchers as facilitators of the consensus building strategy. The following data collection steps were used:
1. The research question was posed to participants. Each participant was asked to brainstorm a list of answers (words or phrases) to the question. Sufficient time was allowed for participants to make individual lists.
2. Participants then paired up and shared their individual lists. As they shared, participants searched for shared or common answers. A note taker from the group made a list of common answers.
3. Pairs then joined other pairs. The note taker and group participants shared and again came to consensus regarding answers to the research question.
4. Quads then joined together, forming three larger groups. Each quad shared with other quads and consensus building again occurred.
5. One by one, each of the larger groups orally shared their lists to the large group. The researchers wrote each group list on the whiteboard. Opportunities for questions and points-of-clarification by other groups were provided.
6. The participants searched for common answers across all group lists. The common answers represented a consensus of multiple points of view.

During the one-hour faculty group consensus building strategy, approximately one half of the allotted time was devoted to answering faculty questions related to the purpose of the study.
Data analysis

The method used to analyze consensus building data was constant comparative. In this method, each researcher constantly compares data codes (specific words and phrases) and groups them into categories and subcategories (Glaser & Strauss, 1967). To help focus the consensus building, we began data collection and analysis within the four categories (scholars, research, study abroad, curriculum) (Miles & Huberman, 1994). As new data were collected from each group, we compared the first set of data with the new data. These comparisons then either confirmed the categories or led to new categories (e.g., contextual). This recursive process continued until data collection was complete and no new categories were detected.

Findings

A summary of the key findings from the cross-case analysis are offered below.

Scholars

The category of student scholars had a focus on international students with recommendations for more effective means for evaluation and greater support (coursework, research, professional development, scholarships) of international students. The recommendations regarding faculty scholars included the facilitation of collaborative opportunities for faculty exchange, collaborative real-time teaching across institutions, and support for campus family scholar housing.

Research

There was one recommendation regarding international research—raising awareness through research fairs. The majority of the recommendations focused on global research—establishing cooperative arrangements among faculty, student, and staff for research exchange; supporting interdisciplinary approaches to research; developing research projects focused on global issues or problems; and encouraging and supporting joint research endeavors. In addition, there was discussion about exchange use of research facilities with international universities.

Study Abroad

Study abroad was mentioned more frequently in the student group than in the faculty or staff/administrator groups. Even so, study abroad received less focus than the other categories perhaps due in part to the fact that study abroad is already institutionalized, or because study abroad is considered unaccessible by our largely commuter and non-traditionally aged student population. The focus of recommendations was on collaboration (increase collaboration among departments and colleges in study abroad efforts and establish cooperative arrangements among faculty, student, and staff for study abroad) and funding (do not assume all students will be able to be funded to study abroad).

Curriculum

Categories under curriculum included program of study, interdisciplinary, core curriculum, foreign language, awareness and engagement, and communication. In essence, students, faculty, staff/administrators recommend identification of courses with a global focus (program of study); identify global themes and develop problem-focused classes that study global issues or problems, and develop an interdisciplinary major in internationalization (interdisciplinary); infuse global themes in and across core curriculum (core curriculum); have a stronger focus on foreign language study (foreign language); encourage awareness of and engagement with international and global curriculum development and seminars.
(awareness/engagement); and, connect the university community with other students, universities, organization, and companies for research classes.

Contextual

Based on recursive data analysis, the contextual category was added to the initial four categories. Subcategories within contextual the contextual category included infrastructure (e.g., increase in people, resources, funding, structure); communication (e.g., central clearinghouse, advertisement); awareness/engagement (e.g., UTSA and South Texas community discussions and collaboration on issues of globalization/internationalization; campus climate (e.g., provide campus sessions focused on intercultural sensitivity); recruitment (e.g., increase international faculty students, staff); funding (e.g., increased funding for salaries, scholarships, activities); reward (e.g., link to tenure); facilities (e.g., short and long-term housing); and collaboration (e.g., facilitate collaboration/integration efforts).

Conclusion

Consensus building allowed for productive dialogue, debate, and a better understanding of multiple points of view regarding what should be the internationalization/global efforts at UTSA. From the perspectives of the participant groups (students, faculty, staff/administrators), there is a need for awareness of and engagement with internationalization and global efforts at UTSA. In particular, there is a need to identify global themes that cut across disciplines; foster collaboration within and outside of the university; and increase the infrastructure and funding for internationalization initiatives.

Site Visits

In our site visits, we sought to identify how other institutions and scholars have learned through the change processes inherent in providing internationally-focused educational experiences for their students and community. In order to answer these questions, and to make recommendations for future steps, we investigated these research questions:

1. In what ways do national and international academic communities define the characteristics of how an internationalized perspective can be integrated into higher education experiences?
2. How have national and international institutions internationalized the university experience through research and curricula and with international scholars and study abroad opportunities?
3. How is the impact of internationalization efforts documented?

Methodology

We first designed a semi-structured protocol (see the Appendix) that would help us determine institutional understandings about internationalization and then to situate those understandings within the four themes we identified (international curricula, international research, international scholars and students, and study abroad). Three institutions agreed to participate. The first is a large university in the Western United States. We chose to include this institution because its student population and size is similar to ours. We identify it as WU. The second is a large, research university in the Southwestern United States (SWU). We chose to include this institution based on its research status and geographical proximity to our institution. The third university, which we refer to as UKU, is a smaller, top-tier research
institution in the United Kingdom. We chose this institution because of its preeminent research status and international reputation for excellence in higher education.

The data were analyzed qualitatively using a within case and across case study approach (Yin, 1994). Case studies are bounded investigations that aim to uncover deeper situational understandings by highlighting the features or attributes of social life through studying a set of interactions, common behavior patterns, or specific contextual structures (Hamel, Dufour, & Fortin, 1993). Constant comparison and thematic analyses were employed to get a connective sense of the data set by identifying codes and grouping them into categories and subcategories (Bogdan & Biklen, 2003; Glaser & Strauss, 1967).

Findings and discussion
The differences among the three universities in this study indicate that the implementation of international education initiatives varies across institutions. There are some common insights, however, that we can take from those who are firmly entrenched in the change process. The data indicate there is a need for the entire university community (faculty, students, administration, and staff) to develop and acquire intercommunication skills, knowledge of international practices in one’s discipline, and transcultural sensitivity. Additionally, this study highlights the fact that institutional context greatly influences internationalization processes, yet these contexts may limit important change without a theoretically grounded systematic design, implementation strategy, and evaluation method in place.

Contextually-Influenced, Theoretical Grounding for Internationalization
Our research points to the need for an institution to identify a contextually-influenced, theoretical grounding in which faculty, students, administrators, and staff can come together to work toward consensus. An overarching understanding of internationalization, as a concept, needs first to be commonly understood across the institution, and then must be operationalized within academic programs and administrative functions.

Our cross case analysis suggests that when there is no clear campus vision of what internationalization is, the change process can become stymied. Patterns in the data point to the need for partnerships, collaboration, networking, and tradition-building enterprises. Future developments in internationalization across the three institutions cannot transpire without academic and administrative factions at all levels coming together toward this common goal.

A lack of an internationalization theoretical framework and clear campus vision has led the institutions in this study to have little to no real accountability for internationalization developments. Although important efforts toward internationalization are occurring, there are no consistent attempts to measure the impact of internationalization at present. Measuring this impact across the entire institution was found to be difficult for autonomous, decentralized IP offices. Even in more centralized infrastructures, however, the philosophical and ideological gap between business operations and academic functions can shut down the essential dialogue that must influence systematic transformations. Adding to the problem is the fact that international education research has yet to provide extensive information about how an institution can measure its efforts. This study indicates that future research investigations should be focused on identifying a collection of assessment measures from which institutions can choose according to their contextual needs.

Increasing Access to Internationalization across the Institution
Rivzi (2001) suggests internationalization requires higher education to design opportunities which focus on skills of inquiry and analysis toward developing a global imagination. We argue that the development of these skills requires a new mindset that transcends research, teaching, and service and must be fostered not just in students, but also supported by the professional development of faculty, administrators, and staff. The Erasmus Program in Europe, which encourages and supports students, faculty, and staff to study and work in foreign settings, may be an appropriate model the academic community in the U.S. could adopt to support institutionalizing internationalization.

Although foreign experiences and study abroad are essential components of internationalization goals, they cannot be the sole, nor even main foci. Even with aggressive percentage goals of 30% of the student population studying abroad, institutions of higher education must provide alternative opportunities for students, faculty, and staff to develop global skills and mindsets for those who cannot afford the financial costs or time to study in an international locale. Opportunities to study, work, conduct research, and learn with and about individuals from other nations and cultures must also be developed on campus (and surrounding areas) for the university community to fully embrace internationalization development.

**The Influences of Context and Community in Internationalization Processes**

Finally, our research confirms that internationalization of a university campus requires special attention to historic and traditional contexts and that necessary change takes time, effort, and resources. With all of the institutional initiatives, personal agendas, and political forces competing for limited financial resources, time and effort, buy-in, and academic validity, we found that the path toward internationalization is not linear. Moreover, there are significant costs attached to internationalizing the academy, which are not only financial in nature. Certainly, the high expense of international travel, coupled with a weak domestic currency in an economic recession, shape the nature of the activities that will be validated and afforded in the internationalization process at the present time. These activities may include initial information gathering and partnership-establishing ventures, new and established study abroad programs, international research activities, and recruitment of international scholars and students.

Intellectual, emotional, and temporal expenses must also be paid if systematic internationalization and significant impact can result. Intellectual costs comprise the ideological, pedagogical, and curricular redesign required in internationalizing learning, as well as additional training and knowledge construction necessary to support the interactions inherent in living and working in a global society. Change is also emotionally difficult. Personal research agendas and conflicting pedagogical and program pathways all require emotional engagement by administration, staff, and faculty in the change process. Passion is fundamental, but open, sensitive dialogue on specific contextual influences must be the conduit to change. Finally, change is time-consuming. Transforming the institutional identity cannot occur overnight (or in a semester or two). We contend that these costs are more likely to be endorsed if there is an agreed-upon theoretical framework underpinning international program design across the institution.

**Conclusion**
This study adds to the growing research literature on internationalizing higher education by comparing the practical processes and challenges across three different universities in the US and the UK. The limitations of this study include the small number of institutions investigated; therefore, we hope the method we have provided may guide future research in other universities around the world. The effort to implement international perspectives and develop a global imagination with a capacity to establish how knowledge is linked internationally (Rizvi, 2001) is in its infancy at our own university. Learning from other institutions that are in the change process is invaluable for all of us who are invested in the complex and contextual paths of internationalizing the campus experience.

Global Perspectives Inventory

Across the United States, colleges and universities are increasingly giving voice to campus internationalization. UTSA is no exception. Reaching out to learn about and learn from global experiences, however, is only one of several components that are integral to building a global campus. The benefits of these endeavors cannot be fully realized if UTSA does not balance its efforts with focused and consistent assessment practices. This study examined the global worldviews of the UTSA campus community, using The Global Perspectives Inventory (GPI; Braskamp, Braskamp, & Merrill, 2009) to gather data from students, faculty, and administration/staff.

Methodology

Global Perspectives Inventory

The Internationalization Task Force selected the Global Perspectives Inventory (GPI; Braskamp, Braskamp, & Merrill, 2009) to capture the current status of UTSA’s global worldviews. The inventory is a 46 item self-report survey that measures an individual’s global perspective, with a focus toward cultural considerations. Participants rate items on a 5-point scale, ranging from 5 (Strongly Agree) to 1 (Strongly Disagree). Global perspectives are reflected by higher numerical values (Braskamp, 2009). The survey authors believe that human development cannot be viewed in a vacuum, but must be seen from a holistic perspective that encompasses cognitive, intrapersonal, and interpersonal domains (Kegan, 1994). These domains are directly related to developmental questions that individuals, especially young adults, continually ask themselves such as How do I know?, Who am I?, and, How do I relate to others?, respectively (Braskamp, Braskamp, & Merrill, 2009). The domains may be visualized as interlocking circles that represent the intersecting sociocultural and communication components that are integral to the negotiation of cross-cultural experiences in a global society.

Three additional GPI scales were incorporated into the study. They included the Well-Being, Global Citizenship, and the Community dimension of a set of sociocultural environmental scales (Braskamp, 2009). The seven GPI items most highly correlated with the College Student Well Being instrument (Walker, as cited in Braskamp, Braskamp, & Merrill, 2009) comprise the Well-Being scale. The “I view myself as a global citizen” item most highly correlates with nine specific GPI statements on which the Global Citizenship scale is based. The Community scale focuses on the collegiality evidenced amongst the campus community constituents, as reflected in the research of Braskamp, Trautvetter, and Ward (2006).

Participants
After IRB approval (see Appendix C), UTSA students, faculty, and administration/staff were invited to participate in this study. Of the 30,956 surveys distributed, 1,438 were completed, for a return rate of 4.6%. Of the total number of participants, 39% indicated male, 59% indicated female, and 2% reported Other. The demographic data included individuals of multiple heritages (7%), African (3%), Asian (5%), European (48%), Hispanic/Latino (29%), and Native American (3%). Eighty six persons (5%) declined to respond to this item. In terms of school status, 7% of the participants stated they were international students and 3% stated they were new students. The largest number of student participants were seniors (11%) and graduate students (11%), followed by freshmen (6%), and sophomores (4%). Faculty and administrators/staff represented 11% and 33% of the sample population, respectively. One percent of the sample population noted “Other” status.

**Findings and Discussion**

**Findings**

Students (M = 4.22, SD = .52), faculty (M = 4.20, SD = .45), and administration/staff (M = 4.16, SD = .48) evidenced the most global perspective on the Intrapersonal Identity scale. Students averaged the highest scores among groups on this scale. The average scores indicating the lowest global perspectives for the student (M = 3.30, SD = .51) and administration/staff groups (M = 3.33, SD = .49) were on the Cognitive Knowing scale. Students averaged the lowest mean scores among groups on this scale. At the same time, the lowest global scores evidenced by faculty were on the Community scale (M = 3.49, SD = .67).

GPI norm reports are available for over 7,000 undergraduate students at approximately 50 colleges and universities who completed the instrument during 2008-2009 (Braskamp, 2009). Norm tables are currently unavailable for faculty, administrators, or staff. Given this study’s focus on campus internationalization, the mean GPI scale score by public institution type will be highlighted. The highest score for both the UTSA undergraduates (M = 4.04) and undergraduates at public institutions (M = 4.07) was the Intrapersonal Identity scale. These groups also evidenced the lowest scores on the Cognitive Knowing scale (M = 3.30, M = 3.46, respectively). Average GPI scores for the norm group were slightly higher than for the UTSA undergraduate comparison group. The average Community scale score was excluded from this report, as no scores were available for the norm group.

**Discussion**

This study sought to ascertain a baseline assessment of the global perspectives of students, faculty, and administration/staff at UTSA. This study is intended to provide an opportunity for the campus to become aware of where its various constituents stand in relation to the university’s goals for an internationalized educational experience. Additionally, this study points to possible directions UTSA might consider with regard to its campus internationalization process. Students, faculty, and administration/staff all evidenced their highest global scores on the Intrapersonal identity scale. This indicates that these groups are aware of their personal values and beliefs and how these areas impact cross-cultural dynamics on campus. There is also an understanding of the importance of various cultural identities.

The Cognitive domain, specifically the Knowledge scale, was the area of least global perspective for both students and administration/staff. This finding suggests the tendency for these groups to look to authority figures to define self and others, versus a tendency to define self and others depending on specific individual experiences. This may reflect a student body
that is in the beginning process of fully understanding its cultural values and beliefs and how these areas fit in with a broader campus community. They are in a learning mode and as such, are willing to learn about themselves from the experts on campus. Two functions of administration/staff involve the creation and implementation of the policies and procedures of the university. There may be a tendency here to look to one another, or use their more extensive professional networks for official answers when the area of personal and other culture is highlighted. A review of the data by class (undergraduate) and institutional type (public) reveals that the total sample of freshmen, sophomores, juniors, and seniors scored slightly lower means than the norm group indicating a lesser degree of institutional global perspective in this domain.

Concomitantly, the lowest mean scores, or least global perspective area for faculty, fell into the Community domain. This suggests that faculty may not have strong linkages with students and administration/staff on campus. In essence, faculty may be more prone to operate from a “silo” approach, whereby relationships are emphasized with other faculty, rather than with broader campus constituencies. Moreover, this domain speaks to the relationships developed by higher education institutions with outside entities such as local businesses and agencies. Given the relatively recent focus on campus internationalization at UTSA, this finding appears consistent with an area in need of further exploration by faculty.

Limitations of the Study

Two potential limitations existed regarding this study. The first involved the assessment instrument used for the research. The GPI is a relatively new inventory that is gaining increased attention by universities in the United States. Given its newer status, reliability and validity are largely self-reported by its authors. While normed scales consist for undergraduates students, scales for broader university constituencies are either not available, or in the process of being collected, therefore limiting fuller and more complete comparison and contrast data. The second limitation involved the generalization of the results. Less than 5% of the constituents on the campus participated in the study. An increased sample population size may have yielded more representative results.

Implications

A cross-cultural worldview rests on one’s ability to examine self, understand others, and demonstrate proficient and inclusive relationship skills. Students, faculty, and administration/staff in this study demonstrated increased global perspectives in terms of their values and beliefs and the manner in which these areas impact others. Additionally, these groups hold positive global views with regard to their cultural identities.

The intrapersonal considerations of students, faculty, and administration/staff are continually cultivated in a UTSA campus milieu that stresses its status as a Hispanic and minority serving institution. Varied programmatic opportunities are also available to these groups that further bolster their personal sense of selves. This finding is consistent with the emphasis that UTSA places on its identity as a Hispanic serving institution. Continuing to maintain and build upon this these positive interpersonal interactions is warranted.

While all the groups evidence culturally aware global perspectives, this does not appear to extend to more complex ways of thinking about others. Students and administration/staff demonstrated their lowest global perspectives in the Cognitive domain. It is important that these groups be encouraged to examine more fully the ways in which they view others.
Faculty taking part in the study showed the lowest global perspective in the Community domain, which reflects involvement across campus and beyond. As such, areas to be addressed by UTSA faculty are increased collaborative initiatives and alliances. Technology can also be used for faculty outreach to interested others. Creatively linking community members and faculty together is yet another idea to assist in guiding academic areas toward agreed upon initiatives. Ways such as these can assist faculty to work within and outside of the University to benefit global endeavors.

**Conclusion**

Campus internationalization portends a continual need for resources, as well as maintenance. Academic, social, and emotional resources are also necessary. This study begins an informed baseline process that will provide a foundation from which to launch successful internationalization opportunities on the UTSA campus.

**Current Catalog of International Curricula**

At present, the UTSA does not have an articulated definition of “international” or “global” with which to identify international curricula. In order to identify courses that may have an international component or focus, we used the following keywords to analyze courses in the undergraduate and graduate catalogs:

- international, global, intercultural, cross cultural, cross-national, cultural, study abroad, diversity, Non-Western, cultural heritage of the world, globalization, diverse, national, transnational, sociocultural, bio-cultural, British literature, Indo-European, Mexican American, transnationalism, supranationalism, medieval, renaissance, multiculturalism, multilingual, language and culture, sociolinguistics, multinationalism, biliteracy, bicultural, Asian, Afro-latino, African, Euro-Australian, internationalization, pre-columbian, French, Mexico, interregionalism, intracultural, Latin, Latino/a, Chicano/a, Spanish, Hispanic, sociolinguistic, German, linguistics, foreign language, geo-political, immigration, tourism, African American, Language, inter-language, bilingual, inter-ethnic, cross-ethnic, ethnically diverse, world, folklore, folklife, ancient civilization, trans-societal, Middle English, Milton, Shakespeare, New World, Victorian, Multi-ethnic, Native American, Spain, Russia, Soviet Union, Baroque, migration, Age of Enlightenment, India, Pakistan, Japan, Bangladesh, China, Empires, Silk road, Arabic, Chinese, Italy, Italian, Japanese, foreign, study abroad, Greece, Rome, Classical Antiquity, Greek, Third World Nations, and Third Planet.

We then sent our preliminary list of courses to each Department Chair to verify, delete, or add to this list. The following is a summary of the number of these identified courses, by College:

<table>
<thead>
<tr>
<th>College</th>
<th>COA</th>
<th>COB</th>
<th>COEHD</th>
<th>COE</th>
<th>COLFA</th>
<th>COPP</th>
<th>COS</th>
<th>Honor’s Learning Communities and Writing Program</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Courses</td>
<td>17</td>
<td>36</td>
<td>92</td>
<td>1</td>
<td>356</td>
<td>3</td>
<td>14</td>
<td>6</td>
<td>529</td>
</tr>
<tr>
<td>Graduate Courses</td>
<td>18</td>
<td>31</td>
<td>52</td>
<td>1</td>
<td>129</td>
<td>8</td>
<td>6</td>
<td>n/a</td>
<td>245</td>
</tr>
</tbody>
</table>

*Figure 1: Summary of International Courses, by College*
Important questions were raised during this process of verification with the Chairpersons. Some Chairpersons were unsure what criteria should be used to identify global/international courses. Their questions included: “How much of the content needs to be global/international in order to identify a course as such?” “What should be the focus of an international perspective?” “What about courses which have multiple sections, where some instructors focus on international themes, while others do not?” We believe these questions to be important foundational queries for the UTSA community to answer as we move toward internationalization of the curricula.

**DISSEMINATION OF EVALUATION STUDY FINDINGS**

**Publications**
Coryell, J.E., Durodoye, B., Wright, R.R., & Pate, E. (under review). *Case studies of internationalization in adult and higher education: Inside the processes of four universities in the US and UK.*


**Manuscripts in Preparation**
Durodoye, B., Coryell, J.E., Pate, E., Wright, R.R. (Manuscript in Preparation). Assessing global perspectives at a hispanic and minority serving institution: A university-wide effort

Pate, E., Coryell, J.E., Durodoye, B., & Wright, R.R. (Manuscript in Preparation). Building consensus toward internationalization at an Hispanic-serving university

**Presentations**


Coryell, J.E., Wright, R.R, Pate, P.E., Durodoye, B., & Johnson, D. (2009, May). The University of Texas at San Antonio Internationalization evaluation study: Employing the power of the logic model. Poster presentation to the National Association for International Educators Annual Conference. Los Angeles, CA.

**Requests for Collaborations with Other Institutions Based on this Study**
Arizona State University
San Diego State University
Texas Southern University
The University of Georgia
**RECOMMENDATIONS/ACTION PLAN**

**Background**

Currently, the UTSA is engaged in international activities and offerings across many programs and Colleges; however, this study found that there is no systematic way to capture these events and experiences within the existing context. Although many programs offer courses that have a global perspective or focus, there is not a straightforward way for students or administration to identify them in the catalog. Similarly, there are research and service projects and faculty who are involved in projects internationally, but there is no mechanism for the University community to identify what, where, or how these are being undertaken. Consequently, cross-disciplinary collaborations are hindered and duplication of efforts can and have occurred. International students and scholars are present on campus, yet due to limited resources and staff, oftentimes adequate support cannot be offered to this population. Additionally, they are not well-integrated into the greater UTSA population. Further, we have rich opportunities through our internationally-focused Institutes and Centers, but often the activities and events are not well attended. Finally, a very small percentage of UTSA students currently participate in study abroad.

The recommendations/action plan is driven by the findings from our evaluation study data and our understandings of the UTSA context with respect to systematic internationalization. The findings suggest a model for internationalization that provides a meeting space for collaborations across Colleges and disciplines, providing services, professional development, and information gathering and dissemination to enhance the UTSA experience. This model also includes an intentional focus on internationalization within each College and relevant Office (i.e., The Office of the Vice President for Research, The Office of the Vice Provost for Accountability) that sustains faculty, student, and administration/staff ownership of the international UTSA experience. Strategies are provided below, which are categorized into five themes. The first theme operationalizes our recommended model for internationalization support for a new institutional context: *International UTSA*. The four additional themes provide strategies for international curricula, international/global research, international scholars and students, and study abroad. Space has been provided for future actions/performance measures to be established.

Each strategy given will have the following annotation to indicate from which data source the strategy derives:

1. Literature Review
2. Consensus Building
3. Site Visits
4. GPI
THEME I: A NEW INSTITUTIONAL CONTEXT - “INTERNATIONAL UTSA”

Develop infrastructure and support activities that define, increase, and strengthen international activities and educative experiences across UTSA.

**STRATEGIES:**

<table>
<thead>
<tr>
<th>Tactics</th>
<th>Participating Party</th>
<th>Responsible Party</th>
<th>Resources Needed</th>
</tr>
</thead>
</table>
| 1. Create International UTSA office headed by Executive Vice Provost/Senior International Officer (EVP/SIO).<sup>3,2</sup>  
- UTSA Homepage link to this office  
- International UTSA office houses:  
  - International Programs and expanded support staff:  
  - Increased legal support  
  - Increased visiting and Fulbright Scholars (and family) support (Scholar Support)  
  - Increased International Student support  
  - Development Officer | EVP/SIO, International UTSA staff, Scholar Services | EVP/SIO | Increased space  
| | EVP/SIO, International UTSA staff, Scholar Services | EVP/SIO | Additional personnel |
2. Designate Associate Deans of International Education (ADIEs) in each College with the authority, resources, and time to help develop and facilitate international education in their Colleges.¹, ³
   - Create *UTSA International Council* (UTSAIC) consisting of ADIEs and representatives from the Offices of:
     - VP of Research
     - Undergraduate Studies
     - Graduate School
     - VP of Accountability
     - Student Affairs
     - Community Services

   headed by SIO to report about College activities highlighting possible interdisciplinary collaborations and cutting edge projects and creating a network of information sharing to continuously improve the International UTSA Office activities
   - Facilitate College-wide consensus building exercises to articulate internationalization/ globalization definitions and outcome goals/objectives for students in their Colleges.
   - ADIEs are responsible for assessing these goals/objectives annually and make adjustments as appropriate.

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     - VP of Research
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     headed by SIO to report about College activities highlighting possible interdisciplinary collaborations and cutting edge projects and creating a network of information sharing to continuously improve the International UTSA Office activities  
   - Facilitate College-wide consensus building exercises to articulate internationalization/ globalization definitions and outcome goals/objectives for students in their Colleges.
   - ADIEs are responsible for assessing these goals/objectives annually and make adjustments as appropriate. | Provost, EVP/SIO, All Colleges  
EVP/SIO, (UTSAIC)  
ADIEs and College Faculty Representatives | Provost, EVP/SIO, All Colleges  
ADIEs and College Faculty Representatives | Additional financial support for ADIEs; Time and Effort |
|---|---|---|---|
| 3. International UTSA Website: overarching website that houses information/pages/links², ³ for:  
   - International Programs  
   - International Students  
   - International Scholar Services  
   - International Curricula  
   - International Research  
   - International Centers and Institutes  
   - Highlights of international activities and offerings (collaborations, student study abroad experiences, guest lecturers, featured courses, research) updated regularly¹ | EVP/SIO, International UTSA staff | EVP/SIO | Webmaster; server space; Time and Effort |
<table>
<thead>
<tr>
<th></th>
<th>One-page synthesis of internationalization efforts for public relations, grant-writing, recruitment purposes for faculty, visiting scholars and students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>Build and maintain searchable database of international activities of faculty and scholar profiles (interface through FAIR)³</td>
</tr>
<tr>
<td></td>
<td>EVP/SIO, V. Provost for Accountability and Institutional Effectiveness, International UTSA staff</td>
</tr>
<tr>
<td></td>
<td>EVP/SIO, V. Provost for Accountability and Institutional Effectiveness, International UTSA staff</td>
</tr>
<tr>
<td></td>
<td>Time and Effort</td>
</tr>
<tr>
<td>5.</td>
<td>Build financial support (including scholarships for study abroad) from San Antonio area international businesses and private donors¹,³</td>
</tr>
<tr>
<td></td>
<td>EVP/SIO; International UTSA Development Officer; College Development Officers</td>
</tr>
<tr>
<td></td>
<td>EVP/SIO; International UTSA Development Officer; College Development Officers</td>
</tr>
<tr>
<td></td>
<td>Time and Effort</td>
</tr>
<tr>
<td>6.</td>
<td>Create competitive International UTSA mini grant program (annually) for faculty and administration to develop new international curricula, study abroad programs, international MOUs, international research projects³</td>
</tr>
<tr>
<td></td>
<td>College faculty and administration; EVP/SIO; International UTSA Development Officer; College Development Officers</td>
</tr>
<tr>
<td></td>
<td>EVP/SIO; International UTSA Development Officer; College Development Officers</td>
</tr>
<tr>
<td></td>
<td>Time and Effort</td>
</tr>
<tr>
<td>7.</td>
<td>Campus community support opportunities (Faculty, Students, and Administration/Staff) for increased consideration of personal awareness and knowledge of other groups.¹,²,⁴</td>
</tr>
<tr>
<td></td>
<td>UTSA students, faculty, and administrators/</td>
</tr>
<tr>
<td></td>
<td>Student Affairs; UTSA Teaching and Learning</td>
</tr>
<tr>
<td></td>
<td>Time and effort</td>
</tr>
</tbody>
</table>
8. Increase faculty linkages and collaborations with students and administration/staff across campus \(^2,^3,^4\)

<table>
<thead>
<tr>
<th>staff</th>
<th>Center; ADIEs</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADIEs; faculty members; International UTSA staff; Student Affairs and other student focused offices across campus</td>
<td>Time and effort</td>
</tr>
</tbody>
</table>

9. Create College based International Advisory Boards to link community and faculty together \(^3,^4\)

| College Deans; ADIEs; Business and agency representatives aligned with college; one undergraduate and one graduate student representative | College/School Deans |
| Meeting space; funding for welcoming brunch or lunch meeting 4x per year |

**Recommended Performance Measures**

<table>
<thead>
<tr>
<th>Current</th>
<th>Aug 2011</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institute International Advisory Boards in each college/school (^3,^4)</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Increase faculty collaboration with students, administration/staff across campus (^2,^3,^4,)</td>
<td>International Advisory Council</td>
<td></td>
</tr>
</tbody>
</table>
Maintain and develop opportunities for campus community to increase awareness and knowledge of diverse populations\(^1,2,3,4\)

<table>
<thead>
<tr>
<th>No systematic process</th>
</tr>
</thead>
</table>

Develop *International UTSA* website\(^3,4\)

<table>
<thead>
<tr>
<th>International Programs Website</th>
</tr>
</thead>
</table>

Competitive mini grant program to support Internationalization Activities (curricula, research, exchanges)\(^3\)

<table>
<thead>
<tr>
<th>N/A</th>
</tr>
</thead>
</table>

**Theme II: International Curricula**

*Develop infrastructure and support activities that define, increase, and strengthen international perspectives and intercultural communication across disciplines.*

**Strategies:**

<table>
<thead>
<tr>
<th>Tactics</th>
<th>Participating Party</th>
<th>Responsible Party</th>
<th>Resources Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Define international curricula: purpose, scope, criteria.(^2,3)</td>
<td>Representatives from all Colleges</td>
<td>(Core) Curriculum Committee/ Office of Graduate Studies</td>
<td>Time and Effort; Administrative support</td>
</tr>
<tr>
<td>2. Institute a minimum number of credit hours that contain an international perspective/component (Core Curriculum)</td>
<td>Representatives from all Colleges (University)</td>
<td>Core Curriculum Committee / Office</td>
<td>Time and Effort; Administrative support</td>
</tr>
<tr>
<td>AND/OR Program Courses can count) (^3)</td>
<td>Committee of Graduate Studies OR UTSAIC support</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Reinstute foreign language requirement (^1, 2, 3)</td>
<td>All UG programs Core Curriculum Committee Time and Effort; Administrative support</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Identify international courses in UG and Grad catalog and ASAP (^2, 3)</td>
<td>Department/ Program representatives (given established purpose, scope, and criteria) (Core) Curriculum Committee/ Office of Graduate Studies Technical support (FAIR, Bulletin) Time and Effort</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Integrate ESL classes (with international students) with native students to promote conversation and understanding (^1)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Modify student advising to include new criteria (^3)</td>
<td>UG and Graduate advisors</td>
<td>Time and Effort; Administrative support</td>
<td></td>
</tr>
<tr>
<td>7. Provide professional development workshops on teaching and learning strategies related to internationalizing the curricula (^1, 2, 3)</td>
<td>All faculty</td>
<td>Teaching and Learning Center Funding for in-house and outside presenter workshops</td>
<td></td>
</tr>
<tr>
<td>• Increase professional development in-house</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Increase funding for faculty and administration to attend UNESCO workshops and other third party professional development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Identify and foster partnerships with national and international universities as a part of internationalizing the curricula. (^2)</td>
<td>EVP/SIO; College/School Deans; Faculty members</td>
<td>EVP/SIO; College/School Deans; ADIEs; OIP Time and effort; Travel support and expenses</td>
<td></td>
</tr>
</tbody>
</table>

**Recommended Performance Measures**

<table>
<thead>
<tr>
<th>Current</th>
<th>Aug 2011</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Offerings with an international focus (^2, 3)</td>
<td>With undefined criteria: Undergraduate: 459; Graduate: 203</td>
<td></td>
</tr>
</tbody>
</table>
Institutionalized minimum number of credit hours that contain an international perspective/component (Core Curriculum AND/OR Program Courses can count) ³

| n/a |

Institutionalized required foreign language for all undergraduate degrees. ¹, ², ³

| n/a |

Participation in in-house and third party workshops for professional and instructional development opportunities ¹

| None |

Partnerships with national and international universities for process of internationalizing the curricula ¹, ²

| Sporadic |

**Theme III: International/Global Research**

*Develop infrastructure and support activities that define, increase, and strengthen international research projects.*

**Strategies:**

<table>
<thead>
<tr>
<th>Tactics</th>
<th>Participating Party</th>
<th>Responsible Party</th>
<th>Resources Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Provide workshops for students and faculty to learn about:</td>
<td>Students, Faculty, Administration</td>
<td>ADIEs; Office of the VP for Research; International UTSA</td>
</tr>
<tr>
<td></td>
<td>• varying research perspectives and traditions across disciplines. ²</td>
<td></td>
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<tr>
<td></td>
<td>• international and global research. ²</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• building opportunities to make decisions about global research themes. ²</td>
<td></td>
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<tr>
<td></td>
<td>• development models and other project management tools and implementation for use in cross disciplinary research planning. ²</td>
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</tbody>
</table>
2. **Provide mechanisms for students and faculty to form research collaboratives with national and international universities for global research themes.**

   Students, Faculty, Administration  
   ADIEs; Office of the VP for Research; International UTSA  
   Time & Effort

2. **Utilize reporting systems to announce international/global research activities. (FAIR)**

   Faculty, Administration  
   VP for Accountability  
   Time & Effort

3. **Improve information and streamline IRB processes (including checklists) that better support international /global research.**

   Office of the VP for Research; UTSA IRB  
   Office of the VP for Research; UTSA IRB  
   Time & Effort; Professional Development

4. **Create courses that focus on global research themes.**

   Faculty  
   Faculty; ADIEs  
   Time & Effort

5. **Increase funding for student and faculty travel and expenses to support research conceptualization and dissemination (e.g., conferences).**

   Students & Faculty  
   ADIEs; International UTSA; College Deans  
   Travel & Expenses

---

### Recommended Performance Measures

<table>
<thead>
<tr>
<th>Current</th>
<th>Aug 2011</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create intentional dialog opportunities across Colleges and disciplines (research perspectives and traditions; internationalized and globalized; logic models).</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>Identify, form, and support international and global research themes and collaboratives.</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Announce global and international research opportunities.</td>
<td>n/a</td>
<td>n/a</td>
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**Theme IV: International Scholars and Students**

*Develop infrastructure that supports international scholar and student recruitment and integration into UTSA community.*

**Strategies:**

<table>
<thead>
<tr>
<th>Tactics</th>
<th>Participating Party</th>
<th>Responsible Party</th>
<th>Resources Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify and hire full-time international faculty, visiting scholars, and Fulbright scholars $^{1,3}$</td>
<td>College Deans, ADIEs, EVP/SIO</td>
<td>College Deans, ADIEs, EVP/SIO</td>
<td>Travel and expenses</td>
</tr>
<tr>
<td>2. Develop support program for international faculty, visiting scholars, and Fulbright scholars (and families) $^{1,2,3}$</td>
<td>EVP/SIO; International UTSA staff; UTSAC</td>
<td>EVP/SIO; International UTSA staff; UTSAC</td>
<td>Time and effort; financial support</td>
</tr>
<tr>
<td>3. Develop recruitment, mentoring and support program for international students (to include an increase in total international students and in legal and administrative support for enhancement of international student services) $^{1,3}$</td>
<td>EVP/SIO; UTSACIC; International UTSA staff; ESL faculty</td>
<td>EVP/SIO; UTSACIC; International UTSA staff</td>
<td>Time and Effort; financial support</td>
</tr>
<tr>
<td>4. Develop opportunities for international students and local students to interact in ways that increase intercultural communication, respect, and sensitivity $^{1,2}$</td>
<td>EVP/SIO; UTSACIC; ESL faculty; International UTSA staff; Student Affairs</td>
<td>EVP/SIO; UTSACIC; ESL faculty; International UTSA staff</td>
<td>Time and Effort</td>
</tr>
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</table>

**Recommended Performance Measures**

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<tbody>
<tr>
<td></td>
<td>110</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Increased number of Student Fulbrights</strong>&lt;sup&gt;1&lt;/sup&gt;</td>
<td>1 student participating in ESL assignment to Spain</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Increased number of Faculty Fulbrights</strong>&lt;sup&gt;1,2&lt;/sup&gt;</td>
<td>1 UTSA faculty member in 2008-2009. No Faculty Fulbright Scholars came to UTSA in 2008-2009</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Increased number of international students</strong>&lt;sup&gt;1,3&lt;/sup&gt;</td>
<td>1248 (roughly 4.5% of UTSA population)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Increased number of international and diversity activities on campus; Highlight nations/cultures represented on campus</strong>&lt;sup&gt;1,2,3,4&lt;/sup&gt;</td>
<td>Sporadic</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Incorporate faculty/student/admin tool to measure impact of these experiences</strong>&lt;sup&gt;3&lt;/sup&gt;</td>
<td>Review GPI instrument, as well as similar instruments to assess their feasibility as research tools for future campus sensitivity assessments</td>
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</table>
**Theme V: Study Abroad**

*Develop an infrastructure that supports and enhances study abroad opportunities and learning outcomes for more students.*

**Strategies:**

<table>
<thead>
<tr>
<th>Tactics</th>
<th>Participating Party</th>
<th>Responsible Party</th>
<th>Resources Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Increase scholarship funding for UG and Grad students to study abroad and conduct international research (^1,2,3)</td>
<td>EVP/SIO; International UTSA</td>
<td>EVP/SIO; International UTSA</td>
<td>Scholarship funding</td>
</tr>
<tr>
<td>2. Increase faculty funding for international curricula development and partnership (study abroad) establishment (<em>see V.6 above</em>) (^2,3)</td>
<td>EVP/SIO; International UTSA; ADIEs/Colleges</td>
<td>EVP/SIO; Colleges</td>
<td>Travel and Expenses, Time and Effort</td>
</tr>
<tr>
<td>3. Highlight student experiences in study abroad programs to UTSA and greater San Antonio community (website stories, presentations to Board of Regents, presentations to local businesses and private donors) (^2,3)</td>
<td>Students, International UTSA staff, Study Abroad faculty</td>
<td>Students, International UTSA staff, Study Abroad faculty</td>
<td>Time and Effort</td>
</tr>
<tr>
<td>4. Limit number of third-party providers to no more than ten. (^3)</td>
<td>EVP/SIO; International UTSA; ADIEs/Colleges</td>
<td>EVP/SIO; Colleges</td>
<td>n/a</td>
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</tbody>
</table>
| 4. Establishing a feedback mechanism for students who have studied abroad to identify:  
  - Why students chose to study abroad  
  - How this choice was influenced by the UTSA  
  - What the impact of study abroad was on them academically and personally \(^1\) | EVP/SIO; International UTSA; students studying abroad | EVP/SIO; International UTSA | Time and Effort |
**Recommended Performance Measures**

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<tr>
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<tbody>
<tr>
<td>Increased numbers of students studying abroad ¹, ², ³</td>
<td>220 (roughly .8% of UTSA student population)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increased scholarships (International Education Fund) assisting students to study abroad ¹, ², ³</td>
<td>$119,415.50 to 63 students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increased number of UTSA faculty-led study abroad programs ¹, ², ³</td>
<td>31 approved Faculty Led Programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agreements with ³rd party provider ³</td>
<td>None from the OIP with affiliate study abroad providers - (Does not include the COA Barcelona program or international visitor contracts with UTSA)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Active MOAs with institutions outside the U.S. ³</td>
<td>Formal agreements with foreign universities and / or entities - 57</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluated impact study abroad has on student’s sensitivity to global diversity ¹, ³</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
REFERENCES


Appendix A: UTSA International Programs Current Structure

Centers and Institutes
- Mexico Center
- East Asia Institute
- Confucius Institute
Appendix B: Annotated Bibliography of Literature Review

International Curriculum


   A comparison of the national policies for internationalization in Austria, Germany, Greece, the Netherlands, Norway, Portugal, and the UK. Increasing economic rationales for internationalization of higher education. The approach to internationalization curriculum (no longer mainly about student and staff mobility).


   Book is an "invaluable resource" of approaches to global curriculum and policy.


   Preparing undergraduates and training faculty to succeed in a global society requires colleges to infuse international and intercultural dimensions into the curriculum.


   While much of that loss has been attributed to political fallout of 9/11 and the attendant difficulties for students from some countries to receive student visas, as well as the encroachment of UK, Australian, and Canadian universities upon traditional U.S. international student markets, not enough attention has been paid to the impact the Bologna Process and the ERASMUS program have had on declining international student enrollments in the United States. In addition to these changes that can be precipitated solely at the university level, federal and state government must become involved in the change process that will allow public universities stay globally competitive. * The federal government must institute less cumbersome visa and immigration policies. * Legislators must demand and support international education programs on all levels and support our students in their effort to gain international competencies by establishing education abroad scholarship funds and internationalizing curricula.

"Despite living and working in an international community, US university students' knowledge and understanding of other people and their cultures is minimal. Paige and Williams determine whether seniors in family and consumer sciences perceive that international concerns and experiences are represented in the curricula and whether they believe they are being adequately prepared for participating in the international arena."


The university has hired a director of cabinet strategic projects and established a Global Learning Coordination Council to help integrate the disparate parts of the QEP and to ensure progress.


"This study is based on students' knowledge of international business education programs. It examines their opinion about the beneficial effects of international business and exchange programs and how well they will prepare them to exercise their citizenship, not only in a national setting, but simultaneously in a global realm of opportunities and challenges. International business education and exchange programs will broaden the students knowledge of global markets. Business schools need to incorporate international business into the core curriculum."


The purpose of this article is to present a biographical sketch of Lee C. Nehrt, who, in 1962, became the first person to obtain a PhD in International Business and his role in internationalizing business curricula in the US and popularizing America as a model for business education in the world.


This article reports the findings of a university's pilot project documenting the impact of an intervention entitled Course (Re)design for Internationalization Workshop (CRIW) on faculty perspectives and their subsequent willingness to engage in internationalization of the curriculum. Two main theories, transformative learning (Mezirow, 1991) and faculty development (Ramsden, 2003) in the approach adopted for the CRIW (Saroyan & Amundsen, 2004) informed this study and its procedures. This theoretical framework is congruent with Bennett's (1993) developmental model of intercultural sensitivity. Data collection for this study consisted of pre- and post-CRIW questionnaires,
Interviews, and workshop artifacts. Interpretative qualitative analysis of the data showed that faculty engaged in the process at a very deep level and reported intellectual changes in their perspectives. Also, they demonstrated a willingness to change their conceptual and practical understandings of the process of internationalization of the curriculum. In conclusion, we found that the participants’ transformation and perspectives were in line with the theoretical bases of the original intervention designed by Saroyan, Amundsen, McAlpine, Weston, Winer, and Gandell (2004). Also, this pilot project reiterates the need for curricular reform, faculty development, and institutional structures to support internationalization of the curriculum on a larger scale.


The changing world in which we now live requires that counseling psychology alter its training curriculum assumptions, content, and methods to prepare students and faculty for meeting the challenges of life in the global community. Global problems such as poverty, migration, overpopulation, international war and violence, rapid urbanization, and cultural disintegration are posing new challenges for service professions that are no longer suited to ethnocentric values, content, and interventions. Adjustment syndromes such as alienation, culture shock, acculturation, identity conflict and confusion, and migration stress are now emerging as major problems for counselors in schools, colleges, industry, clinics and private practice. New competencies are needed. The present article offers 50 different ways to assist in the internationalization of the counseling curriculum, with specific recommendations for professional psychological associations and department of psychology curriculum content and extra-curricular activities, and universities. The article calls upon counseling psychologists around the world to help create a new professional and global consciousness that can advance our field by addressing the problems we face and restoring dignity to those we serve through the provision of more informed and culturally sensitive services.


International business programs, universities with international students, and educators who seek to internationalize their teaching need to make informed decisions about teaching, testing, and assessment criteria. The infusion of American business curricula throughout the world as well as the need to train American business students for leadership roles in global contexts calls for teaching and assessment practices which explore a plurality of cognitive, affective and behavioral pedagogical strategies. This article considers traditional education and assessment in China in light of American educational practices currently used for assessment in business training. It explores how an understanding of modern Confucianist values can shape assessment choices in both American and overseas programs as an example of developing cross-cultural awareness. The authors call for an assessment process in business education which draws from a plurality of methods adapted to teaching, learning and testing for global awareness.

"The dynamic growth of global markets in recent years has spurred a demand for new knowledge and skills. Each advance in technology, systems, and processes reaffirms that need. For students to succeed, they must learn how the global marketplace functions and adapt to different ways of thinking and working. Over the last few years, practicing accountants, as well as regulators, have attempted to revamp the collegiate accounting curriculum. Changing accounting education requires accounting educators to consider the changing global accounting environment, the current domestic focus of US accounting students, and general resistance to change. A good starting point is what students are being taught in international accounting courses in the US. The authors sent survey instruments to 367 accounting faculty in US colleges and universities whose teaching or research interests are in international accounting. The authors believe that it is the obligation of universities to ensure that a course in international accounting be included in the accounting curriculum."


"Here, then, the internationalisation of the student total learning experience may therefore be understood as a comprehensive agenda criss-crossing the different aspects of university life, from administration, marketing and recruitment, to student support services, new partnering arrangements and the provision of new facilities (van der Wende, 2001). For many (indeed for ourselves) it is the nature and reality of the ethical dilemmas thrown up by internationalisation that prompts us to search for an ideal that meets the 'needs of an international student body', provides 'equality of opportunity' and supports 'intercultural learners', with curricula which reflect 'fair play' and 'universal suffrage'."


"This paper aims to present the results of an initial research study conducted to identify the desired professional characteristics of an industrial engineer with an undergraduate degree and the emerging topic areas that should be incorporated into the curriculum to prepare industrial engineering (IE) graduates for the future workforce. A survey was administered to faculty and industry professionals across the USA to describe the desired characteristics and define the important emerging topic areas. The modified three-round Delphi technique was applied to obtain consensus and ranking of the emerging topics. The research findings that identify the desired characteristics and the most important emerging topics to be incorporated into the reengineered curriculum discussed in this paper. Statistical analysis of the results indicates some differences in opinions expressed by persons in
academic settings and those working in business and industry. These research findings have implications for the development of curricula at the international level."


To compete in a global environment, firms need people with the appropriate international knowledge, skills and abilities (KSA). Undergraduate international business (IB) majors may not be taught the specific KSA that match those business needs. This study surveyed the most active international companies in Minnesota (USA) that had recently hired new employees into IB positions. Top hiring requirements were general skills followed by five specific IB-related KSA: direct sales (exporting/distributorships); importing (sourcing/purchasing); global sales contracts/negotiations; global transportation/logistics, and strategic planning. Business needs for IB-related KSA differ from the content of typical textbook-guided IB courses taught at colleges and universities, the implication being that more practical aspects of day-to-day operations of firms engaged in IB should be included in the curriculum.


This article reviews the emergence of international business (IB) as an academic discipline through an examination of IB research, curriculum, and location within the organisational structures of universities and business schools. A selective review of the literature on IB education is used to identify different approaches to the formulation of the IB curriculum and its constituent parts and principal features: internationalisation of business functions; integration of constituent subject areas; multidisciplinary and strategic orientation. This is used to derive a number of pedagogic implications for both teachers and students of IB: sequencing and ordering of the curriculum; revealing the ontology and epistemology of IB; breadth versus depth in the curriculum; emphasizing a study of or for IB; locating and structuring IB within a modular programme; class room practice for delivering the IB curriculum.


The need to internationalize planning education is increasingly apparent, but planning programs in the United States have varying capabilities and resources to incorporate an international dimension in their curriculum. Offering a multiuniversity studio and study abroad course in Mexico, in conjunction with the World Congress in 2006, provided an opportunity to collaboratively address this need. The synergies that accrued are worth considering. An argument is made for adopting similar studio efforts as an integral component of future World Planning Congresses.

This paper examines some of the effects of globalisation on education and teacher education. In particular it considers the contradictory demands of economic and cultural forms of globalisation, and between globalisation and localisation. Attempts to construct an "education space" in Europe and Asia are considered and various responses of teacher education systems are outlined. A defensible theory of teacher education is presented around the transformation of curriculum, pedagogy, assessment and the practicum: one that might allow a creative response to the contradictions of globalisation.”


This paper focuses on the internationalization of curricula, faculty and campus activities in a case study of colleges and universities in Colorado. 'Internationalization' is a recent trend in US higher education and is sometimes given as a reason for hiring foreign-born faculty. A survey was used to explore how the definition and degree of internationalization would vary by institutional mission, goals and size as well as by the interests and expertise of key administrators and staff. None of these factors accounted for the survey results. Instead, the results indicate inconsistencies in institutional definitions of internationalization and in the implementation of resulting programmes. These inconsistencies may be a reason why foreign-born faculty can receive a mixed reception and encounter varied support on US campuses and raise a number of issues for further research on the discourse of contemporary US higher education.


Facing the trend and pressure of globalisation, the history curricula of Hong Kong and Shanghai have been undergoing reforms in order to better equip the youth for coping with rapid contextual changes. At the same time, there have been attempts to reposition nationalism in the changing contexts. This paper aims to compare and contrast how the forces of nationalism and globalisation affect, and are re-presented in, the contents of the junior secondary history curricula of the two cities, with a view to exploring the convergent and divergent trends of development in the two systems (capitalist and socialist) within one country. It is expected that the findings will shed light on the continuities and changes in the junior secondary history curricula of the two cities, and explore possible alternatives for the improvement of history education.


This paper sets China's education of English majors within the changing global and national context. It examines the impact of accelerating globalisation and the rise of global English, the adjustment of China's English language policy, the growth of the education of
English majors and the challenges faced by this sector of education. To adapt to the changes, efforts have been made to change the training models, revise the national curriculum and update textbooks. The introduction of six new training models is significant: "English major plus courses in other specialisms", "English major plus an orientation towards other disciplines", "English major plus a minor", "A major plus English language", "English language plus another foreign language", and "Dual degree: BA degree of English language and literature plus another BA degree". Turning out 'composite-type' graduates has become a training objective of the curriculum for English majors, with consequent implications for the future development of this sector of education in China.


After centuries of protectionism in international trade, the course is inexorably set for trade amongst nations without borders. More and more countries are joining the World Trade Organization and companies are repositioning themselves for the conduct of their activities in an environment free from physical borders and national legislative restrictions. Commercial activity is as old as humanity itself and touches every aspect of human endeavour. The raison d'être for academic institutions, which provide skills training for the labour force of the community of nations, lies, to a large extent, in fulfilling the requirements of commercial activity. Any profound change in the manner in which commerce is conducted, logically, requires an equally profound change in the philosophy of developing the skills of the labour force. This paper therefore discusses the challenges which academic institutions face in restructuring their curricula to meet the demands of the globalized economy of the future.


The demand for flexible engineers presents significant challenges to engineering education. Among these is the need for engineers to be prepared to understand and deal with organizational change. Yet engineering education and research on engineers have overlooked the impact of organizational change on engineering work. After outlining the impact of globalization on organizational change, this paper contributes to our understanding of how engineers experienced organizational change immediately after a merger when two major aerospace companies came together, bringing two different corporate cultures together and different models for the organization of work. Based on the analysis of these experiences, this paper offers, first, a hypothesis connecting engineers' educational experiences with their responses to organizational change and, second, a curriculum proposal to help students prepare for the complex experiences of engineering work in ever changing organizations.

This paper argues that key education policy initiatives since the introduction of the National Curriculum in the UK are Government-mediated responses to pressures in the global knowledge economy. Successful implementation of these policies has required a change in the way in which education institutions and professionals are controlled and managed. George Ritzer's 'McDonaldization' thesis, a conceptualization of a dominant form of economic and cultural globalization, is outlined and it is then argued that national education policy has led to the 'McDonaldization' of the state school education system in England. Benjamin Barber's concept of 'McWorld' is used to represent the consumerist world which a narrowed educational vision seeks to serve.


There has been a resurgence of interest in global education in the UK as global issues are included within the requirements of citizenship education in national curricula. This paper examines the significance attached to global citizenship through Citizenship as a statutory subject at Key Stages 3 and 4 within the National Curriculum for England. Drawing on a web-based project funded by the UK Department for International Development, the paper analyses a number of secondary school texts designed to support teachers and students in incorporating global perspectives into citizenship education. It seeks to answer the question: in what ways is global citizenship being mainstreamed? It suggests that NGOs and commercial publishers have different but complementary approaches to resources for global citizenship and that there is a strong case for greater collaboration between the two sectors.


"Globalization and the educational reforms it has spawned have contributed to the marketization of education and the increased pressures on schools boards, administrators, and teachers to adhere rigidly to the management and measurements of standardized curricula testing and to rely on market solutions. Hibbert and Iannacci examine the mandatory import of such solutions into language arts classrooms with reference to literacy goals such as "the exploration and expansion of human potential."


The primary focus of this paper is two case study schools, one in Singapore and one in Australia, which have both been actively pursuing an agenda to build a unique internationally-oriented curriculum, in a context of globalization, but also within the constraints set by national/State curriculum frameworks, examinations and league tables. Interviews were used to collect data in each school, and then cross-case analysis was conducted to reveal both similarities and differences in the way the two schools are moving towards internationalizing their curriculum. Emergent meta-level conceptual themes around policy for 'internationalization' of the curriculum are discussed: enablers and constraints; the
issue of whether such internationalization fosters a market ideology; changing power relationships; and the relevance of distinctions between internationalization and globalization. The paper concludes by pointing to the contribution of the 'sociology of knowledge' and 'critical policy analysis' in disrupting the potentially hegemonic economic discourses associated with internationalizing the curriculum.


This article examines the implications of globalization in the teaching of public administration in Nigeria. It explores the teaching of public administration in Nigeria before and after 1986. The study argues that the teaching of public administration in Nigeria followed the British educational pattern before 1986, but changed to the United States model between 1987 and 2002. It also argues that for public administration training to be meaningful in Nigeria, it should be designed and implemented with relevance to the sustainable development mission of the nation. The article examines the poor fit between the British and American models and the political environment in Nigeria. This wrong fit between the western models of teaching public administration and the appropriate model for Nigeria has been a major concern to those advocating sustainable development in the nation. Some suggestions are given on how to improve the teaching of public administration in Nigeria in the future.


Many Western universities are responding to the demands of globalisation by attempting to internationalise their curricula--that is, to introduce an element of multiculturalism. This project derives its rationale from three assumptions: (1) the globalisation process is a viable agenda for a sustainable and just future for all people; (2) it is the responsibility of the university to respond faithfully to current demands of Western society--that is, in this case, to the demands of globalisation; and, (3) given the first two assumptions, internationalisation of the curriculum is a logical response. It is argued that the first two assumptions need to be explicitly recognised and then rigorously questioned. This must be done by academics themselves, and as a joint project with students in the classroom. This questioning amounts to challenging the foundational concepts of contemporary Western civilisation. New directions for the future may thus emerge from the classroom. The core concepts of other cultures may be seen as an asset in this process, giving an entirely new meaning to the term 'internationalisation of the curriculum'.


"In the era of globalization, US colleges and universities face urgent questions about how to educate students who will contribute to civic life, both locally and globally, and
understand that the fates of nations, individuals and the planet are inextricably linked. The need for America to overcome the parochialism of its students is addressed."


Responding to the globalisation of commerce and communication and driven by competition in the multi-billion dollar international market for higher education, many universities are seeking to market their educational provision internationally. Feedback from some disappointed 'customers' has created pressure for change in the way that instruction is designed and delivered. This pressure is beginning to affect teachers in subjects perceived as international in perspective. This paper reviews the strategies suggested by Western universities to achieve internationalisation of the curriculum. Internationalisation is a major project that affects all aspects of a university's provision, including its priorities for staff development and career rewards. The challenge for course developers is to design a curriculum that serves global rather than national priorities, which does not rely on prior knowledge of local provenance, where students from all sources share equal opportunities for advancement in an inclusive learning environment, and which serves to introduce stay-at-home students to the demands of an increasingly multinational world of work.


An analysis of how globalization has influenced the spread of reforms for decentralizing school governance and the consequences these reforms have had on models of curricular administration and implementation of curricula in classrooms across nations is presented. It is argued that curricular governance and implementation are indicators of a mixing of centralized and decentralized models of curricular administration in national education systems.


"In recent years Japanese universities have been under pressure to internationalize their curricula and make undergraduate studies more cross-disciplinary. Many reforms have involved simple adjustments to existing programs; only a few institutions have gone so far as to develop entirely new programs of study. Senshu University, a leading private university in Tokyo, has undertaken a bold commitment to use economics as a foundation for integrated global studies. Senshu's experience suggests that there is an important role for using economic studies to internationalize undergraduate education."

"Zesztarski examines the impact of globalization on the community college missions and the expected competencies that students should acquire from a community college education. She presents a list of accepted competencies for the "globally competent learner" and suggests additional competencies, which include a focus on the importance of intersection of language and culture and an understanding of the interconnectedness of the economy and the environment."


The postwar era has witnessed a fundamental reshaping of how and who conducts world trade. Companies, and by extension countries, that succeed will be those who can evolve as quickly as the economic landscape. American colleges and universities have traditionally been the training ground for businesses seeking global managers. Their ability to produce graduates for this new marketplace may depend on structural realignment among themselves, accrediting agencies, business, and government. In this article, I explore how academic preparation efforts during the past 2 decades have not effectively addressed the challenge of preparing students to manage on a global level. I present a review of the current situation and suggestions for structural change.


Business and educational institutions agree that students need a solid foundation in international business (IB) to become successful managers in a global economy. Students have increasingly expressed interest in IB courses but have not necessarily enrolled in them. The author found that students who have taken IB courses have a more positive attitude and referents that advocate for these courses, compared with those who have not taken an IB course. The author explores the implications of these results for the delivery of IB courses.


Although AACSB feels that "every student should be exposed to the international dimension of business through one or more elements of the curriculum," they do not suggest any particular method for doing so. Schools have attempted to meet this mandate in a variety of ways. This study looks at one effect of internationalizing the business curriculum on business students. The results show that overall business students are less ethnocentric than their non-business counterparts and that those students who had taken a course in international business were considerably less ethnocentric than those who had not.

**International/Global Research**


This article presents the role that internationalisation can play in facilitating partnerships between higher education institutions across continents. An example of a partnership between a university in South Africa and a university in the United States of America can be provided as authentic evidence that, assuming the notion of “partnering”, internationalisation could significantly contribute to university education.


Five reasons why U.S. colleges and universities attempting to internationalize the curriculum have major difficulties include: (1) competing purposes and directions that shift with the political and economic climate; (2) governmental constraints; (3) institutional structures that block change; (4) theoretical assumptions about curriculum that do not match global realities; and (5) lack of data to support curricular change.


The author argues that globalization is implicated in the discourses of science education and research. The author further maintains that “developing globalization as a theoretical construct to help formulate new questions and methods to examine these questions can provide science education with opportunities to expand the conceptual and analytical frameworks of much of its present and future scholarship.”


Globalization has brought market and business practices into universities, but with serious negative ramifications. Interviews with 253 U.S. and Australian faculty, plus additional data drawn from New Zealand and Canadian studies, focused on the rise of performance-based accountability and corporate managerialism and their effects on faculty working conditions, collegiality, and faculty status in the university power structure.


This document reports on a project focusing on the development of strategies by institutions of higher education for greater *internationalization* and reformulation of the missions of teaching, research and service.

This book reports the results of an investigation into the internationalization of U.S. higher education through the experience of faculty, using impressions and data from extensive campus visits and interviews at 37 institutions nationwide, and data from 4 previous studies. Chapter 7 provides case studies of five institutions with programs offering international experiences: Wheaton College, Norton, Massachusetts; Bunker Hill Community College, Boston, Massachusetts; Lewis and Clark College, Portland, Oregon; University of Washington, Seattle, Washington; and the Colorado School of Mines, Golden, Colorado.


   This article address the “general state of research characterised by an increase of theoretically and methodologically ambitious studies without a dominant disciplinary, conceptual, or methodological ‘home.’” The article address, among other ideas, the shift from internationalization to globalization and a systems perspective of internationalization.


   This article asserts a need for educators to consider the mission and value of study abroad programs and their relation to the processes of globalization and internationalization. As educational systems increase their emphasis on the need for international education, it will be necessary to consider what types of study abroad opportunities are relevant to current world trends. This article attempts to provide a framework for understanding the distinction between the terms globalization and internationalization and their relevance to the future of international education and study abroad programs.


   The 13 chapters of this edited book attempt to challenge assumptions about international education and urge comprehensive curricular changes involving integration of international and global education into all disciplines. The final chapter presents the results, resistance, and recommendations from a case study at a U.S. University.


   This book provides critical definitions of international and global research along with examples. In addition, it makes a case for examining international and global research from a systems and collaborative perspective.

The author presents a case that globalization is a long-term, multidimensional process. This article proposes that “managing globalization for the common good requires, inter alia, an enhanced role for democracy, a role supported by a new public education that is inscribed with 6 key values—democracy, critical thinking, relational ethics, creativity, social justice, and solidarity—and is based on a particular image of the child and the school.”


The thesis at the center of this book is global interdependence and interconnectivity with an emphasis on education policy in the twenty-first century is the key to global security, sustainability and survival.


This article discussed the attitude toward globalization held by future business leaders, who are being educated currently and who will shape the global economy in the future. The authors maintain that college students (especially business majors and students with white-collar parents) are hold a substantially more positive view toward globalization when compared with the general public.


Discussion of the importance of globalization in higher education policy stresses, first, that globalization not only transcends but ignores national boundaries, and second, that globalization is one element in a shift from modernity to post-modernity, and involves radical reconfiguration of society and reconstitution of current concepts and mentalities. Suggests this new environment will test the resilience of the university.


This book presents strategies for systems thinking, reinventing relationships, building a shared vision, working with mental models, and viewing organizations as communities.


This article compares and contrasts how four books on globalization and education presents and develops a theory of globalization in relation to the topic of education.

This article addresses three goals that pertain to globalization and its impact on public policy in general and Hispanic higher education in particular. First, the author defines globalization as it relates to education. Then, he considers what globalization suggests with regard to the public good. Finally, four implications are suggested about how globalization frames Hispanic higher education. The purpose of this article is to suggest that the structural and cultural actions that we provide in response to a call for help is circumscribed by the pervasive nature of globalization.

**International Scholars**


   Highlights faculty and student participation in one university's study abroad program.


   Six university collaboration on an ePortfolio project.


   An examination of definitions and assessment methods related to intercultural competence.


   Highlights six research approaches to international education, one of which is the internationalization of higher education


   The author speaks to her experiences as an American professor living and working in Cairo, Egypt.


   A report detailing the experiences and perceptions of students on select U.S. campuses deemed to be heavily involved in internationalization efforts.

Report that assists faculty and administrators in their efforts toward institutional transformation


Insights regarding study abroad research. Research questions posed, as well as next steps for educators.


Benefits and challenges of faculty-led study abroad programs.

**International Students**


This review identifies factors that influence the adjustment and academic achievement of international students.


This study explored the role that sensation seeking and related variables play in international students' satisfaction of experiences in the united states. Correlation analysis were conducted to test the hypotheses.


This article reports on a study that investigates Australian students' propensity to study abroad by examining the role of personality in the decision to participate.

The article examines the sociocultural needs of higher education students in an international degree program.


This paper presents some findings from an ethnographic study of international postgraduate students at a university in south England. One major finding being students' anxiety over their level of English Language.


The article explores the incidence of stress in international students in relation to the requirements of an international master's program.


This article investigates the adjustment journey of international postgraduate students which involved interviews and participant observation over a 12 month academic year.


This study deals with a pre-sessional English for Academic Purposes (EAP) course for international students entering higher education in the UK, having a focus on assisting change rather than addressing deficit


This study examined the dispositions, experiences, and expectations of international students in a developing country.


This article seeks to explore the adaptation process of Chinese international students to online learning at a university.

This study explores the factors identified by international students as influencing their learning.


   This article rather focus on the adaptation of international students to their host societies as most studies have done, deals instead with the academic and social experiences of international students. It also examines the relationship between experiences and objectively measured and self-assessed outcomes.


   This study reviews the historical patterns of diversity among internationals in American higher education as well as assesses the obstacles to and the promise of a more inclusive approach to internationalization and diversity in U.S higher education.


   This article examines three parts of international education- international studies, international educational exchange, and technical assistance to be able to get a closer look at where international education is today.


   This article provides an overview of the life adjustments of international students to social networking on American campuses and identifies the special needs of this group.


   This study investigates the challenges international students face in higher education.

This study investigated the development of east Asian female students in a second-language environment.


The purpose of this study is to investigate what occurs within the classrooms, what types of language and instructional styles were being used by lectures and which aspects international students found most difficult.


This article is concerned with the transition into higher education of students with an East Asian background.


This research explores the experiences of international students in the U.S. Southwest.


This study explores students' perception of adjustment problems and concerns they experienced as well as the role social networking played in the adjustment process.


The purpose of this study was to examine the experiences of international graduates in a new environment, to find out how they perceived their new learning environment and to explore the strategies they used to adjust to, manage and construct meaning out of their learning situation.


The article provides some background on the internationalization experiences of higher education institutions in the united states and Europe to assist the understanding of the Australian case.

This article describes the experiences of international students from a culturally diverse backgrounds and the coping mechanisms that they use with respect to their studying and living conditions in a foreign country.


The article examines the internalization process during a 30 year period. It will trace the history of the university's internalization efforts with reference to curriculum, the role of international students and scholars, international educational exchanges and organisational/structural arrangements.


This article discusses some challenges confronting teachers in higher education when responding to the needs of international students. It is argued here that curriculum design within mainstream courses is a key tool to embed language and learning skills in course content and hence foreground those elements that can promote students' familiarization and adjustment in the new environment.


This article sought to empirically assess the relation of marital status, ethnicity and academic achievement in relation to the adjustment strains experienced by international graduate students.


This article analyzes the cultural acclimatization of international students to programs presented by universities from another country, arguing that international students studying in their own country in programs operated by organizations from outside their country can be subject to culture shock.

This article examines how the levels and types of support provided impacts a group of first-year young and mature-aged international students at a university.


This article surveys the trends within convergent strands usually associated with the term 'international education', particularly in the area of higher education.


The paper proposes the concept that international students who have higher readiness for self-directed learning gain greater learning outcomes from project-based learning approaches.


This article explores four Turkish students' perceptions of the participation in graduate courses at a U.S. university. The findings suggest that the participation experiences were influenced by multiple factors.


This paper reports the findings that of a qualitative case study that explores how international students in different disciplines struggle to be active and drawing on various strategies and problem solving skills in order to take control of their academic life.


This article explains How and Why some international students experience their study abroad lives in positive ways and came up with a grounded theory analysis that showed that they related strategies for well-being most strongly to tactics for gaining general well-being and coping skills for adjusting to study abroad life from the perspective of their study abroad goals.

This article analyses the socio-emotional challenges experienced by host and international students as they interact in the same international education environment over a period of time.


This study investigated factors associated with the academic stress experienced by international students attending graduate school in United States.


This article examines the initial longitudinal adjustment of international students and also identifies the variable that mediate these international students' adjustment at various points of their stay.


This research explores the experiences of the students on their experiences related to their learning goals, language adaptation & educational achievement.


This study focuses on the extent to which international students engage in effective educational practices.


This article is about the effects of foreign students in European Universities and establishing the European area of higher education through the Bologna process.


This article reviews the development of theories of culture shock, considers their relevance to the process of adaptation in student sojourners, and seeks to clarify and extend them in relation to this group.
Study Abroad


This article reports on a study that investigates Australian students' propensity to study abroad by examining the role of personality in the decision to participate.


In this article, the author assessed results from a cultural awareness instrument administered to business student participants at the beginning of a summer study abroad program in London, England, and then again at the program's conclusion. The data indicated that the program enhanced cultural awareness and personal development. Moreover, additional information from a student survey reinforced the results of the cultural-awareness instrument.


This article addresses the need for increased cultural learning in short term study abroad programs.


International experiences is critical for MBA faculty and students, but providing such experience as part of the curriculum is often difficult for relatively small programs.


Engineering students traditionally do not go overseas because foreign study has not traditionally been a focus for the field.


The article presents the idea that the current existing literature on citizenship education is at its core ideological and proposes that the way to ground political education is to turn towards the use of dialectical feminist material.

Integrating Learning Communities into Study Abroad, piloted in Russia, was a joint effort including students, faculty and community leaders. Participants researched business practices and studied the humanities of Russia in different cities. Future learning communities will focus on business and humanities in Italy, Hungary, and Greece.


This study addressed the impact of an intervention designed to enhance the development of pragmatic knowledge of the target language among study-abroad students through language and culture strategies.


Morgan State University, a public institution in Baltimore, has produced more fullbright scholars than any other historically black college or university; 120 since 1951.


Benefits for study abroad in General for teachers and students.


Study abroad is one approach to reducing social distance on an international level in order to create mutual understanding as our world becomes interdependent. This research explored the efficacy of a China study abroad program for reducing the degree of social distance between a group of American undergraduate students and the Chinese people in China. Data was collected using the Boagardus social distance scale and interviews.


This study looks at an international experience in Brazil designed to guide American graduate students into an active exploration of their assumptions of literacy and culture.

The aim of this study is to understand how student mobility in higher education promote the Europeanization of Portuguese universities.


This study seeks to determine a definition for intercultural competence as agreed upon by international scholars, and reviewed by administrators. It identifies components of intercultural competence, and assessment methods for measuring intercultural competence as a student outcome.


This article examines how American undergraduates negotiate their national identity in the context of studying abroad. Although universities promote study abroad through an emphasis of global awareness, national sentiments and identity are fundamental elements of how Americans see and position themselves in the world.


An exploration of how American and Australian students participate in the reformulation of the "global imagination" through their experiences studying abroad. Demonstrates that the similar economic positions of the two groups does not correlate to a shared global identity.


The project was a success because the systems-level objectives of increased access to cross-cultural education for students and faculty, expanded access to international education for disadvantaged students, and development of internationally appropriate curriculum materials to increase knowledge and skills in culturally sensitive community assessment and planning were met.


Study looks at different study instruments used to assess the experience of study abroad participants. Analyzes the benefits and drawbacks of specific survey types, as well as when each type might be appropriate for different goals and situations.

Virtually every college today feels the pressure to prepare its graduates for in increasingly international world, one in which an understanding of other cultures, economics, and political systems is critical for success. This article describes how colleges and universities are instituting new international education requirements.


This study compared the acquisition of various dimensions of fluency by students studying French in three different language contexts: formal language classroom in an at home institution, intensive summer immersion program, and a study abroad setting.


Examines the teaching methods, assessments, and grading practices of teacher educators.


This paper illustrates a view of the links between Design and Technology and Citizenship. Using examples from initial teacher education, it makes the case that aspects of citizenship can be embedded through values in Design and Technology education.


This article seeks to address the underrepresentation of science students in study abroad programs.


Higher education institutions (HEIs) are largely build on the assumption that learning is an individual process best encouraged by explicit teaching that is, on the whole, separated
from social engagement with those outside the university community. This paper illustrates how a collaborative effort between lecturers and students from the computer science and ed. departments at Rhodes University, teachers from the local community, developed into an unfolding virtual and physical community of practice which enabled ICT take-up in a number of schools in the Grahamstown district, South Africa.


The purpose of this study is to gain a better understanding to how gender was observed by a group of students participating in a study abroad program.


Study focuses on identifying intercultural attitudes associated with favorable expectations about participation in study abroad.


This study examines the broader impact that study abroad programs have on students through a factor analysis of the Study Abroad Goals Scale (SAGS). Results show that overall students' cross-cultural skills and global understanding improved; but students' goals in study abroad greatly influenced these outcomes.


This article provides specific recommendations to help faculty members organize, plan and conduct a short-term overseas study tour. Specifically strategies, are presented to help with managing students anxiety in the pre-trip session, acclimating the students to their new environment in the early part of the trip, balancing academic content with cultural activities, selecting types of learning activities, and facilitating a student exchange with local university.


Examines the professional learning content promoted by three school principles for social justice.


A holistic approach to allow faculty and students to fully capitalize on the study abroad experience through 1) tips and resources 2) criteria for evaluating program 3) ideas for processing experience on return. Focused on German Language experience.


This article discusses the advantages and disadvantages which a prolonged period at a foreign university, as part of research training, offers the doctoral student. It looks at interview data and a questionnaire survey to show that in general the benefits outweigh the problems associated with such stays. This study concludes that this kind of mobility is on way to enhancing the quality of doctoral training.


Future educators should be inclusive educators who use teaching strategies that are inclusive of all students, think globally, and include global dimensions in their teaching.


This paper looks at two scenarios of university attempts to maximize study abroad participation through scholarships. It shows that the ideal scholarship is a fixed-amount award independent of a student's ability level.


This paper evaluates the effects of quality assurance on the demand for college education, study abroad, and the brain drain.


This article presents results of a qualitative study of values development in U.S. and Scottish social work students who participated in a study-abroad Program.

Purpose of this study is present a clear definition of a peer advisor, the perception of a peer advisor, and what implications this perception has.


This paper explores the decision-making and experiences of African students in the UK Higher Education.


This study examines a program launched by Turkey's Education Council to sponsor thousands of students for graduate study abroad in hopes of building a foreign educated faculty for 24 new universities. It looks at whether or not students were successful in their studies abroad, and if the program was successful in meeting the goal of providing Turkey with professors for new universities.


Students from Colgate University's India Study Group visit South India every two years to study music, dance, languages, yoga, and philosophy. The Americans take a few days to adjust to the culture shock, and face a challenging workload through the semester, with an intensive program that immerses them completely in South Indian Culture and includes travel to various cities and remote villages in the region.


Although minority students made up 32% of all undergraduates in 2005, they accounted for only 17% of students studying abroad.


This study looks at Australian students who study abroad to understand the characteristics of these students, their types of experiences, their fields of education, and their destinations.

As increasing numbers of students participate in international travel courses as part of their collegiate business curriculum, there has been a corresponding rise in academic discussion about how institutions and trip leaders can best prepare for, and manage, the travel experiences. Recommendations are made for teaching Emotional Intelligence Competencies.


The authors compared the predictive effects of acculturation stressors and meaning of life on life satisfaction between Chinese students in Australia and Hong Kong. This showed that meaning of life had a strong positive contribution and acculturation stressors had a negative contribution in predicting life satisfaction in both samples.


This article analyses the rationales of student mobility through the study of official texts and political communications of the European Commission and the French Regional Council of the Rhone-Alps and discusses these in the light of the results of an analysis of French ERASMUS students' accounts on mobility experience.


70,000 volunteers will provide visitor services during the 2008 Olympics in Beijing, and it is reasonably assumed that many of these will be students who have spent time in Western tertiary education. This study looks at the perspective that these students bring on Western Standards of service quality gained through their experiences abroad, and investigates the extent to which service quality meets Chinese students' expectations.


This study examines the influence of family on Thai students' choice of international education by studying groups of Thai students who have studied abroad in Australia. Family influence is slotted into five categories: finance, information, expectation, persuasion, and competition.


This paper evaluates a programme of short alternative placements for final-year B.Ed.
students in Northern Ireland, which aims to broaden student teachers’ experience and development there transferable skills. The alternative placement program is set first in an international context of evolving pre-service field placements and then set in a local context marked by a surplus of teachers.


This article summarizes a literature review by Quezada and applies the findings to a study conducted by Alfaro about the experiences of four biliteracy teachers who participated in an international student teaching abroad program in Mexico.


This paper works to shed light on challenges and possibilities of helping teacher education faculty to be competent as international educators. This collaborative self study of USA teachers educator’s international experiences provides ideas we might consider that will help support teacher education faculty in movement toward this competence.


Survey research studying impact of study abroad on economic and career benefits, enhanced international perspectives (global-mindedness), personal development; and increased intellectual development.


This study investigates the role of context in second language acquisition with a comparison between study abroad and at home learning scenarios. It looks at oral performance gains as well as its relation to cognitive measures.


This paper reports action research intended to advance intercultural learning and pedagogy within teacher pre-service education. This research attempts to record observed differences and experienced changes in pedagogy on the part of Northern Ireland student teachers returning from teaching continental Europe and their continental European counterparts studying and teaching in Northern Ireland.

The Overseas Teaching Project, offered through the Cultural Immersion Project at Indiana University, is one successful model for giving teacher education majors the opportunity to teach and live abroad enabling them to incorporate a global dimension into their teaching.


The combined data demonstrates that cultural study and learning can and should be an integral part of teacher education programs, including the field-based components.


With an increasing number of students choosing various study abroad destinations, one way to make Germany an appealing location is making it possible for students to engage in independent research to make their time more academically focused. This paper looks at Northwestern's Study Abroad Research Program (SARP) that imbeds research into the abroad experience.


This article presents the findings of an evaluation study concerning the effects of international mobility activities in terms of advancement in specific competencies.


This study looks at whether a certain level of internal cognitive resources is necessary in order for individuals to take full advantage of a study abroad experience. Participants were native English speakers studying Spanish, and completed a translation recognition task and a picture-naming task. The results suggest that individuals who lack a certain threshold of working memory are unable to benefit from the study abroad context in terms of second language production.

This study looks at the relationship among cognition, language contact, and the development of pragmatic comprehension among Japanese learners of English in a study-abroad context. It examines two issues: (a) whether are gains in accurate and speedy comprehension of second language pragmatic meaning over time and (b) whether the gains are associated with cognitive processing ability and the amount of language contact in a second language environment.


Study-abroad students, products of their own particular academic literacy culture, face the challenge of rapidly integrating into a foreign academic literacy community. This study identifies possible culturally dependent sources of literacy problems in Law and Economics students in Great Britain, France, and Spain.


This study examines the impact of experiential learning on Latino/a college students' development as they move away from home to study and do community service in another country.


Understanding the globalization of business practices is an important area of learning for students studying in master of business administration programs today, and many graduate business program offer study tour programs for experiential learning. A description of student learning through pre-surveys and post-surveys, as well as reflections through term papers, is explored.


Looks at issues such as why students decide to study abroad, why they select certain institutions, how their home institution compares with partner institutions abroad, and the relevance of their international experience. Compares student’s opinions to literature on the topic, and looks at differences between incoming and outgoing students.

This paper reports on a study of the effects of international professional dialogue in educators' understanding of issues in educational leadership. The themes that emerged from this study are described.


The overall objective of the study is to analyze the benefits of the academy's work concerning study abroad and to provide suggestions and grounds for decision-making with regard to the formulation of policies and the management of the academy's study-abroad work, so as to further improve the efficiency of study-abroad work, give impetus to study-abroad work, and make it consistent with the requirements of the academy's knowledge innovation project.


This study investigated the relationship between English learning motivation types and self-identity changes among university students in the People's Republic of China. Intrinsic interest was correlated with productive and additive changes, individual development with self-confidence change, social responsibility with productive and split changes.


This study examines the willingness of Chinese ESL learners to engage in strategy based reading instruction, and what improvements were made based on students perceived use of these strategies.


This study uses data from two samples of university students in an attempt to investigate the individual determinates of participation in foreign exchange programmes.


This article explores the intersection between internationalisation outcomes, information and communication technologies and the planned curriculum, and the implications of these for professional development and student support.

The program that is the topic of this case study was an integration of two forms of experiential education: service learning and study abroad. Participants in the program studied sociology and performed social services in Morelia, Mexico.


This article describes the purpose of a unique professional development program in which participants had opportunities to exchange ideas and perspectives with professionals from a variety of institutions from within and outside the U.S. It also describes the workshops presented, and the learning outcomes attained.


The purpose of this article is to describe an exploratory study in which an online learning system was used to provide an intercultural experience for pre-service education students from New Jersey and Namibia. This paper focuses on the growth of New Jersey students' understanding of what teaching in Namibia is like and also looks to see if this led to greater understanding of their own practice.
Appendix C: Protocol for Site Visits

Your institution has been chosen as a site visit in the University of Texas at San Antonio’s Internationalization Task Force Evaluation Study because of your efforts in internationalization.

1. What is the Institution’s articulated definition of Internationalization?
2. What theoretical framework guides the Institutions’ internationalization processes?
3. How has your institution internationalized the university experience through research (e.g., student, faculty, program, symposia)?
   a. In what ways has your institution measured the impact of these efforts?
4. How has your institution internationalized the university experience through curricula (e.g., program goals, course objectives, assignments, symposia)?
   a. In what ways has your institution measured the impact of these efforts?
5. How has your institution internationalized the university experience with international scholars (e.g., guest speakers, Fulbright Scholars, faculty, students)?
   a. In what ways has your institution measured the impact of these efforts?
6. How has your institution internationalized the university experience through study abroad opportunities (e.g., short-term, long-term, internships, assignments/reports, reflections)?
   a. In what ways has your institution measured the impact of these efforts?
7. How does your institution measure the overall impact of its internationalization efforts?
8. What are the three main challenges or obstacles your Institution has faced in regards to its internationalization efforts?
9. What mechanism(s) does your Institution use to share its efforts with the public?
Appendix D: Undergraduate International Course Catalog

Key Words: international, global, intercultural, cross cultural, cross-national, cultural, study abroad, diversity, Non-Western, cultural heritage of the world, globalization, diverse, national, transnational, sociocultural, bio-cultural, British literature, Indo-European, Mexican American, transnationalism, supranationalism, medieval, renaissance, multiculturalism, multilingual, language and culture, sociolinguistics, multinationalism, biliteracy, bicultural, Asian, Afro-latino, African, Euro-Australian, internationalization, pre-columbian, French, Mexico, interregionalism, intracultural, Latin, Latino/a, Chicano/a, Spanish, Hispanic, sociolinguistic, German, linguistics, foreign language, geo-political, immigration, tourism, African American, Language, inter-language, bilingual, inter-ethnic, cross-ethnic, ethnically diverse, world, folklore, folklife, ancient civilization, trans-societal, Middle English, Milton, Shakespeare, New World, Victorian, Multi-ethnic, Native American, Spain, Russia, Soviet Union, Baroque, migration, Age of Enlightenment, India, Pakistan, Japan, Bangladesh, China, Empires, Silk road, Arabic, Chinese, Italy, Italian, Japanese, foreign, study abroad, Greece, Rome, Classical Antiquity, Greek, Third World Nations, and Third Planet.

COLLEGE OF ARCHITECTURE

Department of Architecture

INTERIOR DESIGN (IDE)

3223 History of Interiors and Furniture II
(3-0) 3 hours credit. Prerequisites: ARC 2413, ARC 2423, and IDE 3213. Survey of social, aesthetic, technical, cultural, and professional forces that historically have influenced the use of interior space and furniture design in different cultures from 1650 through the present. (Formerly ARC 3223. Credit cannot be earned for both IDE 3223 and ARC 3223.)

4816 Study Abroad: Studio
(0-12) 6 hours credit. Prerequisite: Permission of instructor. A studio associated with a study abroad program.

4823 Study Abroad: History/Theory
(3-0) 3 hours credit. Prerequisite: Permission of instructor. A lecture/seminar course associated with a study abroad program; involves field trips.

4833 Study Abroad: Observational Drawing
(0-6) 3 hours credit. Prerequisite: Permission of instructor. A drawing course associated with a study abroad program; involves field trips.

3213 History of Interiors and Furniture I
(3-0) 3 hours credit. Prerequisites: ARC 2413 and ARC 2423. Survey of social, aesthetic, technical, cultural, and professional forces that historically have influenced the use of interior space and furniture design in different cultures from prehistory through 1650. (Formerly ARC 3213. Credit cannot be earned for both IDE 3213 and ARC 3213.)
ARCHITECTURE (ARC)

1413 Architecture and Culture
(3-0) 3 hours credit. Introduces architecture by exploring its sources within culture and the dynamic interrelationship between humans and the environment. Draws from diverse sources and cultures in the exploration of architectural order, including Western and non-Western traditions, art, philosophy, literature, music, history, language, myth, ritual, oral, and written traditions, and popular culture.

1513 Great Buildings and Cities of the World
(3-0) 3 hours credit. Introducing buildings and urban fabric that are universally considered timeless contributions to the cultural heritage of the world. Examples are presented within the context of diverse cultures and express a variety of different aesthetic, political, and religious values. Draws from diverse sources from Western and non-Western traditions, from high culture and vernacular sources, and span from antiquity to the present.

2413 History of Architecture: Prehistory through Medieval
(3-0) 3 hours credit. Introduction to the history of architecture, urbanism, and material culture from prehistory to the 15th century. Explores the varied ways in which architecture reflects and shapes social, religious, and political concerns in the Western and non-Western world. Concurrent enrollment in ARC 2116 is recommended for ARC and IDE majors.

2423 History of Architecture: Renaissance through Nineteenth Century
(3-0) 3 hours credit. Introduction to the history of architecture, urbanism, and material culture from the 15th to the 20th century. Explores the varied ways in which architecture reflects and shapes social, religious, and political concerns in the Western and non-Western world. Concurrent enrollment in ARC 2126 is recommended for ARC and IDE majors.

3613 History of Modern Architecture
(3-0) 3 hours credit. Study of the social, aesthetic, theoretical, technical, cultural, and professional forces that form, shape, and communicate modern architecture. Completion of ARC 2413 and ARC 2423 is recommended for ARC and IDE majors.

4153 Topics in International Architecture
(3-0) 3 hours credit. Prerequisite: ARC 2126 or consent of instructor. An examination of current international trends and issues in architecture and urbanism. May be repeated once for credit when topics vary.

4816 Study Abroad: Studio
(0-12) 6 hours credit. Prerequisites: ARC 3216 and permission of instructor. An architecture studio associated with a study abroad program.

4823 Study Abroad: History/Theory
(3-0) 3 hours credit. Prerequisite: Permission of instructor. A lecture/seminar course associated with a study abroad program; involves field trips.

4833 Study Abroad: Observational Drawing
(0-6) 3 hours credit. Prerequisite: Permission of instructor. A drawing course associated with a study abroad program; involves field trips.
3433 Topics in Architecture and Thought
(3-0) 3 hours credit. Study of the relationship between the built environment and thought. Examines ideas and processes that give shape to built form. Readings are drawn from a multitude of sources including art, literature, philosophy, science, and architectural theories of different cultures and historical periods. Work includes a research and writing component. May be repeated for credit when topics vary. (Formerly ARC 1423.) (Formerly titled Architecture and Thought.)

3533 History of Building Technology
(3-0) 3 hours credit. Survey of the history of building technology to the present time. (Formerly ARC 2433. Credit cannot be earned for both ARC 3533 and ARC 2433.)

4423 History and Theory of Urban Form
(3-0) 3 hours credit. Prerequisites: ARC 2126, ARC 2413, and ARC 2423. Concentrates on the origins of the contemporary city, its current condition, and emerging theories of urban design.

COLLEGE OF BUSINESS

Department of Economics

ECONOMICS (ECO)

2003 Introduction to Political Economy
(3-0) 3 hours credit. A nontechnical introduction to economic concepts such as scarcity, costs and benefits, supply and demand, trade, employment, and growth, with applications to current economic issues and policies. May not be counted toward a major in economics, but may be counted as a free elective for College of Business students.

2013 Introductory Macroeconomics
(3-0) 3 hours credit. Prerequisite: Placement into a college-level mathematics course. Economic analysis at the national level, including the determination of aggregate income and employment, operation of the domestic and international monetary systems, short-term income fluctuations, and long-term economic growth.

2023 Introductory Microeconomics
(3-0) 3 hours credit. Prerequisite: Placement into a college-level mathematics course. An introduction to the economic theory of decision making by consumers and business firms; an analysis of the domestic and international market systems and their roles in allocating goods and services; and problems of market failure

3013 Theory of Price (3-0) 3 hours credit.
Prerequisites: ECO 2013, ECO 2023, and MAT 1033, or their equivalents. Operations of individual markets, market structure, theory of the firm, theory of production, demand theory, general equilibrium, and welfare economics

3033 Economics of Managerial Decisions
(3-0) 3 hours credit. Prerequisites: ECO 2013, ECO 2023, and MAT 1033, or their equivalents. Managerial economic decisions in firms and related entities. Topics include demand analysis, least-
cost production, profit strategy, the influence of various market structures on the firm, advanced issues in pricing, and the impact of the international sector.

3053 Aggregate Economic Analysis  
(3-0) 3 hours credit. Prerequisites: ECO 2013 and ECO 2023, or their equivalents. Analysis of the measurement, determination, and control of aggregate economic activity; the monetary system in relation to income and employment; short-term income fluctuations; and long-term growth

3163 Evolution of Economic Thought  
(3-0) 3 hours credit. Prerequisite: One of the following: ECO 2003, ECO 2013, ECO 2023, the equivalent, or consent of instructor. Development of economic theories, models, and schools of thought from the birth of market economies to the present, with an emphasis on the historical, institutional, and social forces shaping economic thinking and public policy.

3183 Economic History of the United States  
(3-0) 3 hours credit. Prerequisite: One of the following: ECO 2003, ECO 2013, ECO 2023, the equivalent, or consent of instructor. The growth and development of the American economy from colonial times to the present; emphasis on applying a variety of economic concepts to a topical study of the economic forces that shaped the country’s history.

3193 International Economics  
(3-0) 3 hours credit. Prerequisite: One of the following: ECO 2003, ECO 2013, ECO 2023, the equivalent, or consent of instructor. Theory and empirical evidence relating to the structure of American industry and its effect on the firm’s conduct and performance, government policy, and regulation.

3253 Economics of Public and Social Issues  
(3-0) 3 hours credit. Prerequisite: One of the following: ECO 2003, ECO 2013, ECO 2023, the equivalent, or consent of instructor. A seminar on applying economic reasoning and models to a wide variety of public, ethical, and social issues. Uses advanced techniques in political economy.

3263 Industrial Organization  
(3-0) 3 hours credit. Prerequisite: One of the following: ECO 2003, ECO 2023, the equivalent, or consent of instructor. Theory and empirical evidence relating to the structure of American industry and its effect on the firm’s conduct and performance, government policy, and regulation.

3273 Public Sector Economics  
(3-0) 3 hours credit. Prerequisite: One of the following: ECO 2003, ECO 2023, the equivalent, or consent of instructor. Role of government in the marketplace; cost-benefit analysis; spending and regulatory alternatives; efficiency and equity analysis of taxes; incentives within government; and public policy issues.

4303 Economics of Developing Countries  
(3-0) 3 hours credit. Prerequisite: One of the following: ECO 2003, ECO 2013, the equivalent, or consent of instructor. Specific economic problems of developing countries and national groupings; basic approaches to economic development; major proposals for accelerating development; role of
planning; and trade, aid, and economic integration. (Formerly titled Economic Problems of Developing Countries.)

**4953 - Community Leadership Seminar**
Six week module on microfinance in an international context. Microfinance is investigated in the US and abroad with a focus on whether it plays a role in economic development and community building.

**4953 - Economics of Low Income Communities**
(1-0, 2-0, 3-0) 1 to 3 hours credit. Prerequisite: Consent of instructor. An organized course offering the opportunity for specialized study not normally or not often available as part of the regular course offerings. Special Studies may be repeated for credit when topics vary, but not more than 6 semester credit hours, regardless of discipline, will apply to a bachelor’s degree.

**4273 Environmental and Resource Economics**
(3-0) 3 hours credit. Prerequisite: One of the following: ECO 2003, ECO 2023, the equivalent, or consent of instructor. Economic principles applied to natural resource and environmental problems; relationship of market and nonmarket forces to environmental quality and demands for natural resources; and development of tools for policy analysis.

**Department of Finance**
FINANCE (FIN)

**3014 Principles of Business Finance**
(4-0) 4 hours credit. Prerequisites: ACC 2013, ACC 2033, MS 1023, and MAT 1033, or their equivalents. Introduction to financial management techniques. Topics may include time value of money, valuation of stocks and bonds, risk and return, capital budgeting analysis, financing alternatives, financial planning, ratio analysis, short-term financial decisions, working capital, sources and uses of funds, capital structure, dividend policy, lease analysis, options, international financial management, and other topics associated with successful business finance decisions in an internationally competitive environment. One-hour laboratory included. (Formerly FIN 3013. Credit cannot be earned for both FIN 3014 and FIN 3013.)

**3413 Introduction to Financial Markets**
(3-0) 3 hours credit. Prerequisite: FIN 3313 or the equivalent. This course addresses the development of financial markets and market pricing of debt, equity, and foreign exchange. Special emphasis is placed on current and historical events to discuss these topics.

**4613 Introduction to International Finance**
(3-0) 3 hours credit. Prerequisites: MGT 3003 and FIN 3014 or the equivalent. Study of underlying forces in international financial relations and the unique problems of international trade, investments, and operations; examination of multinational business finance and its economic

**Department of Information Systems and Technology Management**

INFORMATION SYSTEMS (IS)

**3003 Principles of Information Systems for Management**
(3-0) 3 hours credit. Prerequisite: IS 1403. An analysis of managerial/organizational information
needs. Systematic procedures for developing information systems are covered. Includes coverage of hardware and software tools, information structures, and formal problem-solving techniques. Issues related to organizational controls, security, and globalization as a result of changing technologies are discussed. Cases will be assigned to illustrate the use of specific tools and techniques for problem solving.

**4473 Information Assurance Policy**
(3-0) 3 hours credit. Prerequisites: IS 3413, MGT 3003, and one 3-credit-hour security course, or consent of instructor. There are many policy issues, within the firm and at various levels of government that affect information assurance. This course will examine how these policies affect electronic security. Subjects will include privacy of information, intellectual property protection, globalization of information systems, and other policy matters. The protection and control of secured information will also be discussed.

**Department of Management**

**MANAGEMENT (MGT)**

**4073 International Management**
(3-0) 3 hours credit. Prerequisites: MGT 3003 and MGT 3013. A study of business and management practices in a global context. Topics include an introduction to international management, the role of the cultural, legal, and political environments in shaping management decision making, current developments in forming global business strategies, organizational designs, cross-cultural staffing, global communications and managerial control methodologies. Emphasis on thinking globally and competitively.

**4083 Comparative International Management Practices**
(3-0) 3 hours credit. Prerequisites: MGT 3003 and MGT 3013. The study of management practices of other countries, including their cultural, social, political and legal, and industrial economic perspectives. Emphasis on different international regions at different times and their impact on American and global management practices.

**4213 Designing Organizations**
(3-0) 3 hours credit. Prerequisites: MGT 3003, MGT 3013, and MGT 3023. Study of the antecedents and consequences of organizational design and structure. Emphasis on the implications for managing behavior in a rapidly changing, global environment.

**4893 Management Strategy**
(3-0) 3 hours credit. Prerequisite: MGT 3003; College of Business declared major in semester of graduation. Permission given through the College of Business Undergraduate Advising Center before registration. A study of the analytic tools and processes involved in the formulation and implementation of strategic choices in realistic organizational settings. Students are required to integrate their functional knowledge and understanding of the global environment with the concepts and principles of strategic management to determine effective ways to resolve complex problems concerning the relationship between the total organization and its environment. Creative analytical skills and effective communication in light of current management thinking are emphasized.

**BUSINESS LAW (BLW)**
3013 Business Law  
(3-0) 3 hours credit. Prerequisite: 60 hours of college credit including GBA 2013, or consent of instructor. Legal analysis of contemporary environment of business law including the common law, legal reasoning, court systems and procedures, constitutional law, torts, contracts and corresponding areas of Article 2 of the Uniform Commercial Code, agency, property, bailment, international law, and related jurisprudential topics in light of social, ethical, political, economic, and global perspectives. (Credit cannot be earned for both BLW 3013 and BLW 3003.)

4153 Tourism Law  
(3-0) 3 hours credit. Prerequisites: MGT 3003 and BLW 3013 or the equivalent. An investigation of the legal aspects of the accommodation, attraction, destination management organization, restaurant, and transportation industries.

**Department of Management Science and Statistics**

MANAGEMENT SCIENCE (MS)

3413 Purchasing and Inventory Management  
(3-0) 3 hours credit. Explores the industrial purchasing cycle for materials acquisition and management. Determination of requirements, supplier qualifications, appraisals, source selection, buying practices, value analysis, policies, ethics, and international purchasing. Inventory control concepts, techniques, and strategies for effective integration with basic finance, marketing, and manufacturing objectives. Models for dependent and independent demand inventory systems. Material requirements planning systems, distribution requirements, planning techniques, and classical reorder point inventory model.

4363 Quality Management and Control  
(3-0) 3 hours credit. Investigates the fundamental nature of quality and its implications for business. Topics include statistical methods for quality improvement in manufacturing and service operations. Emphasis given to both the technical and managerial issues in understanding and implementing quality as a component for success in today’s global business environment.

**Department of Marketing**

MARKETING (MKT)

2123 Survey of the Tourism Industry  
(3-0) 3 hours credit. Historical development and organizational structure of the tourism industry. Emphasis is placed on the inter-relationship between tourist, resident, business, and government. (Formerly MKT 3123 and TM 3113. Credit cannot be earned for both MKT 2123 and MKT 3123 or TM 3113.)

4073 International Marketing  
(3-0) 3 hours credit. Prerequisites: MGT 3003 and MKT 3013. An overview of concepts, processes, and strategies necessary to offer goods and services successfully in the global marketplace. Focus is on analyzing and assessing political, economic, technological, cultural, and competitive climates in global markets; defining the nature of important needs within the consumer and/or business segments of the country; the selection of countries or regions for market expansion strategies; the selection of target customers; and the design of strategies to facilitate market entry and subsequent expansion.
4133 Import/Export Marketing
(3-0) 3 hours credit. Prerequisites: MGT 3003 and MKT 3013. Introduction to basic principles of international importing and exporting strategy from a marketing perspective.

4543 Tourism Destination Marketing
(3-0) 3 hours credit. Emphasizes a strategic approach to marketing for tourism destinations: communities, regions, attractions, and resorts. Focus is on the optimal planning, development, and positioning in the context of the overall marketing plan. Includes consideration of environmental and resource requirements, as well as tourism’s social and cultural ramifications. (Formerly TM 4543. Credit cannot be earned for both MKT 4543 and TM 4543.)

4093 Consumer Behavior
(3-0) 3 hours credit. Prerequisites: MGT 3003 and MKT 3013. Focus on the customer as a primary consideration in strategic marketing decisions. Analysis of personal and environmental variables in the customer’s world as the basis for market segmentation and subsequent formulation of the marketing mix.

4123 Internet Marketing
(3-0) 3 hours credit. Prerequisites: MGT 3003 and MKT 3013. An overview of the marketing concepts, practices, and processes involved in offering and promoting goods and services effectively over the Internet. Emphasis on adapting offline principles to the online environment and integrating the Internet into the traditional marketing mix.

4813 Special Topics in Tourism
(3-0) 3 hours credit. Analysis and discussion of events, issues, and trends affecting management and marketing for tourism businesses. May be repeated for credit when topics vary. (Formerly TM 4813.)

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

AFRICAN AMERICAN STUDIES (AAS)

4013 Topics in African American Studies
(3-0) 3 hours credit. This course analyzes historical and contemporary issues and phenomena associated with African Americans. It explores different methodological approaches by inquiring about these issues and phenomena, and presents varying arguments and ideological positions concerning these public-affairs matters. May be repeated for credit when topics vary. Two or more topics courses may be taken concurrently. (MUST BE INTERNATIONALLY TOPIC SPECIFIC TO BE CONSIDERED)

Department of Bicultural Bilingual Studies

BICULTURAL-BILINGUAL STUDIES (BBL)

2003 Language, Culture, and Society
(3-0) 3 hours credit. The interdisciplinary study of language in its cultural and social contexts, with emphasis on linguistically heterogeneous communities. Topics include language and ethnicity, language and gender, language and social class, language acquisition, and oral and written language.
2023 Latino Cultural Expressions
(3-0) 3 hours credit. An introductory overview of Hispanic visual, performing, and folk arts from their origins in the Iberian peninsula, through the later blending of cultures and their parallelism during revolutionary periods, to contemporary Latino expressions in the United States. (Same as MAS 2023. Credit cannot be earned for both BBL 2023 and MAS 2023.)

3013 Language Analysis and Bilingualism
(3-0) 3 hours credit. Survey of concepts in descriptive and contrastive linguistics; analysis of language contact phenomena, including cross-linguistic transfer, language alternation, and bilingualism. Offered in Spanish and English.

3143 Children’s Literature for Bilingual Learners
(3-0) 3 hours credit. Designed to familiarize students with oral and written children’s literature in bilingual programs. Focus is on bilingual students’ affective, linguistic, and literacy needs through appropriate instruction with authentic literature. Emphasis on Mexican American cultural experiences as well as universal themes. Taught in Spanish and English. A minimum of 10 hours of field-based experience is required.

3403 Cultural and Linguistic Diversity in a Pluralistic Society
(3-0) 3 hours credit. Examination of sociolinguistic and sociocultural principles central to culturally diverse settings, including the classroom. Various pedagogical practices will be explored to identify culturally inclusive responses.

2033 Cultures of the Southwest
(3-0) 3 hours credit. A panoramic study of the concept of culture and the social dynamics of exchange among those ethnic groups that determine the multicultural milieu of the Southwest. Examination of cultural differences and similarities among all peoples of the region and the role of multiculturalism in politics, education, economics, religion, and everyday life.

2243 Bilingual Families, Communities, and Schools
(3-0) 3 hours credit. Examination of the interrelationships among Latino bilingual families, communities, and schools as they relate to the achievement of children in the bilingual classroom. In addition, students will explore the role of ethnicity, gender, and class in the historical construction of schooling as it is today. Course offered in Spanish and English.

3023 Mexican American Culture
(3-0) 3 hours credit. A survey of Mexican American cultural distinctiveness in the areas of biculturalism, cultural production, and social organization. Topics may include family and kinship, folklore, health, language, music, and religion.

3033 Mexican Americans in the Southwest
(3-0) 3 hours credit. Historical foundations of the United States–Mexico biculturalism in the Southwest. An examination of the historical forces that created and shaped the Mexican American people as a bicultural community. Attention is given to Mexican American contributions in arts, economics, literature, and politics. (Same as MAS 3033. Credit cannot be earned for both BBL 3033 and MAS 3033.)

3043 Social Psychological Considerations in Mexican American Communities
(3-0) 3 hours credit. A cross-cultural and social psychological study of human development,
interethnic communication, stereotyping, learning styles, or other topics relevant to the bicultural setting. (Same as MAS 3043. Credit cannot be earned for both BBL 3043 and MAS 3043.)

3053 Foundations of Bilingual Studies
(3-0) 3 hours credit. Investigation of the philosophies and theories of schooling in bilingual societies, with focus on language policy and the sociological, psychological, and legal aspects involved. A minimum of six hours of field experience is required. (Formerly BBL 4023. Credit cannot be earned for both BBL 3053 and BBL 4023.)

3133 Language Development in Bilinguals
(3-0) 3 hours credit. A study of bilingual language development in its social and cultural contexts. Emphasis on factors affecting successful bilingual language development in schools and communities.

3143 Children’s Literature for Bilingual Learners
(3-0) 3 hours credit. Designed to familiarize students with oral and written children’s literature in bilingual programs. Focus is on bilingual students’ affective, linguistic, and literacy needs through appropriate instruction with authentic literature. Emphasis on Mexican American cultural experiences as well as universal themes. Taught in Spanish and English. A minimum of 10 hours of field-based experience is required.

3403 Cultural and Linguistic Diversity in a Pluralistic Society
(3-0) 3 hours credit. Examination of sociolinguistic and sociocultural principles central to culturally diverse settings, including the classroom. Various pedagogical practices will be explored to identify culturally inclusive responses.

3823 Reading Comprehension EC–4
(3-0) 3 hours credit. Prerequisite: Must be admitted into Bilingual Generalist EC–4 Teacher Certification Program. Study of the reading comprehension process, including how textual, reader, contextual, and cultural factors affect understanding of written text. Emphasis is placed on comprehending narrative and expository text and supporting literacy in the content areas. Twenty hours of directed field experience are required. (Same as RDG 3823. Credit cannot be earned for both BBL 3823 and RDG 3823.)

4033 Assessment, Learning, and Motivation in Bicultural-Bilingual Classrooms
(3-0) 3 hours credit. Prerequisites: BBL 3053 and BBL 3823; admission to a Bilingual Generalist Teacher Certification Program. Must be taken concurrently with BBL 4063, BBL 4073, and BBL 4403 for Bilingual Generalist EC–4 Teacher Certification majors. Must be taken concurrently with BBL 4063, BBL 4073, BBL 4603, and BBL 4433 or BBL 4443 for Bilingual Generalist 4–8 Teacher Certification majors. A survey of learning and motivation theory and examination of evaluation and assessment procedures in bicultural-bilingual settings, including formal and informal assessment of language proficiency and learning for instructional purposes. The appropriate use of standardized tests with language minority populations will be included. A minimum of 10 hours of directed field experience in elementary and/or middle school classrooms is required. Taught in Spanish and English.

4063 Bilingual Approaches to Content-Based Learning
(3-0) 3 hours credit. Prerequisites: BBL 3053 and BBL 3823; admission to a Bilingual Generalist Teacher Certification Program. Must be taken concurrently with BBL 4033, BBL 4073, and BBL 4403 for Bilingual Generalist EC–4 Teacher Certification majors. Must be taken concurrently with BBL 4033, BBL 4073, BBL 4603, and BBL 4433 or BBL 4443 for Bilingual Generalist 4–8 Teacher
Certification majors. An investigation of appropriate first language usage in bilingual classrooms, focusing on the different content areas, appropriate terminology for native language instruction, and the study of languages distribution strategies. Taught in Spanish. Twenty-five hours of directed field experience in elementary and/or middle school classrooms are required.

4073 Language Arts in a Bicultural-Bilingual Program  
(3-0) 3 hours credit. Prerequisites: BBL 3053 and BBL 3823; admission to a Bilingual Generalist Teacher Certification Program. Must be taken concurrently with BBL 4033, BBL 4063, and BBL 4403 for Bilingual Generalist EC–4 Teacher Certification majors. Must be taken concurrently with BBL 4033, BBL 4063, BBL 4603, and BBL 4433 or BBL 4443 for Bilingual Generalist 4–8 Teacher Certification majors. An examination of theories, instructional strategies, texts and materials for biliteracy development in the elementary bilingual classroom. Emphasis on the integrated use of listening, speaking, reading, and writing in content area teaching. Twenty-five hours of directed field experience in elementary and/or middle school classrooms are required. Taught in Spanish.

4403 Approaches to Teaching Mathematics and Science EC–4  
(3-0) 3 hours credit. Prerequisites: BBL 3053, BBL 3823, EDP 3133, IDS 2403, IDS 2413, IDS 3201 or IDS 3211, MAT 1153, MAT 1163, and RDG 3803 or RDG 4733; admission to the Bilingual Generalist EC–4 Teacher Certification Program. Must be taken concurrently with BBL 4033, BBL 4063, and BBL 4073 for Bilingual Generalist EC–4 Teacher Certification majors. A study of pedagogical approaches and materials designed to support young children’s meaningful exploration, discovery, and construction of basic concepts and skills in mathematics and science in preschool through grade 4. Emphasis will be on the interrelatedness of mathematics and science in the curriculum; how to provide an effective learning environment; how to plan and implement inquiry-based mathematics and science lessons; assessment of student learning; and the use of an integrated curriculum approach to teaching. A minimum of three to five hours of weekly field-based experience in a preschool/elementary school classroom during the semester is required. Restricted course; advisor code required for registration. Offered in Spanish and English. (Same as C&I 4403. Credit cannot be earned for both BBL 4403 and C&I 4403.)

4433 Approaches to Teaching Science–Grades 4–8  
(3-0) 3 hours credit. Prerequisites: Must be admitted to the Bilingual Generalist 4–8 Teacher Certification Program. Concurrent enrollment in BBL 4033, BBL 4063, BBL 4073, and BBL 4603 in semester prior to student teaching. Study of curricula, instructional, and management approaches to teaching science grades 4–8. This course emphasizes a constructivist approach in developing inductive and inquiry teaching methods. Special emphasis is placed on the integration of technology in diverse learning environments. A minimum of 20 hours of interaction with public school students and teachers under the supervision of University faculty is required. (Same as C&I 4433. Credit cannot be earned for both BBL 4433 and C&I 4433.)

4443 Approaches to Teaching Mathematics–Grades 4–8  
(3-0) 3 hours credit. Prerequisites: Must be admitted to the Bilingual Generalist 4–8 Teacher Certification Program. Concurrent enrollment in BBL 4033, BBL 4063, BBL 4073, and BBL 4603 in semester prior to student teaching. Study of curricula, instructional, and management approaches to teaching mathematics grades 4–8. This course emphasizes a constructivist approach to the teaching of mathematics, including the use of technology in diverse learning environments. A minimum of 20 hours of interaction with public school students and teachers under the supervision of University faculty is required. (Same as C&I 4443. Credit cannot be earned for both BBL 4443 and C&I 4443.)
4603 Mathematics and Science Approaches and Classroom Management Strategies—Grades 4–8
(3-0) 3 hours credit. Prerequisites: Must be admitted to the Bilingual Generalist 4–8 Teacher Certification Program. Concurrent enrollment in BBL 4033, BBL 4063, BBL 4073, and BBL 4433 or BBL 4443 in semester prior to student teaching. This course provides preservice teachers the opportunity to work with students in grades 4–8 in school settings. Preservice teachers will design and teach developmentally appropriate mathematics and science curriculum, instruction, and assessment. Preservice teachers will also identify and implement effective classroom management strategies. A minimum of 20 hours of interaction with public school students and teachers under the supervision of University faculty is required. (Same as C&I 4603. Credit cannot be earned for both BBL 4603 and C&I 4603.)

4913 Independent Study
3 hours credit. Prerequisites: Permission in writing (form available) from the instructor, the student’s advisor, and the Department Director in which the course is offered. Independent reading, research, discussion, and/or writing under the direction of a faculty member. May be repeated for credit, but not more than 6 semester credit hours of independent study, regardless of discipline, will apply to a bachelor’s degree.

4953 Special Studies in Bilingual and Bicultural Studies
(3-0) 3 hours credit. Prerequisite: Consent of instructor. An organized course offering the opportunity for specialized study not normally or not often available as part of the regular course offerings. Special Studies may be repeated for credit when the topics vary, but not more than 6 semester credit hours, regardless of discipline, will apply to a bachelor’s degree. To apply credit earned in BBL 4953 toward a minor, consent of the academic advisor in the COEHD Advising and Certification Center is required.

ENGLISH AS A SECOND LANGUAGE (ESL)

3003 Language and Schooling
(3-0) 3 hours credit. A study of the language in educational contexts focusing on the needs of language minority students. Particular attention is given to linguistics and sociolinguistics approaches to oral language development, reading, and writing.

3023 Second Language Teaching and Learning in EC–4
(3-0) 3 hours credit. Application of principles of second language acquisition to promote language and academic development in Pre-K to fourth grade classrooms. Attention to the needs of English language learners during the first years of schooling. Up to 10 hours of directed field experience are required. (Credit cannot be earned for both ESL 3023 and ABL 3023.)

3033 Foundations of English as a Second Language
(3-0) 3 hours credit. Introduction to the field of English as a second language, with a focus on program, policies, assessment and placement of English language learners.

3053 Literacy in a Second Language
(3-0) 3 hours credit. A course on the relationship of reading and writing acquisition to second language development; the design and evaluation of appropriate materials for the teaching of literacy. Up to 10 hours of directed field experience are required. (Credit cannot be earned for both ESL 3053 and ABL 3053.)
3063 Second Language Acquisition in Early Adolescence
(3-0) 3 hours credit. Principles of second language acquisition to promote language and academic development. Attention to the characteristics of English language learning in early adolescence. Up to 10 hours of directed field experience are required.

4003 Approaches to Second Language Teaching
(3-0) 3 hours credit. Prerequisite: Completion of all requirements for admission to the teacher certification program or permission of instructor. Study of instructional strategies and materials for teaching English language learners from beginning to advanced levels of proficiency. Focus on planning, implementing, and assessing developmentally appropriate ESL instruction in the learner-centered classroom. A minimum of 10 hours of directed field experience is required.

4013 Principles of First and Second Language Acquisition
(3-0) 3 hours credit. Study of first and second language acquisition. Application of this knowledge to promote student’s language development in English and to promote teachers’ abilities to assess language proficiencies.

ENGLISH FOR INTERNATIONAL STUDENTS (EIS)

1063 ESL for International Students: Listening
(3-0) 3 hours credit. Development of listening comprehension and related note-taking skills needed in academic settings. (Formerly ESL 1063. Credit cannot be earned for both EIS 1063 and ESL 1063.)

1073 ESL for International Students: Communicating Effectively
(3-0) 3 hours credit. Development of oral discourse, including oral presentation, small group discussion, and pronunciation needed in academic settings. (Formerly ESL 1073. Credit cannot be earned for both EIS 1073 and ESL 1073.)

1083 Content-based Reading
(3-0) 3 hours credit. Development of reading proficiency needed for reading in undergraduate courses. (Includes TSI preparation.)

1093 Content-based Writing
(3-0) 3 hours credit. Development of writing proficiency required for undergraduate courses. (Includes TSI preparation.)

1163 Advanced Oral Communications
(3-0) 3 hours credit. Development of oral proficiency skills required for students at the graduate level, including international teaching assistants.

1183 Advanced Reading Strategies
(3-0) 3 hours credit. Development of reading proficiency required for specific areas of study at the graduate level.

1193 Advanced Writing Strategies
(3-0) 3 hours credit. Development of writing proficiency required for specific areas of study at the graduate level.
MEXICAN AMERICAN STUDIES (MAS)

2013 Introduction to Chicano(a) Studies
(3-0) 3 hours credit. An introduction to the field of Chicano(a) studies from its inception to the present. Chicano(a) studies and scholarship are explored through multidisciplinary concepts, theory, and methodologies, providing differing interpretations of the Chicano and Chicana experience in the United States. (Formerly BBL 2013. Credit cannot be earned for both MAS 2013 and BBL 2013.)

2023 Latino Cultural Expressions
(3-0) 3 hours credit. An introductory overview of Hispanic visual, performing, and folk arts from their origins in the Iberian peninsula, through the later blending of cultures and their parallelism during revolutionary periods, to contemporary Latino expressions in the United States. (Same as BBL 2023. Credit cannot be earned for both MAS 2023 and BBL 2023.)

3033 Mexican Americans in the Southwest
(3-0) 3 hours credit. Historical foundations of the United States–Mexico biculturalism in the Southwest. An examination of the historical forces that created and shaped the Mexican American people as a bicultural community. Attention is given to Mexican American contributions in arts, economics, literature, and politics. (Same as BBL 3033. Credit cannot be earned for both MAS 3033 and BBL 3033.)

3043 Social Psychological Considerations in Mexican American Communities
(3-0) 3 hours credit. A cross-cultural and social psychological study of human development, interethnic communication, stereotyping, learning styles, or other topics relevant to the bicultural setting. (Same as BBL 3043. Credit cannot be earned for both MAS 3043 and BBL 3043.)

3413 Mexican American Family
(3-0) 3 hours credit. This course offers an examination of the social status of Mexican Americans and their relationship to the dominant society. Issues may include the position of Mexican Americans in economic, political, and status hierarchies and the major factors limiting mobility within these systems. (Formerly BBL 3413. Same as SOC 3413. Credit cannot be earned for both MAS 3413 and either BBL 3413 or SOC 3413.)

4083 Research Seminar in Mexican American Studies
(3-0) 3 hours credit. Provides students the opportunity to compare, contrast, and integrate social science theory and methods, and guides students in the conduct of sociocultural research in the Mexican American community. Emphasis will be given to qualitative and ethnographic methods and theory. (Formerly BBL 4083. Credit cannot be earned for both MAS 4083 and BBL 4083.)

4931-3 Internship in Mexican American Studies
(1-0, 3-0) 1 to 3 hours credit. A supervised experience, relevant to the student’s program of study within selected community organizations and agencies. Must be taken on a credit/no-credit basis.

4953 Special Studies in Mexican American Studies
(3-0) 3 hours credit. Prerequisite: Consent of instructor. An organized course offering the opportunity for specialized study not normally or not often available as part of the regular course offerings. Special Studies may be repeated for credit when the topics vary, but not more than 6 semester credit hours,
regardless of discipline, will apply to a bachelor’s degree. To apply credit earned in MAS 4953 toward a minor, consent of the academic advisor in the COEHD Advising and Certification Center is required.

4993 Honors Thesis
3 hours credit. Prerequisites: Enrollment limited to candidates for Honors in Mexican American Studies during their last two semesters; completion of honors examination and consent of the Honors College. Supervised research and preparation of an honors thesis. May be repeated once with thesis advisor’s approval.

Department of Counseling, Educational Psychology, and Adult and Higher Education

COUNSELING (COU)

EDUCATIONAL PSYCHOLOGY (EDP)

1703 College Success Seminar
(3-0) 3 hours credit. Intensive training in the understanding and application of essential academic college-level learning, cognition and motivation theories and strategies. Topics include: self-assessment/goal clarification; cognitive and motivational theories in regards to the learning process; time/task management, college textbook reading, lecture note taking, career counseling, library/online research skills, examination preparation, and diversity awareness. Students will engage in critical-thinking/problem-solving activities, and practice oral, written, and electronic communications skills. Laboratory required.

2113 Development in the Elementary and Middle School Child
(3-0) 3 hours credit. Prerequisites: Sophomore standing and satisfaction of the TSI requirement. An introduction to the cognitive, psychosocial, sociocultural, psychoanalytic and moral theories of development from birth through adolescence. Topics also include atypical development, exceptionality, and learning challenges. Emphasis is on applications at the elementary school level.

3133 Learning and Development in the Early Elementary Context EC-4
(3-0) 3 hours credit. Prerequisites: Sophomore standing and satisfaction of the TSI requirement. An introduction to major theories of learning and development, with an emphasis on applications at the elementary level. Topics include individual and group differences, motivation, and elementary-level classroom management.

3203 Learning and Development in the Secondary School Adolescent
(3-0) 3 hours credit. Prerequisites: Sophomore standing and satisfaction of the TSI requirement. An introduction to major theories of learning and development, with an emphasis on applications at the secondary level. Topics include individual and group differences, motivation, and secondary-level classroom management.

Department of Educational Leadership and Policy Studies

EDUCATION (EDU)
2103 Social Foundations for Education in a Diverse U.S. Society
(3-0) 3 hours credit. Prerequisites: Sophomore standing and passing scores on all three sections of a Texas Success Initiative (TSI) approved assessment instrument. Students will explore the relationship between school and a diverse U.S. society. They will explore the need for an educational philosophy suited for educating a diverse population; the role of ethnicity, gender, and class in the historical construction of schooling as it is today, the interactive effects of culture and economics upon and within schools, and the politics of education. Students will explore the interconnections of the above issues. Students must successfully complete a 20-hour field experience in order to pass the course. (Formerly EDU 3103. Credit cannot be earned for both EDU 2103 and EDU 3103.)

EDUCATIONAL LEADERSHIP (EDL)

Department of Health and Kinesiology

3023 Survey of Human Sexuality
(3-0) 3 hours credit. A study examining the breadth of human sexuality, including psychosocial, cultural and physical aspects, and its impact on our lives. Non-Health majors and minors only.

4523 Understanding Human Sexuality
(3-0) 3 hours credit. Prerequisites: HTH 2513 and HTH 3503. An in-depth study of human sexuality, including psychosocial, cultural and physical aspects. Application of theories and models for program development, implementation and evaluation. Health majors and minors only. Directed field experience is required. Offered Spring Semester only.

Department of Interdisciplinary Learning and Teaching

AMERICAN SIGN LANGUAGE (ASL)
CURRICULUM AND INSTRUCTION (C&I)

4203 Models of Teaching in the Content Areas of the Secondary School
(3-0) 3 hours credit. Prerequisites: Admission to the Teacher Certification Program, EDP 3203, and EDU 2103. Prior or concurrent enrollment in EDP 4203 is required. (Not required for music majors.) Study of curricular, instructional, and management approaches to subject areas taught in the secondary schools. Emphasis on developing instructional and curricular strategies that are effective in teaching content areas. Course will address special population of students, application of instructional media, technology, and classroom management for the content areas. Twenty-five to 30 hours of field experience are required. This course may be offered in multiple sections according to subject-matter emphasis and may be offered in six-hour field-based block with RDG 3773. Not offered in the summer. Restricted course; advisor code required for registration. This course must be completed with a grade of ―B‖ or better for it to serve as a prerequisite for C&I 4646 Student Teaching: Secondary. This course must be completed with a grade of ―C‖ or better for it to serve as a prerequisite for C&I 4796 Student Teaching: All-Level Art.

4303 Approaches to Teaching Social Studies, Language Arts, and Fine Arts EC–4
(3-0) 3 hours credit. Prerequisites: C&I 4403, RDG 3823, Admission to Teacher Certification Program. Must be taken concurrently with RDG 4733 and ECE 4143. May not be taken concurrently with C&I 4403 and RDG 3823. A study of methods and materials for teaching social studies, language arts, and fine arts at the EC–4 level. Special emphasis is placed on an integrated approach to instruction. Students will develop a social studies-based thematic unit with a focus on
the integration of language arts and fine arts. A minimum of three to five hours of weekly field-based experience in a preschool/elementary school classroom during the semester is required. Restricted course; advisor code required for registration. This course must be completed with a grade of “B” or better for it to serve as a prerequisite for C&I 4616 Student Teaching: EC–Grade 4.

4433 Approaches to Teaching Science–Grades 4–8
(3-0) 3 hours credit. Prerequisites: Must be admitted to the Teacher Certification Program. Concurrent enrollment in C&I 4443, C&I 4603, EDP 4203, and RDG 3533 in semester prior to student teaching. Study of curricula, instructional, and management approaches to teaching science grades 4–8. This course emphasizes a constructivist approach in developing inductive and inquiry teaching methods. Special emphasis is placed on the integration of technology in diverse learning environments. A minimum of 20 hours of interaction with public school students and teachers under the supervision of University faculty is required. This course must be completed with a grade of “B” or better for it to serve as a prerequisite for C&I 4636 Student Teaching: Grades 4–8 Mathematics/Science. (Same as BBL 4433. Credit cannot be earned for both C&I 4433 and BBL 4433. Formerly C&I 4413. Credit cannot be earned for both C&I 4433 and C&I 4413.)

4443 Approaches to Teaching Mathematics–Grades 4–8
(3-0) 3 hours credit. Prerequisites: Must be admitted to the Teacher Certification Program. Concurrent enrollment in C&I 4443, C&I 4603, EDP 4203, and RDG 3533 in semester prior to student teaching. Study of curricula, instructional, and management approaches to teaching mathematics grades 4–8. This course emphasizes a constructivist approach to the teaching of mathematics, including the use of technology in diverse learning environments. A minimum of 20 hours of interaction with public school students and teachers under the supervision of University faculty is required. This course must be completed with a grade of “B” or better for it to serve as a prerequisite for C&I 4636 Student Teaching: Grades 4–8 Mathematics/Science. (Same as BBL 4443. Credit cannot be earned for both C&I 4443 and BBL 4443. Formerly C&I 4423. Credit cannot be earned for both C&I 4443 and C&I 4423.)

4533 Language Arts and Social Studies Approaches and Classroom Management Strategies–Grades 4–8
(3-0) 3 hours credit. Prerequisites: Must be admitted to the Teacher Certification Program. Concurrent enrollment in C&I 4543, C&I 4553, EDP 4203, and RDG 3533 in semester prior to student teaching for Grades 4–8 LA/RDG/SS certification. Concurrent enrollment in RDG 3533 for Grades 4–8 ESL certification. This course provides preservice teachers the opportunity to work with students in grades 4–8 in school settings. Preservice teachers will design and teach developmentally appropriate language arts and social studies curriculum, instruction, and assessment. Preservice teachers will also identify and implement effective classroom management strategies. A minimum of 20 hours of interaction with public school students and teachers under the supervision of University faculty is required. This course must be completed with a grade of “C” or better for it to serve as a prerequisite for C&I 4626 Student Teaching: Grades 4–8 Generalists and must be completed with a grade of “B” or better for it to serve as a prerequisite for C&I 4686 Student Teaching: Grades 4–8 Language Arts, Reading, and Social Studies. (Formerly C&I 4503. Credit cannot be earned for both C&I 4533 and C&I 4503.)

4543 Approaches to Teaching Social Studies–Grades 4–8
(3-0) 3 hours credit. Prerequisites: Must be admitted to the Teacher Certification Program.
Concurrent enrollment in C&I 4533, C&I 4553, EDP 4203, and RDG 3533 in semester prior to student teaching. This course emphasizes student-centered curricula that meet the needs of diverse students in grades 4–8. Preservice teachers examine and apply models of teaching and learning to develop the knowledge, values, and experiential bases necessary for effective teaching. Students will demonstrate proficiency by creating and teaching lesson plans that specifically address the 4th–8th grade Social Studies standards as well as integrate other content, incorporate technology, and address diversity. A minimum of 20 hours of interaction with public school students and teachers under the supervision of University faculty is required. This course must be completed with a grade of “B” or better for it to serve as a prerequisite for C&I 4686 Student Teaching: Grades 4–8 Language Arts, Reading, and Social Studies. (Formerly C&I 4513. Credit cannot be earned for both C&I 4543 and C&I 4513.)

4686 Student Teaching: 4–8 Language Arts, Reading, and Social Studies
6 hours credit. Prerequisites: Admission to the Teacher Certification Program; completion of all requirements to the 4–8 language arts/reading/social studies student teaching semester. All courses for degree/certification plan must be completed prior to student teaching. A grade of “B” or better is required for C&I 4533, C&I 4543, C&I 4553, RDG 3523, RDG 3533, RDG 3633, and RDG 3803. A grade of “C” or better is required for the student teaching course to be recommended for teacher certification. Individuals must apply to the director of student teaching one semester in advance. Full semester of full-day student teaching in a regular upper elementary/middle school classroom under the supervision of University faculty. Student teacher will be responsible for planning, implementing, and evaluating instruction in collaboration with the cooperating teacher and in conjunction with the UTSA supervisor. Seminars explore issues in teaching practice.

4693 Student Teaching: All-Level Music–Secondary
3 hours credit. Prerequisites: Admission to the Teacher Certification Program; concurrent enrollment in C&I 4683; completion of all requirements for admission to the student teaching semester, and completion of C&I 4203, C&I 4213, EDP 3203, and RDG 3773. A grade of “C” or better is required for the student teaching course to be recommended for teacher certification. Individuals must apply to the director of student teaching one semester in advance. Half semester of full-day student teaching in a secondary school (grades 8–12) under the supervision of University faculty. Student teacher will be responsible for planning, implementing, and evaluating instruction in collaboration with the cooperating teacher and in conjunction with the UTSA supervisor. Meets student teaching requirements for the secondary component of the all-level certificate. (Formerly EDU 4413. Credit cannot be earned for both C&I 4693 and EDU 4413.)

4796 Student Teaching: All-Level Art
6 hours credit. Prerequisites: Admission to the Teacher Certification Program; completion of all requirements for admission to the student teaching semester, and completion of C&I 4203, EDU 2103, EDP 3203 or EDP 3303, EDP 4203, and RDG 3773 or RDG 3523. Grade of “C” or better in C&I 4203. Individuals must apply to the director of student teaching one semester in advance. A grade of “C” or better is required for the student teaching course to be recommended for teacher certification. Full semester of full-day student teaching in an elementary or middle school setting and in a high school setting (grades 8–12) in the certificate area sought. Student teacher will be responsible for planning, implementing, and evaluating instruction in collaboration with the cooperating teacher and in conjunction with the UTSA supervisor. Meets student teaching requirements for the all-level certificate.
4996 Student Teaching: ESL Grades 4–8
6 hours credit. Prerequisites: Admission to the Teacher Certification Program; completion of all requirements to the student teaching semester and completion of a minimum of 15 semester credit hours of the ESL specialization; and completion of C&I 4533, ESL 4003, EDU 2103, EDP 3303, EDP 4203, or BBL 5053. Individuals must apply to the director of student teaching one semester in advance. Full semester of full-day student teaching in grades 4–8 in the certificate area sought. Student teacher will be responsible for planning, implementing, and evaluating instruction in collaboration with the cooperating teacher and in conjunction with the UTSA supervisor. Seminars explore issues in teaching practice.

EARLY CHILDHOOD (ECE)

ECE 3133 Programs in Early Childhood
(3-0) 3 hours credit. Survey of historical, philosophical, psychological, and sociocultural foundations of early childhood programs. Examination of past and current trends in early childhood programs. Emphasis on inclusive education approaches to program development, curriculum design, and instructional methods. Review of culturally responsive programs; technological tools for instruction, and effective accommodations for groups of young children representing a wide range of ability. Field experience required.

INTERDISCIPLINARY STUDIES (IDS)

IDS 2013 Introduction to Learning and Teaching in a Culturally Diverse Society
(3-0) 3 hours credit. Introductory course for all prospective teachers. This course is designed to help students examine the culture of schooling and classrooms, and the complex role of the teacher. Emphasis will be on, but not limited to, students as learners, curriculum standards and assessment, effective teaching practices for diverse learners, professionalism, and the sociopolitical challenges confronting today’s teachers. Field experience required.

IDS 2103 The Individual, Family, and Community
(3-0) 3 hours credit. An exploration of the complex social forces that are present in U.S. society including but not limited to race, class, and gender. Critical and analytical thinking will be emphasized.

IDS 2113 Society and Social Issues
(3-0) 3 hours credit. Historical study of social and institutional phenomena, including ethnicity, gender, and social conflict.

IDS 2203 World Civilization to the Fifteenth Century
(3-0) 3 hours credit. A general introduction to World History from the Late Neolithic to the Columbian Encounter in the late 15th century CE. Broad overview of the pattern of development of major civilizations and their interactions, with closer attention given to those events, institutions, beliefs, and practices that involved and affected large numbers of people and had lasting significance for later generations. (Same as HIS 2123. Credit cannot be earned for both IDS 2203 and HIS 2123.)

IDS 2213 World Civilization since the Fifteenth Century
(3-0) 3 hours credit. A general introduction to World History since the late 15th century CE. Broad overview of the pattern of development of major civilizations and their interactions, with closer
attention to those events, institutions, beliefs, and practices that involved and affected large numbers of people and laid foundations of the modern world. (Same as HIS 2133. Credit cannot be earned for both IDS 2213 and HIS 2133.)

IDS 2303 World Literature I: Through the Sixteenth Century
(3-0) 3 hours credit. Prerequisite: WRC 1023 or an equivalent. This course is an exploration of sources and continuing traditions in World Literatures in their various cultural and aesthetic contexts from their origins through the 16th century. It includes extensive reading of representative examples of the major oral and written literatures including, but not limited to, poetry, narratives, and drama and examines how these literatures influenced contemporary experience. The readings will be studied from multiple perspectives and will be related to comparable aesthetic expressionism music and the fine arts.

IDS 2313 World Literature II: Since the Sixteenth Century
(3-0) 3 hours credit. Prerequisite: WRC 1023 or an equivalent. This course is an exploration of sources and continuing traditions in World Literatures in their various cultural and aesthetic contexts from the beginning of the 16th century to the present. It includes extensive reading of representative examples of the major oral and written literatures including, but not limited to, poetry, narratives, and drama and examines how these literatures influenced contemporary experience. The readings will be studied from multiple perspectives and will be related to comparable aesthetic expressions in music and the fine arts.

IDS 2413 Earth Systems Science
(3-0) 3 hours credit. Prerequisites: Completion of Mathematics and Science Core Curriculum requirements. This course provides a look at the Earth system as a whole. Emphasis will be on the interrelationships between biological, geological, hydrological, climatological, and human systems on local, continental and global scales. The interactions between the hydrosphere, atmosphere, biosphere, cryosphere, and lithosphere that together make up the Earth system will be studied. This interdisciplinary view of our planet highlights the manner in which all systems of the Earth control or influence each other. (Formerly IDS 3213. Credit cannot be earned for both IDS 2413 and IDS 3213. Credit cannot be earned for both IDS 2413 and IDS 3224.)

IDS 3003 Science and Humanity
(3-0) 3 hours credit. Prerequisites: IDS 2403 and IDS 2413. An exploration of the interdisciplinary nature of scientific and mathematical inquiry and sociocultural contexts across time. This course uses an integrated, lab-based systems approach to studying the nature of scientific and mathematical inquiry, knowledge, and theory development, as well as relationships between science, mathematics, and technology.

IDS 3013 Diversity, Equity, and the Social Sciences
(3-0) 3 hours credit. Prerequisite: IDS 2113. An in-depth inquiry of diversity and equity within the context of the social sciences and their impact on the individual, community, and society. This course emphasizes the interdisciplinary applications of social science research and how social scientists collect, analyze, and report knowledge and data about contemporary issues, events, and individuals in the community, state, nation, and world. Emphasis will also be on critical reflection and dialogue, civic responsibility, and leadership. A service-learning experience will be integrated into the course.

IDS 3123 Culture, Literature, and Fine Arts
(3-0) 3 hours credit. An interdisciplinary investigation of cultural expressions across literature and the fine arts, philosophy and music. This course, addressing both historical and contemporary genres, will foster interdisciplinary inquiry, theory development, and critical reflection and analysis of the representations of culture across the disciplines.

**IDS 3224 Earth Systems Science Investigations**
(2-4) 4 hours credit. Prerequisites: Completion of Mathematics and Science Core Curriculum requirements. Integrated online lecture and laboratory course that provides a look at the Earth system as a whole. Emphasis will be on the interrelationships between biological, geological, hydrological, and human systems on local, continental and global scales. The interactions between the hydrosphere, atmosphere, biosphere, and lithosphere that together make up the Earth system will be studied. This interdisciplinary view of our planet highlights the manner in which all systems of the Earth influence each other. Credit for IDS 3224 is equivalent to credit for both IDS 2413 and IDS 3211. Credit cannot be earned for IDS 2413 (or IDS 3213) and IDS 3211 if this course is taken.

**IDS 3713 Interdisciplinary Inquiry**
(3-0) 3 hours credit. Prerequisites: IDS 2113, IDS 3003, IDS 3013, WRC 1013, and WRC 1023. A study of thinking in the sciences, social studies, mathematics, language arts, and fine arts through interdisciplinary investigations. Course experiences include modeling, practice, and analysis of ways of inquiring in the several subject areas, and seeking their implications for interdisciplinary inquiries. Through scholarly research and inquiry, students will demonstrate their ability to engage in interdisciplinary inquiry. (Formerly IDS 2713. Credit cannot be earned for both IDS 3713 and IDS 2713.)

**IDS 3513 Children’s Literature–EC–6**
(3-0) 3 hours credit. Designed to familiarize students with children’s books from diverse cultures that are appropriate for EC–grade 6. Topics will include: the contributions of children’s books, criteria for selecting materials, the evaluation of individual books, a survey of the genres of children’s literature, literary response, and the discussion of current issues in the field of children’s literature. Restricted course; advisor code required for registration.

**2113 Society and Social Issues**
(3-0) 3 hours credit. Historical study of social and institutional phenomena, including ethnicity, gender, and social conflict.

**2203 World Civilization to the Fifteenth Century**
(3-0) 3 hours credit. A general introduction to World History from the Late Neolithic to the Columbian Encounter in the late 15th century CE. Broad overview of the pattern of development of major civilizations and their interactions, with closer attention given to those events, institutions, beliefs, and practices that involved and affected large numbers of people and had lasting significance for later generations. (Same as HIS 2123. Credit cannot be earned for both IDS 2203 and HIS 2123.)

**2213 World Civilization since the Fifteenth Century**
(3-0) 3 hours credit. A general introduction to World History since the late 15th century CE. Broad overview of the pattern of development of major civilizations and their interactions, with closer attention to those events, institutions, beliefs, and practices that involved and affected large numbers of people and laid foundations of the modern world. (Same as HIS 2133. Credit cannot be earned for both IDS 2213 and HIS 2133.)
2303 World Literature I: Through the Sixteenth Century
(3-0) 3 hours credit. Prerequisite: WRC 1023 or an equivalent. This course is an exploration of sources and continuing traditions in World Literatures in their various cultural and aesthetic contexts from their origins through the 16th century. It includes extensive reading of representative examples of the major oral and written literatures including, but not limited to, poetry, narratives, and drama and examines how these literatures influenced contemporary experience. The readings will be studied from multiple perspectives and will be related to comparable aesthetic expressions in music and the fine arts.

2313 World Literature II: Since the Sixteenth Century
(3-0) 3 hours credit. Prerequisite: WRC 1023 or an equivalent. This course is an exploration of sources and continuing traditions in World Literatures in their various cultural and aesthetic contexts from the beginning of the 16th century to the present. It includes extensive reading of representative examples of the major oral and written literatures including, but not limited to, poetry, narratives, and drama and examines how these literatures influenced contemporary experience. The readings will be studied from multiple perspectives and will be related to comparable aesthetic expressions in music and the fine arts.

2413 Earth Systems Science
(3-0) 3 hours credit. Prerequisites: Completion of Mathematics and Science Core Curriculum requirements. This course provides a look at the Earth system as a whole. Emphasis will be on the interrelationships between biological, geological, hydrological, climatological, and human systems on local, continental and global scales. The interactions between the hydrosphere, atmosphere, biosphere, cryosphere, and lithosphere that together make up the Earth system will be studied. This interdisciplinary view of our planet highlights the manner in which all systems of the Earth control or influence each other. (Formerly IDS 3213. Credit cannot be earned for both IDS 2413 and IDS 3213.)

3013 Diversity, Equity, and the Social Sciences
(3-0) 3 hours credit. Prerequisite: IDS 2113. An in-depth inquiry of diversity and equity within the context of the social sciences and their impact on the individual, community, and society. This course emphasizes the interdisciplinary applications of social science research and how social scientists collect, analyze, and report knowledge and data about contemporary issues, events, and individuals in the community, state, nation, and world. Emphasis will also be on critical reflection and dialogue, civic responsibility, and leadership. A service-learning experience will be integrated into the course.

3123 Culture, Literature, and Fine Arts
(3-0) 3 hours credit. An interdisciplinary investigation of cultural expressions across literature and the fine arts (music, painting, sculpture, dance, drama, folk art). This course, addressing both historical and contemporary genres, will foster interdisciplinary inquiry, theory development, and critical reflection and analysis of the representations of culture across the disciplines.

2013 Introduction to Learning and Teaching in a Culturally Diverse Society
(3-0) 3 hours credit. Introductory course for all prospective teachers. This course is designed to help students examine the culture of schooling and classrooms, and the complex role of the teacher. Emphasis will be on, but not limited to, students as learners, curriculum standards and assessment, effective teaching practices for diverse learners, professionalism, and the sociopolitical challenges confronting today’s teachers. Field experience is required.

2083 Technology for Learning and Teaching
(3-1) 3 hours credit. This course focuses on integrating instructional technology into learning and
teaching environments. Students will investigate theoretical and practical issues surrounding the use of instructional technologies. Participants will gain practical experience in curriculum planning that takes specific advantage of technology to enhance and extend learning. Course requirements are aligned with national and state technology standards. (Formerly titled Technology for Liberal Arts and Social Sciences.)

2103 The Individual, Family, and Community
(3-0) 3 hours credit. An exploration of the complex social forces that are present in U.S. society including but not limited to race, class, and gender. Critical and analytical thinking will be emphasized.

2113 Society and Social Issues
(3-0) 3 hours credit. Historical study of social and institutional phenomena, including ethnicity, gender, and social conflict.

**COLLEGE OF ENGINEERING**

ENGINEERING (EGR)

AEROSPACE STUDIES (ASC)

ENGINEERING (EGR)

1503 Engineering, Technology, and Culture
(3-0) 3 hours credit. History, meaning, and effects of the engineering technology on our world. Technology assessed as a composite of applied science and human needs. Review of ethical implications of technologies and educational requirements for a technology dominated future

CIVIL and ENVIRONMENTAL ENGINEERING (CE)

ELECTRICAL ENGINEERING (EE)

MECHANICAL ENGINEERING (ME)

**COLLEGE OF LIBERAL AND FINEARTS**

Department of Anthropology

1013 Introduction to Anthropology
(3-0) 3 hours credit. The study of human culture, past and present; its origin, development, and contemporary change; and the exploration of human physical and cultural differences using the paradigm of adaptation.

2033 Introduction to Physical Anthropology
(3-0) 3 hours credit. Examines basic issues, concepts, and orientations of physical anthropology, regarding human development and variation both past and present, as well as the relationship between human biology and culture.
2043 Introduction to Archaeology
(3-0) 3 hours credit. A problem-solving approach to classic and contemporary questions in archaeology. The nature of anthropological inquiry as reflected in the field is stressed.

2053 Introduction to Cultural Anthropology
(3-0) 3 hours credit. This course discusses culture and other basic anthropological concepts and their use in understanding variation in economy, social structure, and ideology. Ethnographic descriptions provide examples of cross-cultural variation. Attention is also given to processes governing culture continuity and change.

2063 Language, Thought, and Culture
(3-0) 3 hours credit. This course surveys anthropological approaches to the study of language, emphasizing the relation between language and world view, and the social uses of speech. Instruction is given in the fundamentals of descriptive linguistics. The biological basis of language and patterns of historical development are also examined.

3103 Social Organization
(3-0) 3 hours credit. Prerequisite: ANT 1013 or ANT 2053 recommended. Comparative analysis of family and social organization, primarily among non-literate peoples.

3133 Ritual and Symbol
(3-0) 3 hours credit. Prerequisite: ANT 1013 or ANT 2053 recommended. An examination of rituals—highly stereotyped, stylized, and repetitive acts usually taking place in carefully selected locations and marked by use of material items. Students will be offered an introduction to symbolic anthropology through the study of ritual and its material culture.

3173 Ethnomedicine: Theory and Applications
(3-0) 3 hours credit. Prerequisite: ANT 1013 or ANT 2053 recommended. Integration of sociocultural and medical approaches to health maintenance based on cross-cultural and contemporary urban research. Evidence for the efficacy of non-Western medical practices, the interaction of medical systems in biethnic social situations, cross-cultural studies of mental health and the analysis of cross-ethnic programs of medical care receive attention.

3223 Cultural Ecology
(3-0) 3 hours credit. Prerequisite: ANT 1013 or ANT 2053 recommended. Human adaptation to the environment and interaction with it, comparing simple and complex societies in various environmental contexts.

3253 The Archeology of South America
(3-0) 3 hours credit. Prerequisite: ANT 1013 or ANT 2043 recommended. The origins and development of the native cultures of South America, and their relationships to the cultural areas of Central America and the Caribbean. Emphasis on the variety of cultural forms and cultural evolution. The roles of demography, subsistence systems, militarism, religion, and other factors in the rise of South American cultures may be discussed.

3333 Physical Anthropology of Human Populations
(3-0) 3 hours credit. Prerequisite: ANT 1013 or ANT 2033 recommended. Examines the biological
variability of living populations; includes genetics, anatomy, demography, and change within a physical anthropology framework.

3363 Indians of Mesoamerica
(3-0) 3 hours credit. Prerequisite: ANT 1013 or ANT 2053 recommended. A survey of the development, content, and variety of Mesoamerican Indian cultures from before the Spanish conquest to the present. Emphasis is placed on the cultural responses of the Indian peoples to the pressures of the Spanish and National regimes.

3383 Folklore and Folklife
(3-0) 3 hours credit. Prerequisite: ANT 1013 or ANT 2053 recommended. Examines vernacular arts, crafts, and customs and their function in the maintenance of group identity. National, regional, ethnic, and occupational traditions are investigated. Attention is given to texts such as legends, myths, and ballads, as well as folk performance, clothing, architecture, and foodways.

3503 Human Origins
(3-0) 3 hours credit. Prerequisite: ANT 1013 or ANT 2033 recommended. The fossil record of human emergence and comparative studies of human evolution. Evolution of social organization, technology, and language development to the end of the Ice Age.

3523 Medical Anthropology
(3-0) 3 hours credit. Prerequisite: ANT 1013, ANT 2033, or ANT 2053 recommended. This course approaches the study of health and disease patterns in human populations through the combined perspectives of culture, biology, and ecology.

3603 Sex, Gender, and Culture
(3-0) 3 hours credit. Prerequisite: ANT 1013 or ANT 2033 recommended. Examination of the biological and cultural sources of differences between men and women.

3663 Hunters and Gatherers
(3-0) 3 hours credit. Prerequisite: ANT 1013, ANT 2043, or ANT 2053 recommended. The study of lifeways of hunting and gathering peoples around the world. Emphasis is placed on archaeological approaches to past hunting and gathering societies. Cross-cultural analyses utilizing ethnographic and archaeological data within an ecological context are emphasized.

3673 Ancient Civilizations of the Near East, Egypt, and Europe
(3-0) 3 hours credit. Prerequisite: ANT 1013 or ANT 2043 recommended. Development of agriculture and village life; beginnings of civilization in the Near East and Mediterranean as compared with Mesoamerica, India, and China; rise of civilization in the Nile Valley.

3713 Material Culture Systems
(3-0) 3 hours credit. Prerequisites: ANT 2043 required and ANT 2053 recommended. This course surveys the role of material culture in human social systems of the past and present. Archaeological, historical, and ethnographic case studies are used to illustrate how the material world is variously woven into the fabric of culture.

3723 Ancient Complex Society
(3-0) 3 hours credit. Prerequisites: ANT 2043 required and ANT 3273 or ANT 3673 recommended.
Cross-cultural exploration of social, economic, and political institutions found in ancient complex societies. Archaeological evidence is used to examine sources of variation in the development and organization of complexity. Comparisons are drawn from the ancient civilizations of South America, Mesoamerica, Africa, and Asia.

3733 Political and Legal Anthropology
(3-0) 3 hours credit. Prerequisite: ANT 1013 or ANT 2053 recommended. Comparative political and legal systems; forms of authority, legitimacy, and power. Major trends in anthropological thought are explored with emphasis on the political uses of myth, symbol, and ritual. Law and judicial processes are examined in Western and non-Western societies.

3803 Media, Power, and Public Culture
(3-0) 3 hours credit. Prerequisite: ANT 1013 or ANT 2053 recommended. Film and media images facilitate the production, consumption, and circulation of ideas and practices in the United States and cross-culturally. The course traces the history and meaning of various communication technologies and their impact on culture. It will examine print, film, television, new digital media and the Internet, asking how these are used to create and perpetuate dominant cultural forms as well as how these are appropriated and used by people on the margins as critique and resistance. In an increasingly media-dominated world—mass advertising, indigenous film as political resistance, politics as media campaigns, DVD productions by gangs and terrorist organizations—understanding the relationship between media and culture is a critical dimension of the professional knowledge of our future.

3813 Business, Culture, and Society
(3-0) 3 hours credit. Prerequisite: ANT 1013 or ANT 2053 recommended. This course examines how anthropological concepts and methods are used to understand and improve work conditions, corporate culture, and marketing; and how businesses can be better integrated into global markets by understanding the cultures of international business partners.

3823 Applied Anthropology
(3-0) 3 hours credit. Prerequisite: ANT 1013 or ANT 2053 recommended. Applied cultural anthropology directly addresses the needs and problems of communities and organizations throughout the world. Topics include the history of applied anthropology; a conceptual framework for understanding the different styles of applied research; methods of applied anthropology; domains of applied anthropology: international development, medicine, education, business, criminal justice, and the environment; career options and becoming a professional.

3873 Food, Culture, and Society
(3-0) 3 hours credit. This course explores the relationship between food and culture in diverse societies throughout the world. By examining food, food practices, and the meanings associated with food we can better understand how people live, how they define themselves in terms of ethnicity, gender, or class, and how they think of themselves relative to nature. Topics include the variation of food habits, global food system, and world hunger.

3883 Death and Dying
(3-0) 3 hours credit. Prerequisite: ANT 1013, ANT 2043, or ANT 2053 recommended. Cross-cultural approaches to death, dying, and bereavement with a focus on either contemporary or prehistoric cultures depending on instructor’s emphasis. When exploring contemporary cultures, attention will be given to the emotional, social and ethical issues of dying, and the social organization of death and
dying. When exploring prehistoric groups, attention will be given to conceptualizing death through diverse funerary practices, body treatment of the deceased, and religious principles involved with death. In both cases, the course seeks to provide a comparative understanding of death and its wider social implications. May be repeated once with advisor’s approval when topic varies.

3903 Introduction to Linguistics
(3-0) 3 hours credit. Basic principles of analysis and description of the structure of language, including sound system, word order, and meaning. Also, overview of selected subfields of linguistics, such as historical linguistics, sociolinguistics, language acquisition, and bilingualism. (Same as ENG 3343 and LNG 3813. Credit cannot be earned for more than one of these courses.)

4243 Ethnographic Film
(3-0) 3 hours credit. Prerequisite: ANT 1013 or ANT 2053 recommended. Critique of major ethnographic films, concentrating on field methodology, production values, and the issue of representation.

4263 Social and Cultural Change
(3-0) 3 hours credit. Prerequisite: ANT 1013 or ANT 2053 recommended. Anthropological perspectives on the nature, causes, and consequences of social and cultural change, with an emphasis on how local cultures are shaped by and resist the process of globalization.

4333 Ecology and Evolution of Human Diseases
(3-0) 3 hours credit. Prerequisite: ANT 2033 recommended. Ecological, evolutionary, and biocultural aspects of human disease. Topics include the ecology of infectious/parasitic disease pathogens and their human hosts, the evolution of human host-pathogen interactions, the impact of cultural and demographic change in human populations, and the effects of global environmental change on human disease patterns.

3153 Indians of the Great Plains
(3-0) 3 hours credit. Prerequisite: ANT 1013 or ANT 2053 recommended. An examination of the fundamental cultural transformation and flourishing of Native American societies of the Great Plains following the introduction of the horse. Attention is also given to the subsequent retrenchment under the imposition of Anglo-American dominance, and the recent emergence of new forms of cultural expression within tribal and urban areas.

3323 Native American Art
(3-0) 3 hours credit. Prerequisite: ANT 1013 or ANT 2053 recommended. A survey of the traditional arts of Native Americans north of the Rio Grande, focusing on case studies from the Arctic, the Northwest Coast, the Great Plains, the Southwest, and the Northeast. Arts of the sacred and the secular, the domestic and the political, and the ceremonial and the commercial are examined from precontact to the present day.

3263 Archaeology of North America
(3-0) 3 hours credit. Prerequisite: ANT 1013 or ANT 2043 recommended. Survey of prehistoric cultures in North America from earliest times to historic contact. May include discussion of Ice Age mammoth hunters, Eastern mound-building cultures, Southwestern pueblo cultures, and Plains bison hunters. Chronology, sites, settlement and subsistence patterns, and recent research issues may be considered.
4233 Conservation of Primates in Global Perspective
(3-0) 3 hours credit. Prerequisite: ANT 2033 or ANT 3843 recommended. Analysis of the conservation status of the world’s nonhuman primates, and the specific threats to their survival. Includes examination of issues relating to the anthropology of conservation, such as human-nonhuman primate resource competition, anthropogenic habitat alteration related to land use and development, and efforts to achieve community-based conservation.

4263 Social and Cultural Change
(3-0) 3 hours credit. Prerequisite: ANT 1013 or ANT 2053 recommended. Anthropological perspectives on the nature, causes, and consequences of social and cultural change, with an emphasis on how local cultures are shaped by and resist the process of globalization.

Department of Art and Art History

ART (ART)

3033 Contemporary Studio: Concepts and Practice
(0-6) 3 hours credit. Prerequisites: Satisfactory completion of 9 semester credit hours of any three 2000-level art courses, and 6 semester credit hours of AHC courses. Interdisciplinary studio projects generated from lectures, readings and discussion, focusing on critical and cultural issues from the 1970s to the present. Projects are intended to encourage collaborative efforts and nontraditional solutions. Required of all B.F.A. degree candidates.

ART HISTORY AND CRITICISM (AHC)

1033 Masterworks in Art
(3-0) 3 hours credit. A study of key works in art and architecture of Europe (1425–1825), ancient Mexico and Guatemala (before 1521), and modern Mexico (1920–1940). May not be applied to a major in art or art history.

1113 Survey of Art and Architecture from Prehistoric Times to 1350
(3-0) 3 hours credit. A study of art and architecture as it developed from Paleolithic times to 1350 in the various civilizations of Europe, the Near East, and the New World. Course will include selected readings from related fields.

1123 Survey of Art and Architecture in Europe and the New World from 1350 to 1750
(3-0) 3 hours credit. A study of art and architecture as it developed from the Renaissance in Europe and the period of the Aztecs and Incas in the New World to 1750. Course will include selected readings from related fields.

1133 Survey of Modern Art
(3-0) 3 hours credit. A study of modern art from the French Revolution to the present, with special emphasis on contemporary developments. Course will include selected readings from related fields.

3113 Contemporary Art
(3-0) 3 hours credit. Prerequisite: 3 semester credit hours of lower-division art history. History, theory
and criticism of the visual arts of the United States and Europe from 1960 to the present. (Formerly AHC 4113. Credit cannot be earned for both AHC 3113 and AHC 4113.)

3123 Northern European Art: Fifteenth and Sixteenth Centuries
(3-0) 3 hours credit. Prerequisite: 3 semester credit hours of lower-division art history. A study of the 15th and 16th century art of Northern Europe. Emphasis is placed on the development of the arts in Flanders and Germany.

3423 Pre-Columbian Art and Architecture of Mesoamerica
(3-0) 3 hours credit. Prerequisite: 3 semester credit hours of lower-division art history. A study of art and architecture in ancient Guatemala, Mexico, Belize, and Honduras.

**Department of Communication**

COMMUNICATION (COM)

1053 Business and Professional Speech
(3-0) 3 hours credit. Prerequisite: WRC 1013. Examination of the basic communication process through oral channels with practical applications for business. Emphasis is on techniques of business and professional presentation, including components of message strategies, nonverbal communication, multimedia support, and persuasive speaking. Oral presentations with written components required.

3023 Foundations of Communication
(3-0) 3 hours credit. Prerequisite: Completion of Core Curriculum rhetoric requirement. Fundamental concepts in Social Interaction, Technical Communication, and Public Relations. Addresses basic strategies and technologies used for information access, retrieval, and processing. Required of and restricted to students majoring or minoring in Communication. (Formerly COM 2213. Credit cannot be earned for both COM 3023 and COM 2213.)

3083 Language and Communication Theory
(3-0) 3 hours credit. Prerequisite: Completion of or concurrent enrollment in COM 3023. Overview of theories of language and communication. Focuses on understanding how language and communication affect individual and social action.

3523 Public Relations
(3-0) 3 hours credit. Prerequisite: Completion of or concurrent enrollment in COM 3023. Introduction to principles and practices of public relations. Some attention to public relations within multicultural communities.

3553 Intercultural Communication
(3-0) 3 hours credit. Prerequisite: Completion of or concurrent enrollment in COM 3083. Examination of differences in communication that arise from cultural and/or ethnic diversity. Emphasis on the verbal and nonverbal communicative patterns, conflict management, and decision-making processes of diverse cultures.

3563 International Communication
(3-0) 3 hours credit. Prerequisite: Completion of or concurrent enrollment in COM 3083. Examination of issues, conditions, and processes relating to world media systems. Consideration of theoretical and
practical perspectives in key domains of interaction such as political economy, social development, and technology.

**3893 Organizational Communication**
(3-0) 3 hours credit. Prerequisite: COM 1043, COM 1053, or COM 3023. Theory and research in organizational communication. Examination of the barriers to effective organizational communication; group communication and decision making; information flows through the formal and informal networks of organizations, and the means of evaluating organizational communication effectiveness. (Same as MGT 3123. Credit cannot be earned for both COM 3893 and MGT 3123.)

**4523 Case Studies in Public Relations**
(3-0) 3 hours credit. Prerequisites: COM 3513, COM 3523, and completion of or concurrent enrollment in COM 3073. Advanced study of public relations functions, principles, and practices using local, regional, and national organizations as examples.

**Department of English**

ENGLISH (ENG)

**2223 British Literature I**
(3-0) 3 hours credit. Prerequisite: Completion of the Core Curriculum requirement in literature. Study of representative works of British literature from the medieval period to 1700. Required of students majoring in English.

**2233 British Literature II**
(3-0) 3 hours credit. Prerequisite: Completion of the Core Curriculum requirement in literature. Study of representative works of British literature from 1700 to the present. Required of students majoring in English.

**3133 Women and Literature**
(3-0) 3 hours credit. Prerequisite: Completion of the Core Curriculum requirement in literature. Critical study of the presentation of women and feminist issues in various literary forms.

**3213 Chaucer**
(3-0) 3 hours credit. Prerequisite: Completion of the Core Curriculum requirement in literature. Critical study of *The Canterbury Tales* and other poems. Texts in Middle English.

**3223 Shakespeare: The Early Plays**
(3-0) 3 hours credit. Prerequisite: Completion of the Core Curriculum requirement in literature. Critical study of comedies, histories, and tragedies from 1590–1601.

**3233 Shakespeare: The Later Plays**
(3-0) 3 hours credit. Prerequisite: Completion of the Core Curriculum requirement in literature. Critical study of comedies, tragedies, and romances from 1602–1613.
3243 Topics in the British Novel
(3-0) 3 hours credit. Prerequisite: Completion of the Core Curriculum requirement in literature. Critical study of English novels. May be repeated for credit when topics vary.

3273 Milton
(3-0) 3 hours credit. Prerequisite: Completion of the Core Curriculum requirement in literature. Reading and analysis of Milton’s major poems and selected prose in the context of his times.

3323 History of the English Language
(3-0) 3 hours credit. Prerequisite: Completion of the Core Curriculum requirement in literature. Historical survey of the development of the English language.

3393 Literary Theories
(3-0) 3 hours credit. Prerequisite: ENG 2213. Critical study of the nature and function of literature and the relationship of literature to philosophy, history, and the other arts; attention to such topics as stylistics, genres, and literary history.

4013 Restoration and Eighteenth-Century Literature
(3-0) 3 hours credit. Prerequisite: Completion of the Core Curriculum requirement in literature. Selected readings in the fiction, drama, poetry, and prose of the British literature of the late 17th century and the 18th century.

4023 Romantic Literature
(3-0) 3 hours credit. Prerequisite: Completion of the Core Curriculum requirement in literature. Selected readings in the fiction, poetry, and prose of the British Romantic period.

4033 Literary Modes and Genres
(3-0) 3 hours credit. Prerequisite: Completion of the Core Curriculum requirement in literature. Intensive study of a single mode or genre such as comedy, tragedy, allegory, satire, epic, or a type of nonfiction such as biography. May be repeated for credit when topics vary.

4053 Modern British and American Poetry
(3-0) 3 hours credit. Prerequisite: Completion of the Core Curriculum requirement in literature. An intensive study of major modern poets.

4063 Medieval English Literature
(3-0) 3 hours credit. Prerequisite: Completion of the Core Curriculum requirement in literature. Study of the major English writings from the Anglo-Saxon and Middle English periods (excluding Chaucer), with special emphasis on Beowulf and Chaucer’s contemporaries. Some works in translation, but original texts wherever possible.

4113 Renaissance Literature
(3-0) 3 hours credit. Prerequisite: Completion of the Core Curriculum requirement in literature. Selected readings from major writers of the 16th and early 17th centuries (excluding Shakespeare).

4143 Victorian Literature
(3-0) 3 hours credit. Prerequisite: Completion of the Core Curriculum requirement in literature. Selected readings in the fiction, poetry, and nonfiction prose of major Victorian writers.
“Semester in Spain” class every summer for the last four years. This is cross-listed for grads and undergrads: 4953.01F / 6063.01F Cross Cultural Traditions: Folklore in Spain and Texas. It will take place at La Universidad de Castilla – La Mancha, Toledo Campus, from May 25- June 15, 2010.

4973 Seminar for English Majors
(3-0) 3 hours credit. Prerequisite: 12 upper-division semester credit hours in English. This undergraduate seminar, limited to English majors in their senior year, offers the opportunity to study a genre, author, or period in English or American literature. Content varies with each instructor. May be repeated once for credit when topics vary.

4393 Feminist Theory of Literature
(3-0) 3 hours credit. Prerequisite: Completion of the Core Curriculum requirement in literature. Critical study of feminist theory and the relationship of gender to literature. Selected readings from major feminist theorists in connection with the study of literary texts.

3513 Mexican American Literature
(3-0) 3 hours credit. Prerequisite: Completion of the Core Curriculum requirement in literature. Critical study of literature by and about Mexican Americans, including prose, verse, drama, essays, and autobiography. Concentration on writings since 1959.

3613 African American Literature
(3-0) 3 hours credit. Prerequisite: Completion of the Core Curriculum requirement in literature. Critical study of literature by and about African Americans, including prose, verse, drama, essays, and autobiography.

3713 Topics in Multietnic Literatures of the United States
(3-0) 3 hours credit. Prerequisite: Completion of the Core Curriculum requirement in literature. Comparative study of a specific genre or theme in the literatures of various ethnic groups in the United States such as African American, Asian American, Native American, and/or U.S. Latino/a. May be repeated for credit when topics vary.

3813 Topics in Native American Literature
(3-0) 3 hours credit. Prerequisite: Completion of the Core Curriculum requirement in literature. Critical study of a topic in Native American/Indigenous literatures focusing on an author, a genre, a theme, or on traditional and oral literature. May be repeated for credit when topics vary.

4013 Restoration and Eighteenth-Century Literature
(3-0) 3 hours credit. Prerequisite: Completion of the Core Curriculum requirement in literature. Selected readings in the fiction, drama, poetry, and prose of the British literature of the late 17th century and the 18th century.

4053 Modern British and American Poetry
(3-0) 3 hours credit. Prerequisite: Completion of the Core Curriculum requirement in literature. An intensive study of major modern poets.

4063 Medieval English Literature
(3-0) 3 hours credit. Prerequisite: Completion of the Core Curriculum requirement in literature. Study
of the major English writings from the Anglo-Saxon and Middle English periods (excluding Chaucer), with special emphasis on Beowulf and Chaucer’s contemporaries. Some works in translation, but original texts wherever possible.

4423 Studies in Advanced Linguistics
(3-0) 3 hours credit. Prerequisite: ENG 3343 or LNG 4013. Specialized study of one or more areas of linguistic research, including historical linguistics, sociolinguistics, dialectology, linguistics for literary analysis, or languages in contact. May be repeated for credit when topics vary.

4613 Topics in Mexican American Literature
(3-0) 3 hours credit. Prerequisite: Completion of the Core Curriculum requirement in literature. Critical study of a topic in Mexican American literature: author, genre, or theme. May be repeated for credit when topics vary.

4713 Topics in African American Literature
(3-0) 3 hours credit. Prerequisite: Completion of the Core Curriculum requirement in literature. Critical study of a topic in African American literature: author, genre, or theme. May be repeated for credit when topics vary.

Other International efforts include ongoing lectures and programs which center around an international focus, such as the Translation Symposium organized by Dr. Steve Kellman last October, which consisted of a panel of specialists on translation, speaking to a large crowd at the Downtown Campus; the visit of Brackenridge Distinguished Visiting Lecturer Dr. David Crystal, a world-renowned linguist, who spoke about, among other things, language death; this was the topic of the lecture of another distinguished lecturer in September, Dr. Lyle Campbell. We will continue to host such lectures, and are committed to bringing the world to our students, both through courses and other department-sponsored events.

THEATER (THR)

Department of History

AMERICAN STUDIES (AMS)

2043 Approaches to American Culture
(3-0) 3 hours credit. Introduces students to a variety of approaches to the study of American culture. Course materials will focus on key concepts such as race and ethnicity, transnationalism and border studies, and gender and sexuality. Students will be encouraged to integrate community-based resources such as local museums, archives, and research centers into course-required projects.

2103 Introduction to African American Studies
(3-0) 3 hours credit. Offers an interdisciplinary introduction to major topics in African American Studies. Course materials will address basic contours of the black experience in the United States. Topics may include historical, autobiographical, political, cultural, sociological, literary, and/or popular responses to and representations of African Americans in the United States. (Same as AAS 2013. Credit cannot be earned for AMS 2103 and AAS 2013.)
3013 Early American Culture
(3-0) 3 hours credit. Examines the influences that shaped American culture to the 20th century. Topics may include the impact of colonialism, the Enlightenment, the frontier, industrialism, ethnicity, race, religious reform, and other factors in the development of a distinctive society.

3023 Modern American Culture
(3-0) 3 hours credit. Examines major trends in American culture during and after the industrial revolution, with special attention to the consequences of urbanization, suburbanization, industrialization, race relations, popular culture, technology, and secularization.

3123 Applications of American Studies
(3-0) 3 hours credit. Applications of theories and methods of American Studies to particular areas of U.S. culture. Course addresses concepts of nationalism, citizenship, and nation building, inclusion and exclusion in American society, as well as how American cultural and group identities exist in relation to each other.

3243 Studies in Transnationalism
(3-0) 3 hours credit. Exploration of borders, boundaries, crossings, and exchange in American Studies, with special reference to questions of national identity, material culture, transnationalism, and the impacts of globalization. May be repeated for credit when topics vary.

3343 Studies in Race and Ethnicity
(3-0) 3 hours credit. The study of historical, social, cultural, and material influences on race and ethnicity. Course will use texts from literature, sociology, history, and other disciplines. May be repeated for credit when topics vary.

HISTORY (HIS)

2123 Introduction to World Civilization to the Fifteenth Century
(3-0) 3 hours credit. A general introduction to World History from the Late Neolithic to the Columbian Encounter in the late 15th century CE. Broad overview of the pattern of development of major civilizations and their interactions with closer attention given to those events, institutions, beliefs, and practices that involved and affected large numbers of people and had lasting significance for later generations. (Same as IDS 2203. Credit cannot be earned for both HIS 2123 and IDS 2203.)

2133 Introduction to World Civilization since the Fifteenth Century
(3-0) 3 hours credit. A general introduction to World History since the late 15th century CE. Broad overview of the pattern of development of major civilizations and their interactions with closer attention to those events, institutions, beliefs, and practices that involved and affected large numbers of people and laid foundations of the modern world. (Same as IDS 2213. Credit cannot be earned for both HIS 2133 and IDS 2213.)

2533 Introduction to Latin American Civilization
(3-0) 3 hours credit. An introduction to Latin America examining the broader topics that shaped its history. These topics may include Native American societies; the encounter between Native Americans, Europeans, and Africans; the post-Independence era; the different paths toward nation-
building; the nature of authoritarian regimes; the impact of revolutions; and the cultural development of Latin America and its historiography.

2543 Introduction to Islamic Civilization
(3-0) 3 hours credit. An introduction to the role of Islam in world history from the Prophet and the founding of the Umayyad Caliphate to the breakup of the Ottoman Empire. Primary focus will be on the Ottoman Empire, its institutions and culture, and its interaction with Western civilization.

2553 Introduction to East Asian Civilization
(3-0) 3 hours credit. An introduction to East Asian history and culture from antiquity to the beginning of the modern period during the 17th and 18th centuries. The course will cover China, Japan, Korea, and Vietnam, with particular attention to the development of culture, society, and the state in the traditional era prior to the arrival of the West in East Asia.

2563 Introduction to European Civilization
(3-0) 3 hours credit. An introduction to the major historical and historiographical problems in the experience of Europe from the earliest times to the present. The course will expose students to a variety of intellectual approaches and to the diversity of European history.

2573 Introduction to African Civilization
(3-0) 3 hours credit. An introduction to the major historical and historiographical problems in the experience of Africa from the earliest times to the present. The course will expose students to a variety of intellectual approaches and to the diversity of African history.

2583 Introduction to South Asian Civilization
(3-0) 3 hours credit. This course explores the history, cultures, religions, and civilization of the Indian subcontinent from earliest times to the present. It begins with prehistory and the Indus civilization, the migration and settlement of the Aryans, the ancient empires of the Maurya and Gupta, and the Islamic conquest. The rise and fall of various Muslim kingdoms of the Mughal Empire, British colonial rule, the nationalist movements and independence of India, Pakistan, and Bangladesh are also discussed.

3063 The Spanish Borderlands, 1521–1821
(3-0) 3 hours credit. An overview and analysis of Spanish exploration and colonization in the northern frontier of colonial Mexico, including the introduction of Hispanic institutions, customs, and traditions in the development of a frontier society in the region adjacent to the international boundary.

3243 Europe in the Nineteenth Century
(3-0) 3 hours credit. The course offers a survey of European history from the Congress of Vienna until World War I. Topics may include an examination of the changing scope of international relations, industrial growth and acceleration, the conditions among social groups, and various social and political initiatives among European nations.

3263 Seventeenth- and Eighteenth-Century Europe
(3-0) 3 hours credit. A survey of European history under the Ancient Regime to 1789. Examination of the development of and the limits to absolutism, the “crisis” of the 17th century and the Baroque, the rise of science, and the culture of the Enlightenment.
3273 The Early Middle Ages
(3-0) 3 hours credit. This course will examine culture and society in the West (in what was to be Europe) from Late Antiquity to about A.D. 1000. It will focus on the transformation and survival of old social, political, and cultural forms at the end of the Roman Empire and the emergence of new ones in the successor states of Italy, Gaul, Germany, and Britain.

3283 Twentieth-Century Europe
(3-0) 3 hours credit. Economic, social, political, and cultural change in Europe since World War I. Topics may include the formation of new political movements (such as social democracy, communism, fascism) between the wars, World War II and its effects, the postwar transformation of Europe, and the Cold War in Europe.

3293 Imperial Spain
(3-0) 3 hours credit. Iberian history from the evolution of the northern kingdoms to the early 19th century. Topics may include the growth and development of Castile and Aragon, Hapsburg imperialism, the Bourbon reformers, and the collapse of the monarchy and the rise of the Carlist movement.

3303 History of Mexico
(3-0) 3 hours credit. An overview of Mexican history from the pre-Columbian indigenous civilizations to the present. The course will cover the peopling of Mexico, the conquest, the formation of colonial society, independence, the Mexican American War, the liberal reforms, the Porfiriato, and the Mexican Revolution.

3313 History of U.S. Relations with Latin America
(3-0) 3 hours credit. A survey of U.S. relations with Latin America from the Monroe Doctrine to the present. General topics may include the Monroe Doctrine, Manifest Destiny, gunboat diplomacy, the Good Neighbor Policy, the Cold War, and the Alliance for Progress. Specific themes include U.S. reactions to revolutions, authoritarian regimes, and reformist governments.

3353 Latin America since Independence
(3-0) 3 hours credit. The course will emphasize the 19th and 20th centuries and may include the following topics: the breakdown of colonialism; the problems of independence; neocolonial development; the impact of the Depression; industrialization and urbanization; and the importance of nationalism, socialism, fascism, communism, and revolution in the contemporary era.

3373 Revolution in Latin America
(3-0) 3 hours credit. An analysis of the role colonial legacies played in 19th- and 20th-century social and political violence. Case studies may include Mexico, Bolivia, Cuba, Chile, and Nicaragua.

3403 Pre-Hispanic and Colonial Latin America
(3-0) 3 hours credit. An analysis of the pre-Columbian Indian civilizations, the Spanish conquest, and the Spanish and Portuguese colonial societies of the New World.

3523 European Cultural History
(3-0) 3 hours credit. Introduction to various aspects of the European cultural heritage focusing on the interaction between society and culture. Topics may include popular culture, the arts, philosophy, science, social theory, ideology, and mass media.
3543 History of Modern Warfare
(3-0) 3 hours credit. Survey of the major developments in the history of war since the Napoleonic era. Analyses of the social, economic, and political context in which wars have occurred. Topics may include emergence of new forms of weaponry, strategy, logistics, and tactics.

3603 Africa in Colonial and Post-Colonial Contexts
(3-0) 3 hours credit. This course focuses on political and social change in Africa after 1800, a particularly tumultuous and often violent period in African history. Working from an African perspective, students will explore events and historical processes that were often triggered by external forces. The course examines the ways in which historical themes—conquest, resistance, revolution, nationalism, identity politics—play out in an African context.

3613 African Polities, States, and Empires
(3-0) 3 hours credit. Examination of political and social organization in African societies. The emphasis is on Africa prior to colonization. Topics will include regional trading networks, slavery, the range of political/governmental structures, cultural variation (including categories of gender and generation), and African relations with other parts of the world.

3633 Early Modern England, 1485–1760
(3-0) 3 hours credit. English history in the Tudor, Stuart, and early Hanoverian eras emphasizing the growth of the national state, the overseas expansion of England, and preindustrial social and economic change.

3643 Modern Spain
(3-0) 3 hours credit. A study of 19th- and 20th-century Spain beginning with the origins of the Carlist movement, continuing with the rise and fall of the two Spanish Republics, the Civil War, the advent of the Franco regime, and concluding with the restoration of the monarchy.

3723 The High Middle Ages and the Early Renaissance
(3-0) 3 hours credit. This course will examine the cultural, political, and social achievements of High Medieval Europe, with particular reference to France, Germany, and Italy. It will then focus on the great crisis of the 14th century and the emergence of a new, antimedieval culture in Early Renaissance Italy to about 1450.

3733 Europe in the High Renaissance and Reformation
(3-0) 3 hours credit. This course will study the cultural, social, and political developments of Italy and Northern Europe in the time of the High Renaissance and the Reformation (ca. 1450–1550).

3743 Imperial Russia
(3-0) 3 hours credit. The development of Russia from the accession of Peter the Great to the outbreak of the Russian Revolution.

3753 The Soviet Union and After
(3-0) 3 hours credit. The evolution of Russia from the revolution of 1917 to the present. A critical analysis of the construction and decline of a socialist society in the Soviet Union and the relationship of 20th-century Russia to the outside world.
3763  Russia before Peter the Great
(3-0) 3 hours credit. An examination of the Russian state-building process in the period from the Mongol Yoke to the formation of the Russian Empire, focusing on the development of autocracy, serfdom, and the state service system and examining Russia’s relations with Europe and Asia.

3773  The Age of the Baroque
(3-0) 3 hours credit. This course will examine the formation of a Post-Renaissance culture in Europe, with the emergence of Mannerism and the Baroque, and the rise of science. It will also study the struggles for religious and political mastery on the continent from roughly the Peace of Augsburg (1555) to the end of the Thirty Years’ War (1648), in the context of economic, social, and political change.

3783  The Age of the Enlightenment
(3-0) 3 hours credit. This course will examine the culture of Europe from the late 17th to the late 18th centuries, focusing on the Enlightenment in its historical context.

3803  World History in the Cinema
(3-0) 3 hours credit. An analysis of several classic films to introduce for closer critical study important events and issues in world history which have intrigued film makers and their audiences as well as historians. Exploration of the similarities and differences between artistic and historical imagination. (Formerly HIS 2073. Credit cannot be earned for both HIS 3803 and HIS 2073.)

3823  History of American Foreign Relations
(3-0) 3 hours credit. This course examines the emergence of the United States as a world power and its subsequent activities in world affairs. The course places particular emphasis on the domestic roots of U.S. activity, the factors shaping perceptions of international affairs, and the causes and consequences of international conflicts involving the United States.

3843  Migration and History
(3-0) 3 hours credit. What has caused people to migrate as individuals and as groups? To what extent has geographical mobility been a function of economic mobilization, political transformation, social upheaval, and/or technological revolution? How has the migratory process, in turn, affected the migrants themselves, both in their place of origin, and in the host society? Specific theme, regional focus, and time period may vary according to the instructor’s choice of examples drawn from a variety of historical situations.

3903  Modern Japan
(3-0) 3 hours credit. An overview of Japanese history since the end of the 16th century. Topics may include the Tokugawa period of early modern history, the Meiji transformation of state and society, the rise of Japanese militarism leading up to the Pacific War, the American occupation, and the subsequent rebirth of Japan into a global economic giant.

3913  Late Imperial China
(3-0) 3 hours credit. Chinese history from the late Ming (ca. 1550) to the end of the Qing dynasty in the 1911 Revolution. The course will address the nature of imperial institutions, state-society interaction, economic developments, social and cultural changes, and China’s relationship with the outside world.
3923 China in Revolution
(3-0) 3 hours credit. A study of 20th-century China. The course will analyze and characterize the different phases of revolutionary changes in China and examine the sources of its revolutionary impulse.

3943 Modern India, Pakistan, and Bangladesh
(3-0) 3 hours credit. In discussing modern South Asia, this course will question the extent to which South Asia is an outcome of its traditional structure (religion, caste hierarchy, joint families, village communities), and how much it is a product of global historical forces including colonialism, capitalism, feminism, and globalization. It examines politics and cultures of South Asia, with emphasis on the freedom struggle, the rise of the Congress and the Muslim League, the two-nation theory, partition and independence, the untouchables, and other contemporary issues including globalization and diaspora.

3953 Cultures and Empires of the Silk Road, 700 BCE – 1480 CE
(3-0) 3 hours credit. An examination of the political, military, economic, and cultural interaction of nomadic and sedentary peoples along the northern Silk Road running from Western China through Central Asia to the Black Sea Steppe. Topics may range from the formation of the first powerful nomadic tribal confederations (Scythians, Sarmatians, Huns) in the Iron Age and culminating with the rise of the great Gunpowder Empires of the Ottomans, Timurids, and Moscow tsars in the 14th and 15th centuries.

3963 Women and Gender in India
(3-0) 3 hours credit. This course examines the history of women in the Indian subcontinent from colonial times under British rule to modern independent India. Topics to be discussed and studied include the dowry system, colonial reform movements, education for women, special challenges for Muslim, Christian, and low-caste women, and the nationalist struggle for independence.

4403 Southern South America
(3-0) 3 hours credit. Prerequisite: HIS 2003 recommended. A study of the nations of Argentina, Chile, Paraguay, and Uruguay, focusing on their legacies of exploration, conquest, colonization, and independence, with major emphases on the national period. Relationships between these nations and the United States will be examined.

3443 Latinos in the United States
(3-0) 3 hours credit. A study of Mexican Americans, Puerto Ricans, Cubans, and other Latinos in the United States. Special attention will be given to ethnic institutions and traditions, as well as to interethnic relations and theories of assimilation and acculturation.

WOMENS STUDIES (WS)

2013 Introduction to Women’s Studies
(3-0) 3 hours credit. This course is an introduction to the study of women and gender using interdisciplinary and cross-cultural approaches. Designed to introduce students to the intellectual frameworks that shape thoughts about women and men. Topics may include sexuality, violence against women, feminism, and diversity in terms of race, ethnicity, age, and sexual orientation. (Formerly WGS 2013. Credit cannot be earned for both WS 2013 and WGS 2013.)
4853  Special Topics in Women Writers  
(3-0) 3 hours credit. This course examines women’s texts with special attention to understanding gender as a category of analysis. Variable topics may include women in the sciences, women and technology, literary and cultural representations, women and business, historical and political change, questions of class and nation, queer or transgender theories, or medical and health experiences. This class may emphasize the importance of intersecting categories of analysis including gender, race, ethnicity, and sexuality. May be repeated for credit when topics vary. (Formerly WGS 4853.)

4863  Feminism and Globalization  
(3-0) 3 hours credit. Theoretical, historical, and empirical analysis of how current processes of globalization are transforming the actual conditions of women’s lives, labor, gender ideologies, and politics in complex and contradictory ways. Topics include feminist exploration of colonialism, capitalism, economic restructuring policies, and resistance in consumer and environmental movements.

4623  Feminist Theories  
(3-0) 3 hours credit. Prerequisite: WS 2013. This course will introduce multidisciplinary explorations of theorists’ attempts to describe, explain, and critique social institutions. Students will examine theoretical positions on gender and women in the study of the humanities and/or social sciences. Topics may include the ways in which women have been represented in cultural production with special consideration of race, ethnicity, class, sexuality, and nationalism. (Formerly WGS 4623. Credit cannot be earned for both WS 4623 and WGS 4623.)

4853  Special Topics in Women Writers  
(3-0) 3 hours credit. This course examines women’s texts with special attention to understanding gender as a category of analysis. Variable topics may include women in the sciences, women and technology, literary and cultural representations, women and business, historical and political change, questions of class and nation, queer or transgender theories, or medical and health experiences. This class may emphasize the importance of intersecting categories of analysis including gender, race, ethnicity, and sexuality. May be repeated for credit when topics vary. (Formerly WGS 4853.)

**Department of Modern Languages and Literatures**

**FRENCH (FRN)**

1014  Elementary French I  
(3-2) 4 hours credit. Fundamentals of French offering the opportunity to develop listening, speaking, reading, and writing skills. Emphasis on listening and speaking. Introduction to French culture.

1024  Elementary French II  
(3-2) 4 hours credit. Prerequisite: FRN 1014, the equivalent, an appropriate placement test score, or consent of instructor. Fundamentals of French offering the opportunity to develop listening, speaking, reading, and writing skills. Further study of French culture.

2013  Intermediate French I  
(3-1) 3 hours credit. Prerequisite: FRN 1024, the equivalent, an appropriate placement test score, or consent of instructor. Continued opportunity to develop listening, reading, speaking, and writing skills. Grammar review and further study of French culture.
2023 Intermediate French II
(3-1) 3 hours credit. Prerequisite: FRN 2013, the equivalent, an appropriate placement test score, or consent of instructor. Continued opportunity to develop listening, reading, speaking, and writing skills. Grammar review and further study of French culture.

2333 French Literature in English Translation
(3-0) 3 hours credit. Major works of French literature across time, genres, and movements. May not be applied to a major in French. (Formerly FRN 3333. Credit cannot be earned for both FRN 2333 and FRN 3333.)

3023 Advanced Language Skills
(3-0) 3 hours credit. Prerequisite: FRN 2023 or consent of instructor. Development of oral and written language skills using contemporary readings, media, and oral discourse. Emphasis on increasing fluency through vocabulary expansion activities and selective grammar review. May be repeated for credit when topics vary.

3053 Business French
(3-0) 3 hours credit. Prerequisite: FRN 2023 or consent of instructor. Introduction to the basic context of the French economy and business world, with emphasis on development of practical language skills to deal with matters such as commercial correspondence, documents, reports, telecommunications, and conferences. Attention to vocabulary and style specific to French business. Practice in translation on business-related topics.

3413 Survey of French Literature and Culture
(3-0) 3 hours credit. Selections from French literature and culture studied as reflections and interpretations of central movements in French cultural history. Introduction to concepts of style, genre, and period. May be repeated for credit when topics vary.

4003 Topics in French Literature
(3-0) 3 hours credit. Focus on a specific area of French literature, from the medieval period through the 21st century. Selected texts are studied as examples of representative movements, genres, or authors in French literary history. May be repeated for credit when topics vary.

4213 Topics in French Culture and Linguistics
(3-0) 3 hours credit. Selected topics of cultural history or linguistics from medieval period through the 21st century. May be repeated for credit when topics vary.

GERMAN (GER)

1014 Elementary German I
(3-2) 4 hours credit. Fundamentals of German offering the opportunity to develop listening, reading, speaking, and writing skills. Introduction to German culture.

1024 Elementary German II
(3-2) 4 hours credit. Prerequisite: GER 1014, the equivalent, an appropriate placement test score, or consent of instructor. Fundamentals of German offering the opportunity to further develop abilities in listening, reading, speaking, and writing skills. Further exposure to German culture.
2013 Intermediate German I
(3-1) 3 hours credit. Prerequisite: GER 1024, the equivalent, an appropriate placement test score, or consent of instructor. Continued opportunity to develop listening, reading, speaking, and writing skills. Continued exposure to German culture.

2023 Intermediate German II
(3-1) 3 hours credit. Prerequisite: GER 2013, the equivalent, an appropriate placement test score, or consent of instructor. Continued opportunity to develop listening, reading, speaking, and writing skills. Continued exposure to German culture.

2333 German Literature in English Translation
(3-0) 3 hours credit. Major works of German literature across time, genres, and movements. May not be applied to a major in German. (Formerly GER 3333. Credit cannot be earned for both GER 2333 and GER 3333.)

3023 Advanced Language Skills
(3-0) 3 hours credit. Prerequisite: GER 2023 or consent of instructor. Development of oral and written language skills using contemporary readings, media, and oral discourse. Emphasis on increasing fluency through vocabulary expansion activities and selective grammar review. May be repeated for credit when topics vary.

3413 Survey of German Literature and Culture
(3-0) 3 hours credit. Selected works from the medieval period to the 21st century are studied as examples of central movements in German culture and literary history. The course presents the shape of German civilization, emphasizing the major periods, styles, movements, and generations. May be repeated for credit when topics vary.

4003 Topics in German Literature
(3-0) 3 hours credit. Focus on a specific area of German literature, from the medieval period through the 21st century. Selected texts are studied as examples of representative movements, genres, or authors in German literary history. May be repeated for credit when topics vary.

4213 Topics in German Culture and Linguistics
(3-0) 3 hours credit. Focuses on selected topics of cultural history, such as Vienna 1890–1914, Expressionism, contemporary cultural/political developments, or on a linguistic topic. May be repeated for credit when topics vary.

SPANISH (SPN)

1008 Elementary Spanish-Accelerated
(6-4) 8 hours credit. A one-semester course offering the opportunity to develop listening, speaking, reading, and writing skills. Emphasis on listening and speaking. Introduction to Hispanic culture. (Credit for SPN 1008 is equivalent to credit for both SPN 1014 and SPN 1024.)

1014 Elementary Spanish I
(3-2) 4 hours credit. Fundamentals of Spanish, offering the opportunity to develop listening, speaking, reading, and writing skills. Emphasis on listening and speaking. Introduction to Hispanic culture.
1024 Elementary Spanish II
(3-2) 4 hours credit. Prerequisite: SPN 1014, the equivalent, or an appropriate placement test score. Fundamentals of Spanish offering the opportunity to develop listening, speaking, reading, and writing skills. Emphasis on listening and speaking. Further study of Hispanic culture.

2003 Spanish for Elementary Education
(3-1) 3 hours credit. Prerequisite: 4 to 8 hours at the 1000 level or the equivalent, appropriate placement score, or consent of instructor. Intermediate Spanish, emphasis on listening, speaking, reading and writing, with grammar and vocabulary to support language use. Hispanic culture focus. Task-based instruction focusing on basic face-to-face interactions with Spanish-speaking parents and community, classroom interaction with Spanish-speaking students, and other relevant tasks.

2006 Intermediate Spanish-Accelerated
(6-2) 6 hours credit. Prerequisite: SPN 1008, SPN 1024, the equivalent, or an appropriate placement test score. A one-semester course offering continued opportunity to develop listening, speaking, reading, and writing skills. Includes grammar and further study of Hispanic culture. (Credit for SPN 2006 is equivalent to credit for both SPN 2013 and SPN 2023.)

2013 Intermediate Spanish I
(3-1) 3 hours credit. Prerequisite: SPN 1008, SPN 1024, the equivalent, or an appropriate placement test score. Continued opportunity to develop listening, speaking, reading, and writing skills. Grammar and further study of Hispanic culture.

2023 Intermediate Spanish II
(3-1) 3 hours credit. Prerequisite: SPN 2013, the equivalent, or an appropriate placement test score. Continued opportunity to develop listening, speaking, reading, and writing skills. Grammar review and further study of Hispanic culture.

2333 Hispanic Literature in English Translation
(3-0) 3 hours credit. Prerequisite: WRC 1013 or the equivalent. Major works in Hispanic literatures: themes, genres, and movements. May not be applied to a major in Spanish. (Formerly SPN 3333. Credit cannot be earned for both SPN 2333 and SPN 3333.)

2513 Spanish for Special Purposes
(3-1) 3 hours credit. Prerequisite: SPN 2013, the equivalent, or an appropriate placement test score. Foreign language communication and cross-cultural skills relevant to one or more of the following areas: business, health care, law, education, science, southwest Spanish, Hispanic literature, or technology. May be repeated for credit when topics vary.

2523 Hispanic Culture and Communication
(3-1) 3 hours credit. Prerequisite: SPN 2013, the equivalent, or an appropriate placement test score. A brief review of history, geography, worldview, and customs common in Latin America and Spain, with particular emphasis on Mexico and U.S. Hispanic culture. Use of some target culture source materials. Continued opportunity to develop oral and written communication in Spanish and to understand mainstream U.S. Hispanic cross-cultural communication.

3003 Oral and Written Expression
(3-1) 3 hours credit. Prerequisite: SPN 2023, the equivalent, or an appropriate placement test score. If
placement is at a higher level, a Spanish elective may be substituted for the minor. Conversation, reading, and grammar review toward building literacy skills. Opportunities for composition and oral communication for a variety of situations and topics. (Formerly SPN 2103. Credit cannot be earned for both SPN 3003 and SPN 2103.)

3013 Spanish Phonetics and Pronunciation
(3-1) 3 hours credit. Prerequisite: SPN 2023 or SPN 3003, the equivalent, or consent of instructor. Offers the opportunity for study of the sound system of Latin American Spanish. Activities may include pronunciation exercises, exercises in sound discrimination and transcription, and articulatory description of various dialects of Spanish.

3033 Oral Communication Skills
(3-0) 3 hours credit. Prerequisite: SPN 2023 or SPN 3003, the equivalent, or consent of instructor. Offers the opportunity for further development of speaking skills through oral activities directed at Advanced and Superior levels on the ACTFL-ETS proficiency scale.

3113 Linguistic Structures of Spanish
(3-0) 3 hours credit. Prerequisite: SPN 3063, the equivalent, or consent of instructor. Offers the opportunity for application to Spanish of the basic principles of analysis and description of language structure. Attention given to structural regularities at the levels of word formation, syntax, and semantics of formal Spanish, recognizing variability in spoken registers.

3153 Spanish for the Business/Management Fields
(3-0) 3 hours credit. Prerequisite: SPN 2023 or SPN 3003, or the equivalent. Foreign language skills relevant to careers in business fields. Emphasis on reading skills and simple conversations on business topics. Exposure to terminology from contracts, financial statements, business law, marketing, and banking. Intended for students with some background in Spanish. May be repeated once for credit when topics vary.

3413 The Literature of Spain from the Middle Ages to 1700
(3-0) 3 hours credit. Prerequisite: SPN 3043 or consent of instructor. Spanish literature from the Middle Ages to 1700. Readings of selections and complete works. Practice in critical analysis through papers and examinations.

3423 The Literature of Spain from 1700 to the Present
(3-0) 3 hours credit. Prerequisite: SPN 3043 or consent of instructor. Spanish literature from 1700 to the present. Readings of selections and complete works. Practice in critical analysis through papers and examinations.

3463 Latin American Literature to Modernism
(3-0) 3 hours credit. Prerequisite: SPN 3043 or consent of instructor. Latin American literature from pre-Columbian times to Modernism. Practice in critical analysis through papers and examinations.

3473 Latin American Literature since Modernism
(3-0) 3 hours credit. Prerequisite: SPN 3043 or consent of instructor. Latin American literature from Modernism to the present. Practice in critical analysis through papers and examinations.
3613  Spanish Culture and Civilization  
(3-0) 3 hours credit. Prerequisite: SPN 3043.  
Emergence of the Spanish peoples from pre-Roman times to the present: history, cultural expression, myths, values, and worldview.

3623  Latin American Culture and Civilization  
(3-0) 3 hours credit. Prerequisite: SPN 3043.  
The cultural life of the respective geographic regions and social strata of Latin America from before the Conquest to the present, as reflected in and interpreted by its literature and arts.

4003  Advanced Language Skills  
(3-0) 3 hours credit. Prerequisite: SPN 3043, or SPN 3063 as appropriate, or consent of instructor.  
Development of advanced skills in formal Spanish, including such areas as grammar, composition, oratory, creative writing, Spanish/English translation, and other practical applications of language study. May be repeated for credit when topics vary.

4113  Topics in Spanish Linguistics  
(3-0) 3 hours credit. Prerequisite: SPN 3113 or consent of instructor. Advanced study and applications of topics in Spanish linguistics. May include one or more of the following: phonology, morphology, syntax, semantics, dialectology, language variability, and history of Spanish. May be repeated for credit when topics vary. This course fulfills the College of Liberal and Fine Arts Signature Experience.

4203  Topics in Hispanic Literatures  
(3-0) 3 hours credit. Prerequisite: An upper-division course in literature taught in Spanish or consent of instructor. An intensive study of an area of Spanish or Spanish American literatures. May be repeated for credit when topics vary. This course fulfills the College of Liberal and Fine Arts Signature Experience.

4303  Topics in Hispanic Cultures  
(3-0) 3 hours credit. Prerequisite: SPN 3043 or consent of instructor. An intensive study of an area of Hispanic cultures. May be repeated for credit when topics vary. This course fulfills the College of Liberal and Fine Arts Signature Experience.

ARABIC (ARA)

1014  Elementary Arabic I  
(3-2) 4 hours credit. Fundamentals of Arabic offering the opportunity to develop speaking, listening, reading, and writing skills. Introduction to Arabic culture.

1024  Elementary Arabic II  
(3-2) 4 hours credit. Prerequisite: ARA 1014, an equivalent, or an appropriate placement test score. Fundamentals of Arabic offering the opportunity to further develop speaking, listening, reading, and writing skills. Further exposure to Arabic culture.

2013  Intermediate Arabic I  
(3-1) 3 hours credit. Prerequisite: ARA 1024, an equivalent, or an appropriate placement test score. Continued opportunity to develop listening, speaking, reading, and writing skills. Continued exposure to Arabic culture.
2023 Intermediate Arabic II
(3-1) 3 hours credit. Prerequisite: ARA 2013, an equivalent, or an appropriate placement test score. Continued opportunity to develop listening, speaking, reading, and writing skills. Continued exposure to Arabic culture.

RUSSIAN

1014 Elementary Russian I
(3-2) 4 hours credit. Fundamentals of Russian offering the opportunity to develop speaking, listening, reading, and writing skills. Introduction to Russian culture.

1024 Elementary Russian II
(3-2) 4 hours credit. Prerequisite: RUS 1014, the equivalent, an appropriate placement test score, or consent of instructor. Fundamentals of Russian offering the opportunity to further develop speaking, listening, reading, and writing skills. Further exposure to Russian culture.

2013 Intermediate Russian I
(3-1) 3 hours credit. Prerequisite: RUS 1024, the equivalent, an appropriate placement test score, or consent of instructor. Continued opportunity to develop listening, speaking, reading, and writing skills. Continued exposure to Russian culture.

2023 Intermediate Russian II
(3-1) 3 hours credit. Prerequisite: RUS 2013, the equivalent, an appropriate placement test score, or consent of instructor. Continued opportunity to develop listening, speaking, reading, and writing skills. Continued exposure to Russian culture.

2333 Russian Literature in English Translation
(3-0) 3 hours credit. Major works of Russian literature across time, genres, and movements. (Formerly RUS 3333. Credit cannot be earned for both RUS 2333 and RUS 3333.)

3033 Oral Communication Skills
(3-0) 3 hours credit. Prerequisite: RUS 2013 or the equivalent. Further development of speaking skills in a variety of contexts. May be repeated once for credit when topics vary.

3143 Structure of Russian Language
(3-0) 3 hours credit. Prerequisite: RUS 2013 or the equivalent. Extensive grammar review. Further development of speaking and writing skills through activities directed at the intermediate-high and advanced levels. Considerations of differences between written and spoken language. May be repeated once for credit when topics vary.

3213 Advanced Russian
(3-0) 3 hours credit. Prerequisite: RUS 2023 or the equivalent. Opportunity to develop advanced-level oral and written communication skills in the Russian language, along with enhanced comprehension skills in listening and reading. May be repeated for credit when topics vary.
3633 Topics in Russian Culture
(3-0) 3 hours credit. Prerequisite: RUS 2013 or the equivalent. Further development of proficiency by content-based instruction. Topics may include geography, traditions, history, music, literature, art, or film. May be repeated for credit when topics vary.

CHINESE (CHN)

1014 Elementary Chinese I
(3-2) 4 hours credit. Fundamentals of Chinese offering the opportunity to develop listening, speaking, reading, and writing skills. Emphasis on listening and speaking. Introduction to Chinese culture.

1024 Elementary Chinese II
(3-2) 4 hours credit. Prerequisite: CHN 1014, an equivalent, an appropriate placement test score, or consent of instructor. Fundamentals of Chinese offering the opportunity to further develop speaking, listening, reading, and writing skills. Further exposure to Chinese culture.

2013 Intermediate Chinese I
(3-1) 3 hours credit. Prerequisite: CHN 1024, an equivalent, an appropriate placement test score, or consent of instructor. Continued opportunity to develop listening, speaking, reading, and writing skills. Continued exposure to Chinese culture.

2023 Intermediate Chinese II
(3-1) 3 hours credit. Prerequisite: CHN 2013, an equivalent, an appropriate placement test score, or consent of instructor. Continued opportunity to develop listening, speaking, reading, and writing skills. Continued exposure to Chinese culture.

ITALIAN (ITL)

1014 Elementary Italian I
(3-2) 4 hours credit. Fundamentals of Italian offering the opportunity to develop listening, speaking, reading, and writing skills. Emphasis on listening and speaking. Introduction to Italian culture.

1024 Elementary Italian II
(3-2) 4 hours credit. Prerequisite: ITL 1014, the equivalent, an appropriate placement test score, or consent of instructor. Fundamentals of Italian offering the opportunity to develop listening, speaking, reading, and writing skills. Emphasis on listening and speaking. Further study of Italian culture.

2013 Intermediate Italian I
(3-1) 3 hours credit. Prerequisite: ITL 1024, the equivalent, an appropriate placement test score, or the consent of instructor. Continued practice in developing listening, speaking, reading, and writing skills. Grammar and further study of Italian culture.

2023 Intermediate Italian II
(3-1) 3 hours credit. Prerequisite: ITL 2013, the equivalent, an appropriate placement test score, or consent of instructor. Continued practice in developing listening, speaking, reading, and writing skills. Grammar review and further study of Italian culture.
2333 Italian Literature in English Translation
(3-0) 3 hours credit. Major works of Italian literature across time, genres, and movements. (Formerly ITL 3333. Credit cannot be earned for both ITL 2333 and ITL 3333.)

JAPANESE (JPN)

1014 Elementary Japanese I
(3-2) 4 hours credit. Fundamentals of Japanese offering the opportunity to develop basic speaking, listening, reading, and writing skills. Read and write hiragana and katakana. Emphasis on listening and speaking. Introduction to Japanese culture.

1024 Elementary Japanese II
(3-2) 4 hours credit. Prerequisite: JPN 1014, the equivalent, the appropriate placement test score, or consent of instructor. Fundamentals of Japanese offering the opportunity to develop speaking, listening, reading, and writing skills. Introduction of Kanji. Emphasis on listening and speaking. Further study of Japanese culture.

2013 Intermediate Japanese I
(3-1) 3 hours credit. Prerequisite: JPN 1024, the equivalent, the appropriate placement test score, or consent of instructor. Continued opportunity to develop listening, speaking, reading, and writing skills. Read and write basic Kanji. Reinforcement and expansion of basic grammar. Further study of Japanese culture.

2023 Intermediate Japanese II
(3-1) 3 hours credit. Prerequisite: JPN 2013, the equivalent, the appropriate placement test score, or consent of instructor. Continued opportunity to develop skills in listening, reading, speaking, and writing. Expansion of the basic knowledge of Kanji. Reinforcement and expansion of basic grammar. Study of Japanese culture.

3023 Advanced Language Skills
(3-0) 3 hours credit. Prerequisite: JPN 2023, the equivalent, the appropriate placement test score, or consent of instructor. Offers the opportunity to develop speaking, writing, reading, and listening skills in intermediate-high and advanced levels while reviewing fundamental grammar. Further study of Kanji.

3053 Business Japanese
(3-0) 3 hours credit. Prerequisite: JPN 2023, the equivalent, the appropriate placement test score, or consent of instructor. Offers the opportunity to develop speaking, reading, and writing skills in business fields. Emphasis on Japanese business manners and business terminology.

4213 Topics in Japanese Culture
(3-0) 3 hours credit. Prerequisite: JPN 2023, the equivalent, the appropriate placement test score, or consent of instructor. Selected topics of Japanese culture, such as Modernization, Westernization, current issues in U.S.-Japan relationships, contemporary cultural developments, or a linguistic topic. May be repeated for credit when topics vary.

COMPARITVE STUDIES IN THE HUMANITIES (CSH)
1203 Introduction to Hispanic Cultures  
(3-0) 3 hours credit. An overview of the cultures of Spain, Spanish America, and Hispanic groups in the United States as revealed through their literatures and other forms of expression. Exploration of the unifying and diversifying elements in Hispanic civilization from its beginnings. All readings from English language or translated materials. May not be used as support work for the Spanish major.

1213 Topics in World Cultures  
(3-0) 3 hours credit. Introductory overview of a specific culture or cultural area as revealed through the diversity of its heritage. Includes topics such as Hispanic, Francophone, German, Slavic, Judaic, Latin, Oriental, or African culture. All readings are from English language or translated materials. May be repeated for credit when topics vary.

2113 The Foreign Film  
(3-0) 3 hours credit. An introduction to film as art and cultural expression. Emphasis on cinematic techniques, national traditions, genres, and the distinctive features of film as a humanistic medium. Films drawn from Latin America, Asia, Africa, and/or Europe. May be repeated for credit when topics vary.

2313 Introduction to Literary Studies  
(3-0) 3 hours credit. Prerequisite: WRC 1023 or the equivalent. Offers the opportunity to develop an awareness of literature and the skills with which to approach and understand it. Examination of individual national traditions and the interrelationship of all literary traditions. Emphasis on the nature of genre, period, and style. (Formerly CSH 3313. Credit cannot be earned for both CSH 2313 and CSH 3313.)

3023 Studies in Comparative Literature  
(3-0) 3 hours credit. Prerequisite: WRC 1023 or the equivalent. Comparative investigation of foreign literature. Topics may include study of a genre, period, or motif, or comparison of authors across different languages. All readings are in English translation. May be repeated for credit when topics vary.

3823 Advanced Topics in World Cultures  
(3-0) 3 hours credit. Prerequisite: WRC 1023 or the equivalent. Comparative investigation of foreign cultures. Topics may include various combinations and aspects of Hispanic, Francophone, German, Slavic, Judaic, Latin or Oriental cultures. All readings are in English translation. May be repeated for credit when topics vary.

FOREIGN LANGUAGES (FL)

1034 Beginning Language Study Abroad  
4 or 8 hours credit. Prerequisite: Consent of instructor. Opportunity to begin developing oral and written communication skills in the target language, along with enhanced comprehension skills in listening and reading. Linguistic and cultural immersion. May be repeated up to 8 semester credit hours in each language.

2033 Intermediate Language Study Abroad  
3 or 6 hours credit. Prerequisites: Consent of instructor and 1008, 1024, or the equivalent in the selected foreign language. Opportunity to develop intermediate-level oral and written communication
skills in the target language, along with increased comprehension skills in listening and reading. Linguistic and cultural immersion. May be repeated up to 6 semester credit hours in each language.

3033 Advanced Language Study Abroad
3 or 6 hours credit. Prerequisites: Consent of instructor and 2006, 2023, or the equivalent in the selected foreign language. Opportunity to develop advanced-level oral and written communication skills in the target language, along with enhanced comprehension skills in listening and reading. Linguistic and cultural immersion. May be repeated up to 6 semester credit hours in each language.

4013 Cross-Cultural Communication and Foreign Languages
(3-0) 3 hours credit. Study of cross-cultural communication research in specific language communities and its application to effective interaction with speakers of a variety of foreign languages. Selected applications and comparisons according to sociolinguistic norms, semantic variation, and nonverbal language, relevant to the most numerous language communities in the United States and abroad. Material from psychology, sociology, communication, and other related fields.

4243 Foreign Language Instruction
(3-0) 3 hours credit. Prerequisite: 2023 or an equivalent in a foreign language. A study of second-language-acquisition theories. Emphasis on instructional methodology as it relates to foreign languages and cultures.

2023 Culture and Communication in a Foreign Language
(3-0) 3 hours credit. A brief overview of history, geography, worldview, and customs common in the target culture. Use of some target culture materials. Opportunity to develop basic oral and written communication skills in the language. May be repeated for credit when language varies.

3101 Languages Across the Curriculum
1 hour credit. Prerequisite: Consent of instructor. Online add-on course offering a concurrent language component for courses in other disciplines, such as art, anthropology, history, humanities, music and political science. May be repeated for credit when topics vary.

LINGUISTICS (LNG)

3833 Sociolinguistics
(3-0) 3 hours credit. The examination of the interrelationships among language, culture, and society. Topics may include language use in social context, language variation and change, maintenance and shift, and multilingual societies.

Department of Music

MUSIC (MUS)

2243 World Music in Society
(3-0) 3 hours credit. A survey of the music cultures of Africa, the Americas, Asia and Oceania. Music traditions are studied from a perspective that emphasizes music as an integral part of society and culture.
2693 The Music of Latin America
(3-0) 3 hours credit. Surveys the folk, popular, and classical musical traditions of Latin America, with special emphasis on the principal regions of Mexico, Brazil, Argentina, and the Andes. (Formerly MUS 1213. Credit cannot be earned for both MUS 2693 and MUS 1213.)

2703 History and Traditions of Mariachi Music
(3-0) 3 hours credit. A survey of the history and evolution of the mariachi tradition within a musical and cultural context including its development from a rural regional music style to a global cultural icon. Topics will include the evolution of instrumentation, regional genres, interpretive styles, and the transformation from small ensemble to modern mini-orchestra.

3133 Analysis of Twentieth-Century Music
(3-0) 3 hours credit. Prerequisite: MUS 2162. Analysis of forms and structures drawn from the literature and repertoire of the 20th century. Beginning with a review of late tonal practices, such styles and techniques as Impressionism, atonality, serialism, and pre- and post-serial tonality are studied in depth.

3213 Music in Civilization I
(3-0) 3 hours credit. Prerequisites: MUS 2162 and MUS 2243, or their equivalents. A study of the development of musical styles and literatures from antiquity to 1750, with emphasis on the parallels and influences of art, architecture, literature, and theater on musical art. In addition, the adaptation and influences of non-Western traditions and styles on Western art music will be considered.

3223 Music in Civilization II
(3-0) 3 hours credit. Prerequisites: MUS 2162 and MUS 2243, or their equivalents. A study of the development of musical styles and literatures from the Enlightenment to the present, with emphasis on the parallels and influences of art, architecture, literature, and theater on musical art. In addition, the adaptation and influences of non-Western traditions and styles on Western art music will be considered.

2743 Music and Film
(3-0) 3 hours credit. A survey of the evolving role of music in film. Students will have the opportunity to develop an understanding of how film music is created, manufactured, and consumed by exploring various creative, technological, industrial, economic, historical, social, and cultural factors.

3711 Mariachi Ensemble
(0-3) 1 hour credit. Open to all students by audition or consent of instructor. Ensemble rehearses and performs the music repertoire of the Mexican folk mariachi tradition. May be repeated for credit.

**Department of Philosophy and Classics**

CLASSICS (CLA)

2013 Introduction to Ancient Greece
(3-0) 3 hours credit. Prerequisite: Completion of Core Curriculum requirement in rhetoric. Introduction to the civilization and cultural achievements of ancient Greece, including history, religion, philosophy, literature, and art.
2023 Introduction to Ancient Rome  
(3-0) 3 hours credit. Prerequisite: Completion of Core Curriculum requirement in rhetoric. 
Introduction to the civilization and cultural achievements of ancient Rome, including history, religion, philosophy, literature, and art.

2033 Introduction to Classical Literature  
(3-0) 3 hours credit. Prerequisite: Completion of Core Curriculum requirement in rhetoric. 
Introductory study of selected works of ancient Greek and Roman authors, with emphasis on epic, drama, satire, and lyric.

2323 Classical Mythology  
(3-0) 3 hours credit. Prerequisite: Completion of Core Curriculum requirement in rhetoric. 
Critical survey of secular and religious classical mythology; attention to the use of myth in ancient literature and the functions of myth in historical, cultural, and cross-cultural contexts.

3023 Classical Myths and Literature  
(3-0) 3 hours credit. Prerequisite: Completion of the Core Curriculum requirement in literature. 
Critical examination of ancient Greek and Roman myths and their functions in literary texts and ancient societies; attention to current theories and methodologies of mythic analysis.

3053 Topics in Classical Genres  
(3-0) 3 hours credit. Prerequisite: Completion of Core Curriculum requirement in rhetoric. 
Consideration of texts selected to illustrate the structural and conceptual properties of a given genre in the classical world, e.g., comedy, poetry, or tragedy. May be repeated for credit when topics vary.

3063 Topics in the Art and Architecture of the Classical World  
(3-0) 3 hours credit. Prerequisite: Completion of Core Curriculum requirement in rhetoric. 
A study of one or more themes, periods, traditions, or archaeological sites in the art and architecture of the ancient Greek and Roman world. May be repeated for credit when topics vary.

3123 Cultural Issues in Classical Antiquity  
(3-0) 3 hours credit. Prerequisite: Completion of Core Curriculum requirement in rhetoric. 
Examination of issues in ancient Greek and Roman power relations and social differences as reflected in classical literature and historical material. Coverage of such topics as slavery, attitudes towards barbarians, gender, and intergenerational strife. May be repeated for credit when topics vary.

3513 Topics in Classical History  
(3-0) 3 hours credit. Prerequisite: Completion of Core Curriculum requirement in rhetoric. 
An examination of selected events, trends, and transformations in the history of ancient Greece and ancient Rome. May be repeated for credit when topics vary.

LATIN (LAT)

1114 Introductory Latin I  
(3-2) 4 hours credit. Fundamentals of Latin grammar and readings in Latin.

1124 Introductory Latin II  
(3-2) 4 hours credit. Prerequisite: LAT 1114. Fundamentals of Latin grammar and readings in Latin.
1214 Self-Paced Introductory Latin
4 hours credit. Fundamentals of Latin grammar and readings in Latin. Students take two semesters of this course to complete the first two semesters of Latin on a self-paced basis. May be repeated for credit, but not more than 8 semester credit hours may be used in any degree program. Students must demonstrate competency with a “C” or better before repeating this course for credit. Students cannot receive credit for both LAT 1114 and a first semester of this course; students cannot receive credit for both LAT 1124 and a second semester of this course.

2113 Intermediate Latin I
(3-0) 3 hours credit. Prerequisite: LAT 1124 or the equivalent. Continued practice in reading Latin. Selections from Cicero, Sallust, Catullus, and/or Virgil. Review of Latin grammar and syntax.

2123 Intermediate Latin II
(3-0) 3 hours credit. Prerequisite: LAT 2113 or the equivalent. Reading and in-depth analysis of a particular Latin author such as Ovid, Virgil, Cicero, Lucretius, Petronius, or Plautus.

2213 Self-Paced Intermediate Latin
3 hours credit. Prerequisite: LAT 1124 or the equivalent. Review of Latin grammar and syntax. Continued practice in reading Latin, including such authors as Catullus, Cicero, Lucretius, Ovid, Petronius, Plautus, Sallust, and Virgil. Students take two semesters of this course to complete the third and fourth semesters of Latin on a self-paced basis. May be repeated for credit, but no more than 8 semester credit hours may be used in any degree program. Students must demonstrate competency with a “C” or better before repeating this course for credit. Students cannot receive credit for both LAT 2113 and a first semester of this course; students cannot receive credit for both LAT 2123 and a second semester of this course.

3113 Selected Latin Authors
(3-0) 3 hours credit. Prerequisite: LAT 2123 or the equivalent. Close reading and critical analysis of a Latin text or texts, author, topic, or genre. May be repeated for credit when authors vary.

4013 Advanced Readings in Latin
(3-0) 3 hours credit. Prerequisite: LAT 2123 or the equivalent. Concentrated readings and interpretation of a selected Latin author, genre, or series of texts. May be repeated for credit when topics vary.

GREEK (GRK)

1114 Introductory Classical Greek I
(3-2) 4 hours credit. Fundamentals of Greek grammar and readings in Greek.

1124 Introductory Classical Greek II
(3-2) 4 hours credit. Fundamentals of Greek grammar and readings in Greek.

2113 Intermediate Classical Greek I
(3-0) 3 hours credit. Prerequisite: GRK 1124 or the equivalent. Continued practice in reading Greek prose and poetry. Selections from Plato and Homer. Review of Greek grammar and syntax.
3113 Selected Greek Authors: Prose
(3-0) 3 hours credit. Prerequisite: GRK 2113 or the equivalent. Reading and in-depth analysis of a particular Greek prose author such as Lysias, Herodotus, Demosthenes, Plato or Isocrates.

3123 Selected Greek Authors: Poetry
(3-0) 3 hours credit. Prerequisite: GRK 2113 or the equivalent. Reading and in-depth analysis of a particular Greek poet such as Hesiod or Homer, a specific genre such as elegiac or lyric poetry, or a play of the tragedians Aeschylus, Sophocles, and Euripides.

HUMANITIES (HUM)

2093 World Religions
(3-0) 3 hours credit. Prerequisite: Completion of Core Curriculum requirement in rhetoric. Examination of the origins, teachings, development, and philosophical foundations of the world’s chief religious movements, such as Hinduism, Buddhism, Shintoism, Confucianism, Taoism, Sikhism, Jainism, Islam, Zoroastrianism, Judaism, and Christianity. (Formerly HUM 3093. Credit cannot be earned for both HUM 2093 and HUM 3093.)

3023 The Medieval World
(3-0) 3 hours credit. Prerequisite: Completion of Core Curriculum requirement in rhetoric. Interdisciplinary investigation of medieval thought and culture as exemplified in major works of literature, philosophy, theology, and history.

3033 Renaissance Ideas
(3-0) 3 hours credit. Prerequisite: Completion of Core Curriculum requirement in rhetoric. Interdisciplinary investigation of Renaissance thought and culture, as exemplified in major works of literature, philosophy, history, theology, and fine arts.

3043 Classicism and Enlightenment
(3-0) 3 hours credit. Prerequisite: Completion of Core Curriculum requirement in rhetoric. Interdisciplinary investigation of thought and culture in the later 17th and the 18th centuries, as exemplified in major works of philosophy, literature, and the fine arts.

3053 The Romantic Age
(3-0) 3 hours credit. Prerequisite: Completion of Core Curriculum requirement in rhetoric. Interdisciplinary investigation of the development of ideas in literature, philosophy, art, politics, and society at the end of the 18th and beginning of the 19th century.

3063 The Modern World
(3-0) 3 hours credit. Prerequisite: Completion of Core Curriculum requirement in rhetoric. Interdisciplinary investigation of modern thought in the late 19th and 20th centuries, as exemplified in major works of philosophy, literature, and the fine arts.

3623 Topics in National Cultures and Civilizations
(3-0) 3 hours credit. Prerequisite: Completion of Core Curriculum requirement in rhetoric. The cultural life of the respective geographic regions and social strata of individual nations of Europe and America, as reflected in and interpreted by their artistic production. Individual topics may focus on a single nation or several nations. May be repeated for credit when topics vary.
PHILOSOPHY (PHI)

2033 Introduction to Modern Philosophy
(3-0) 3 hours credit. Prerequisite: Completion of Core Curriculum requirement in rhetoric.
Introduction to modern philosophy from the Renaissance to the present through the study of Descartes, Locke, Hume, Leibniz, Kant, Kierkegaard, and others; emphasis on the relations of philosophy to the development of modern science, the social and political history of the Western world, and humankind’s attempt to achieve a satisfactory worldview.

2123 Contemporary Moral Issues
(3-0) 3 hours credit. Prerequisite: Completion of Core Curriculum requirement in rhetoric.
Examination of major moral theories and how they afford a rational approach to specific moral issues and a rational basis for resolving moral conflict. Emphasis may be placed on medical, social, engineering and business ethics. May not be repeated for credit. (Formerly titled Moral Issues in Contemporary America.)

3073 Asian Philosophy
(3-0) 3 hours credit. Prerequisite: Completion of Core Curriculum requirement in rhetoric.
Examination of the philosophical and religious traditions of the East, with emphasis on various schools such as Vedanta, Buddhism, Confucianism, and Taoism.

3213 Ethics
(3-0) 3 hours credit. Prerequisite: Completion of Core Curriculum requirement in rhetoric.
Examination of ethical theory and of the nature and scope of ethical discourse, with emphasis on the concepts of good, human happiness, self-realization, virtue, duty, responsibility, and the means-ends relationship; reading will include selected classical and contemporary texts.

3343 Issues and Movements in Twentieth-Century Philosophy
(3-0) 3 hours credit. Prerequisite: Completion of Core Curriculum requirement in rhetoric.
Sustained study of recent works focusing on one or more specific issues or movements, such as philosophy of language, philosophy of mind, epistemology, political philosophy, theoretical or applied ethics, phenomenology, existentialism, hermeneutics, or postmodernism. May be repeated for credit when topics vary.

3403 Philosophy in Literature
(3-0) 3 hours credit. Prerequisite: Completion of Core Curriculum requirement in rhetoric.
Examination of important philosophical questions, such as personal identity, the nature of moral value, and the limits of knowledge, as reflected in world literature, including such genres as fiction, drama, and poetry.

4333 Philosophy of Language
(3-0) 3 hours credit. Prerequisite: Completion of Core Curriculum requirement in rhetoric.
A critical examination of traditional problems dealing with the nature and function of language. Representative issues include analyticity, reference, proper names, metaphorical meaning, and speech-act theory.

Department of Political Science and Geography
GEOGRAPHY (GRG)

1013 Fundamentals of Geography
(3-0) 3 hours credit. Introduction to the study of physical and cultural features of the earth and their distributions, causes, and consequences to humans. Topics include landforms, climate, natural resources, population, human behavior in spatial context, economic growth, urbanization, and political systems.

1023 World Regional Geography
(3-0) 3 hours credit. Study of the world’s regions, focusing on salient physical, cultural, economic, and political characteristics, including physiography, climate, natural resources, population, economic structure and development, globalization, urban growth, cultural institutions, and political structure. Regions include North America, Latin America, Europe, Middle East/North Africa, Sub-Saharan Africa, South Asia, Japan, China and East Asia, the Russian Federation, and Australasia. (Formerly GRG 2633. Credit cannot be earned for both GRG 1023 and GRG 2633.)

2623 Human Geography
(3-0) 3 hours credit. Study of the relationship between the social and spatial aspects of human behavior. Topics include stereotyping of people and places, human proxemics and territoriality, perception of places, environmental perception, spatial diffusion, and human migration.

3123 Geography of Latin America
(3-0) 3 hours credit. Selected geographic aspects of Mexico, Central America, the West Indies, and South America, emphasizing economic development and social change.

3133 Geography of Europe
(3-0) 3 hours credit. Survey of the European culture area, including Western Europe, Eastern Europe, and the Baltics. Discussion of historical, urban, political, ethnic, and economic forces shaping the 20th-century geography of Europe, including the European Union and the Russian Federation.

3143 Geography of Mexico
(3-0) 3 hours credit. Investigation of Mexico’s physical and social geography, including climatic and geomorphologic influences, the historical imprint of the Amerindians and the Spanish, population growth and migration, urbanization, political reform, social and cultural change, agriculture and industry, trade liberalization and the impact of NAFTA. May include a field trip to Mexico.

3213 Cultural Geography
(3-0) 3 hours credit. A thematic exploration of the nature and distribution of human culture hearths, population, folk culture, popular culture, agriculture, industrialization, languages, and religion. Topics are defined and examined in the context of their manifestations and influences as regions, cultural diffusion, ecology, cultural interaction, and landscapes.

3433 The Geography and Politics of the Asian Rim
(3-0) 3 hours credit. An analysis of the states spanning from the Indian subcontinent through Indo-China to Japan and China. Examination of their physical and social geographies and the regional political dynamics prevalent in the modern era. Selected themes will include population dynamics, cultural hearths, immigration patterns, economic development, and regional integration.
3443 Medical Geography
(3-0) 3 hours credit. The human ecology of health. Analysis of the cultural/environmental interactions that explain world patterns of disease, their diffusion and treatment.

3453 Population Geography
(3-0) 3 hours credit. Study of the spatial dimensions of population growth, density, and mobility, and the shifts in these patterns as they relate to changes in selected socioeconomic and cultural phenomena.

3513 Urban Geography
(3-0) 3 hours credit. An examination of the structure, growth, area of influence, economic base, and history of cities, with an emphasis on environmental and social issues. May have a local, national, or international focus.

3523 Introduction to Urban Planning
(3-0) 3 hours credit. An introduction to the urban public policy, urban dynamics, selected problems, and the role of the master planning process in their management and solution. Issues and themes include poverty, public education, urban growth, municipal and regional government, energy and waste management, historic preservation and urban design, and relationships between transportation and land use.

3633 Geography of Development
(3-0) 3 hours credit. Survey and analysis of economic growth and social change in different parts of the world, with an emphasis on less-developed countries. Topics may include the definition of development, the major theories of development and underdevelopment, the evolution of global inequalities, the impacts of population growth and migration, the role of agriculture, industry, and transportation in the development, and cultural imperialism and the rise of religious fundamentalism.

3643 Political Geography
(3-0) 3 hours credit. Investigates the role of the political state in society and the evolution of state organization from classical times to the present. Topics may include centrifugal and centripetal forces, geopolitics, territorial morphology, boundaries, core areas, and emerging supranationalism.

3653 Geographic Perspectives on Women
(3-0) 3 hours credit. The course studies the role of women in the spatial organizations of society. Topics may include analysis of gendered spaces, the importance of gender relations in shaping physical, social, and built environments, and the spatial-economic consequences of gender-based policies.

POLITICAL SCIENCE (POL)

2503 Introduction to Political Theory
(3-0) 3 hours credit. Prerequisite: POL 1013. The fundamental concepts and problems of politics as viewed by the classical political philosophers and contemporary theorists: justice, power, authority, obligation, freedom, and equality.

2533 Introduction to Political Science
(3-0) 3 hours credit. Prerequisite: POL 1013. An introduction to the discipline of political science, with particular emphasis devoted to its development from 1880 to the present. Topics may include types of
political institutions, uses of political science, participation by political scientists in public affairs or public policy, and career options available to political science majors.

2603 International Politics
(3-0) 3 hours credit. Prerequisite: POL 1013. The major issues of North-South and East-West conflicts will be explored: international aid and trade transnational enterprises; economic development and debt; military conflicts and nuclear weapons; and the new frontiers of oceanic resources, tropical forests, and outer space.

2633 Comparative Politics
(3-0) 3 hours credit. Prerequisite: POL 1013. A comparative examination of the diverse forms, goals, styles, and practices of government in democratic and authoritarian states. Several major polities will be studied in detail.

3003 International Law
(3-0) 3 hours credit. Prerequisite: POL 1013. This course evaluates the ways that international law affects world politics. Emphasis is on the foundations and substantive rules of international law and the relationship between international law and national politics. Topics may include the laws of war, war crimes, terrorism, human rights, economic exchange, and natural resources.

3033 International Governance
(3-0) 3 hours credit. Prerequisite: POL 1013. International law, organizations, regimes, hierarchies, and norms such as sovereignty govern the international system. These factors help create a world order that limits armed conflict, regulates the world economy, advances environmental protection, and sets human rights standards. This course explains theories of international governance, and compares these perspectives to the analysis of political scientists on the past record and likely future of world order.

3043 Human Rights
(3-0) 3 hours credit. Prerequisite: POL 1013. This course explores the philosophical and political meaning of fundamental human rights; cases of human rights violations (such as genocide in the Holocaust, Rwanda, Kosovo, and Cambodia; the death penalty; female genital mutilation; violations of workers’ rights; and torture); and the role that states, international organizations and individuals can play in ending human rights abuses. Course readings may include contemporary theories of human rights and case studies on the enforcement of rights around the world.

3053 United States–Latin American Relations
(3-0) 3 hours credit. Prerequisite: POL 1013. This course studies the evolution of relations between the United States of America and Latin America since 1824 to the present. It offers both the viewpoints of the U.S. government and Americans on Latin America and the viewpoints of Latin Americans on the government and people of the United States of America.

3063 Comparative Political Participation
(3-0) 3 hours credit. Prerequisite: POL 1013. This course examines the citizen participation in the democratic process across industrialized democracies, including the United States. The course covers participation within mainstream channels of the democratic process, such as voting and campaign participation, and also participation in unconventional activities such as social movements and protests.
3103 Political Ideology
(3-0) 3 hours credit. Prerequisite: POL 1013. This course is an examination of the political ideologies that shape contemporary political debate. Ideologies may include liberalism, libertarianism, socialism, communitarianism, neoconservatism, feminism, environmentalism, and critical race perspectives. Authors may include Marx, Mill, Rawls, Nozick, Sandel, MacKinnon, and others.

3123 Political Psychology
(3-0) 3 hours credit. Prerequisite: POL 1013. Political psychology seeks to explain the behavior of political leaders and mass publics by focusing on the psychological underpinnings of such behavior—their personalities, identities, values, attitudes, and feelings. Attention will be given to the interaction of these factors within different political environments. Topics may include political socialization; personality and political leadership; the psychology of small group decision making; the psychology of mass participation; and affect and cognition in political judgment.

3143 Political Philosophy: Modern
(3-0) 3 hours credit. Prerequisite: POL 1013. The major works of political philosophy from the Renaissance to the 19th century. Writers examined may include Hobbes, Locke, Rousseau, Hegel, Marx, and Mill.

3153 Political Philosophy: Contemporary
(3-0) 3 hours credit. Prerequisite: POL 1013. Political thought from the late 19th century to the present. Topics examined may include contemporary Marxism and critical theory, analytic political theory, positivism and social science, phenomenological approaches, existentialism, and contemporary ethics.

3193 Theories of Citizenship
(3-0) 3 hours credit. Prerequisite: POL 1013. A political philosophy approach to the concept of citizenship. The philosophical underpinnings of citizenship will be analyzed from a race, class, gender, and gay perspective. The notion of nation-states and their exclusive and arbitrary standards of what rights belong to people and to which people will be examined and at times challenged in the context of contemporary politics, American as well as global. In this examination the discussion will go beyond rights and into process. In other words, citizenship will be examined from a participatory, as well as rights, perspective.

3213 Business and Politics in the Third World
(3-0) 3 hours credit. Prerequisite: POL 1013. Business-government relations in Third World nations at a time of deep policy changes initiated in the 1980s. Major theories of business-government relations and their explanatory validity for Third World nations. Particular emphasis may be given to Latin America and Asia and their dynamic emerging markets.

3234 Political Campaigns and Elections
(3-2) 4 hours credit. Prerequisite: POL 1013. A study of the ways in which public officials are recruited and elected in the United States and other democracies. Campaign strategy and tactics; nominations and primaries; the legal framework of elections; the problem of constituency; voting studies; campaign finance. Three lecture and two laboratory hours per week. (Formerly POL 3233. Credit can be earned for both POL 3234 and POL 3233 with special permission.)

3273 Introduction to Global Analysis
(3-0) 3 hours credit. Prerequisite: POL 1013. An overview of global conditions and events traditionally
subject to analysis by American and international organizations, such as defense and security concerns, economic development, natural resources, human migration, terrorism, arms transfers and weapons proliferation, natural disasters, and international cooperation. Provides an overview of how government and private sector organizations respond and how they engage in defense, diplomacy, intelligence, etc. Discusses the role and operations of analytical functions in government and private organizations. May be taught from different perspectives depending upon faculty expertise and interests. (Same as GLA 3013. Credit cannot be earned for both POL 3273 and GLA 3013.)

3393 Latin American Politics  
(3-0) 3 hours credit. Prerequisite: POL 1013. An examination of political institutions and their relationship to social and economic change in Latin America. Profiles of major Latin American countries, such as Mexico, Brazil, Argentina, Peru, and Cuba.

3403 European Politics  
(3-0) 3 hours credit. Prerequisite: POL 1013. The interplay of politics with the changing social and economic environment in the advanced industrial societies of Western Europe. Elites, participation, governmental structures, party systems, interest groups, and public policy will be examined in several selected polities and the European Union.

3413 The Politics of Urban Development  
(3-0) 3 hours credit. Prerequisite: POL 1013. An opportunity to pursue a political-economic analysis of the metropolis, focusing on the problems and conflicts stemming from urban growth and stagnation. Topics examined may include uneven development, planning, industrial development policy, taxation, and intergovernmental rivalry. Case studies may be drawn from societies other than the United States.

3423 Geopolitics of Russia and Eurasia  
(3-0) 3 hours credit. Prerequisite: POL 1013. Multidisciplinary introduction and regional study of the Russian Federation and the Eurasian realm, including the Caucasus, Central Asian nations, Afghanistan, and Mongolia. Both the geography and the politics of this area will be analyzed. Historical and contemporary geopolitical topics include nation-building, regional civilizations, revolution, terrorism, the 19th-century “Great Game,” the rise of the USSR, and the current transition of the Russian Federation to an uncertain future. (Same as GRG 3423. Credit cannot be earned for both POL 3423 and GRG 3423.)

3433 Governments and Politics of Southeast Asia  
(3-0) 3 hours credit. Prerequisite: POL 1013. A comparative examination of the political systems of selected Southeast Asian countries and their efforts to deal with political, economic, and social change. Countries studied may include Indonesia, Malaysia, the Philippines, Singapore, Thailand, and Vietnam.

3443 Governments and Politics of East Asia  
(3-0) 3 hours credit. Prerequisite: POL 1013. A comparative examination of the political systems of selected East Asian countries and their efforts to deal with problems of political, economic, and social change. Countries studied may include the People’s Republic of China, the Republic of China, and South Korea. (Formerly titled “Asian Politics”; credit cannot be earned for both.)

3453 The Politics of Mexico  
(3-0) 3 hours credit. Prerequisite: POL 1013. Background to the contemporary political system of
Mexico, including Independence, foreign intervention, the Diaz regime, and the 1910–1917 revolution. Other topics may include the constitution, the structure of government, political parties, the presidency, economic development and policy, contemporary leadership, and elites.

3463 Politics of the Third World
(3-0) 3 hours credit. Prerequisite: POL 1013. The political system of various Third World nations. An inquiry into the political and economic problems of these countries, such as development, instability, and political change.

3473 Theories and Problems in Latin American Politics
(3-0) 3 hours credit. Prerequisites: POL 1013 and one of the following: POL 3393, POL 3453, HIS 2533; or consent of instructor. Advanced survey of major theories and problems in Latin American political and economic development. Theories of dependency, corporatism, bureaucratic authoritarianism, and transitions of democracy. Selected problems such as political stability, land reform, economic integration, multinational corporations, inflation, foreign debt, revolution and reform, and the military in politics.

3483 International Political Economy
(3-0) 3 hours credit. Prerequisite: POL 1013. This course is an introduction to the institutions and policies that govern international economic relations. Students will study the development of the international economic system as well as controversies over money, trade, and governance.

3493 Politics of the Middle East
(3-0) 3 hours credit. Prerequisite: POL 1013. An examination of past, present, and future of Middle East politics, with an emphasis on culture, politics, religion, and conflicts in the area; the international relations of Middle Eastern countries as well as superpowers’ involvement.

3503 American Foreign Policy since World War II
(3-0) 3 hours credit. Prerequisite: POL 1013. Major private interests and public institutions involved in American foreign policy making; public opinion and foreign involvement; specific policies toward international organizations and major world regions.

3513 International Organizations
(3-0) 3 hours credit. Prerequisite: POL 1013. Major issues involving international organizations: nationalism and globalism, financing problems, international staffing, voting patterns, peace-keeping, and international conferences. Organizations examined include the United Nations system, regional development banks, alliance systems, cartels, and common markets.

3523 Force in International Politics
(3-0) 3 hours credit. Prerequisite: POL 1013. An examination of modern research into the use of coercion in international relations, specifically economic sanctions, war, and terrorism. Special emphasis will be placed on the causes, trends, and consequences of interstate wars. Peace movements and the technologies of peace making will also be covered.

3563 Current Issues in World Politics
(3-0) 3 hours credit. Prerequisite: POL 1013. An examination of the issues that divide the people of the world. The structure of contemporary world problems will be studied and possible strategies for the reduction of international conflict will be assessed. Topics may include nuclear proliferation, world
hunger, revolution and intervention, transnational enterprises, competing ideologies of international relations, and global ecology. (Formerly POL 2083. Credit cannot be earned for both POL 3563 and POL 2083.)

3743 Film in Politics
(3-0) 3 hours credit. Prerequisite: POL 1013. This course examines the role of film in the political process and in the broader political development of the United States and other countries. Students will study how American and international films operate as information, propaganda, and entertainment.

3763 Globalization
(3-0) 3 hours credit. Prerequisite: POL 1013. This course examines normative and empirical issues in globalization debates, such as the role of states and nonstate actors, the emergence of global civil society, patterns of international development, the influence of international integration on security, health, violence, and intercultural toleration, and the status of institutions for global justice. (Same as INS 3763. Credit cannot be earned for both POL 3763 and INS 3763.)

3783 Comparative Democratization
(3-0) 3 hours credit. Prerequisite: POL 1013. This course examines theories of democratic transition and focuses on the problematics of democratic change throughout the world. Case studies may include political change after the end of the Cold War in the former Communist states, democratic transitions in Latin America, patterns of change in sub-Saharan Africa, the Middle East, and south Asia.

3793 Politics and Ethics of International Business
(3-0) 3 hours credit. Prerequisite: POL 1013. This course will examine theories of international investment, corporation strategy, and measures of international business performance. Topics may include the relationships between corporations, states, and markets, and multinational corporations as actors in trade, finance, social innovation, economic development, and global conflict. (Same as INS 3793. Credit cannot be earned for both POL 3793 and INS 3793.)

4003 Comparative Foreign Policy
(3-0) 3 hours credit. Prerequisite: POL 1013 or consent of instructor. This course is an in-depth comparative examination of the worldviews, institutional processes, political actors, and outcomes of foreign policy-making of several major nation-states. Themes that may be covered are comparative policies for international security, international governance, economic competition, humanitarian action, and regional crises such as the Middle East and African development.

4013 The Intelligence Community and World Affairs
(3-0) 3 hours credit. Prerequisite: POL 1013. Discusses the historical and political developments of intelligence as a component of defense and security policy, mainly in the post-World War II era. Examines the legal foundations of the American national security and intelligence functions, including discussion of accountability and control measures. Emphasizes the role of intelligence in national security policy making, principally conducted by the Executive and Legislative branches in democratic societies. Discusses the main functions of intelligence. (Same as GLA 4013. Credit cannot be earned for both POL 4013 and GLA 4013.)

4023 Techniques in Global Analysis
(3-0) 3 hours credit. Prerequisite: POL 1013. Examines various techniques for collecting, analyzing, and communicating information by government and private sector organizations engaged in global
analysis. Stresses methodologies for analyzing informational inputs, including strengths and weaknesses of various analytical applications. Studies analytic cultures and pathologies associated with information collection and interpretation, legal and political oversight, accommodation of dissenting views in interpretation and policy debate, and economic, political, and cultural implications of analytical findings. Compares and contrasts analytical methods employed by public and private organizations. May be taught from different perspectives depending upon faculty expertise and interests. (Same as GLA 4123. Credit cannot be earned for both POL 4023 and GLA 4123.)

4103 Latin America and the World
(3-0) 3 hours credit. Prerequisites: POL 1013 and one of the following: POL 3393, POL 3453, POL 3473, HIS 2533; or consent of instructor. Advanced study of the past, present, and future roles of Latin America in the world arena. An examination of relations between Latin America and other Third World nations, countries of the Pacific Basin, the United States, and Canada.

4143 The European Union
(3-0) 3 hours credit. Prerequisite: POL 1013, POL 2633, POL 3403, or consent of instructor. This course focuses on the historical, political, and intellectual sources of the European Union, the evolution of its institutions, and the effectiveness of its system of governance. Emphasis will be placed on the influence of regional integration on politics and democracy within Europe. The course will consider the construction of united Europe in the context of relations between the EU and member states, European institutions and citizens, and the EU and the world system of politics.

4153 Seminar in Jurisprudence
(3-0) 3 hours credit. Prerequisite: POL 1013. An analytic inquiry into the normative, empirical, and ideological underpinnings of law. The functions, nature, and utilities of law in various social and conceptual schemes. Alternatives to formal law and jural dispute settling.

4203 Current Topics in Global Analysis
(3-0) 3 hours credit. Prerequisite: POL 1013. An organized course offering the opportunity for specialized study of topics in such areas as domestic security planning, politics of national defense budgets and products, terrorism, arms transfers and controls, natural disaster preparedness, peace making, nuclear weapons proliferation and negotiations, international trade agreements and policies, national security economics, and civil liberties controversies. (Same as GLA 4203. Credit cannot be earned for both POL 4203 and GLA 4203.)

GLOBAL ANALYSIS (GLA)

3013 Introduction to Global Analysis
(3-0) 3 hours credit. An overview of global conditions and events traditionally subject to analysis by American and international organizations, such as defense and security concerns, economic development, natural resources, human migration, terrorism, arms transfers and weapons proliferation, natural disasters, and international cooperation. Provides an overview of how government and private sector organizations respond and how they engage in defense, diplomacy, intelligence, etc. Discusses the role and operations of analytical functions in government and private organizations. May be taught from different perspectives depending upon faculty expertise and interests. (Same as POL 3273. Credit cannot be earned for both GLA 3013 and POL 3273.)
4013 The Intelligence Community and World Affairs  
(3-0) 3 hours credit. Discusses the historical and political developments of intelligence as a component of defense and security policy, mainly in the post-World War II era. Examines the legal foundations of the American national security and intelligence functions, including discussion of accountability and control measures. Emphasizes the role of intelligence in national security policy-making principally conducted by the Executive and Legislative branches in democratic societies. Discusses the main functions of intelligence. (Same as POL 4013. Credit cannot be earned for both GLA 4013 and POL 4013.)

4123 Techniques in Global Analysis  
(3-0) 3 hours credit. Examines various techniques for collecting, analyzing, and communicating information by government and private sector organizations engaged in global analysis. Stresses methodologies for analyzing informational inputs, including strengths and weaknesses of various analytical applications. Studies analytic cultures and pathologies associated with information collection and interpretation, legal and political oversight, accommodation of dissenting views in interpretation and policy debate, and economic, political, and cultural implications of analytical findings. Compares and contrasts analytical methods employed by public and private organizations. May be taught from different perspectives depending upon faculty expertise and interests. (Same as POL 4023. Credit cannot be earned for both GLA 4123 and POL 4023.)

4203 Current Topics in Global Analysis  
(3-0) 3 hours credit. An organized course offering the opportunity for specialized study of topics in such areas as domestic security planning, politics of national defense budgets and products, terrorism, arms transfers and controls, natural disaster preparedness, peace making, nuclear weapons proliferation and negotiations, international trade agreements and policies, national security economics, and civil liberties controversies. (Same as POL 4203. Credit cannot be earned for both GLA 4203 and POL 4203.)

INTERNATIONAL STUDIES (INS)

2403 Introduction to International Study  
(3-0) 3 hours credit. Examination of international and multicultural issues through the perspectives of core disciplines. Study includes lectures, discussions, reading and films on culture, culture shock, and cross-cultural communication; American and foreign values; language issues; and investigations of issues related to a particular nation and culture. (Formerly INT 2403. Credit cannot be earned for both INS 2403 and INT 2403.)

3763 Globalization  
(3-0) 3 hours credit. Prerequisite: POL 1013. This course examines normative and empirical issues in globalization debates, such as the role of states and nonstate actors, the emergence of global civil society, patterns of international development, the influence of international integration on security, health, violence, and intercultural toleration, and the status of institutions for global justice. (Same as POL 3763. Credit cannot be earned for both INS 3763 and POL 3763.)

3793 Politics and Ethics of International Business  
(3-0) 3 hours credit. Prerequisite: POL 1013. This course will examine theories of international investment, corporation strategy, and measures of international business performance. Topics may include the relationships between corporations, states, and markets, and multinational corporations as
actors in trade, finance, social innovation, economic development, and global conflict. (Same as POL 3793. Credit cannot be earned for both INS 3793 and POL 3793.)

4911-3 Independent Study
1 to 3 hours credit. Prerequisites: Permission in writing (form available) from the instructor, the student’s advisor, the Department Chair, and Dean of the College in which the course is offered. Independent reading, research, discussion, and/or writing under the direction of a faculty member. May be repeated for credit, but not more than 6 semester credit hours of independent study, regardless of discipline, will apply to a bachelor’s degree.

Department of Psychology

PSYCHOLOGY (PSY)

3053 Cross-Cultural Psychology
(3-0) 3 hours credit. Prerequisites: ANT 1013, ANT 2053, or PSY 1013; and PSY 3403 or the equivalent; or consent of instructor. An examination of the role of culture in the development and validation of psychological theories. Critical discussion of the application of theories of human behavior developed in the United States and Western Europe to other cultural groups, including ethnic minority subgroups. Topics may include identity formation, cognitive and personality development, social and organizational behavior, intergroup relations, psychological assessment, and mental health.

4003 History of Psychology
(3-0) 3 hours credit. Prerequisite: PSY 3403 or consent of instructor. The development of major theoretical positions and research strategies in psychology from the ancient Greeks to the present, with emphasis on the development of scientific psychology since the late 19th century.

Department of Sociology

SOCIOLOGY (SOCI)

2013 Social Problems
(3-0) 3 hours credit. Examines major contemporary social problems and their causes and consequences. Topics may include poverty, racism, sexism, deviance and crime, drug and alcohol dependence, the urban crisis, overpopulation, and war.

2023 Drugs in Society
(3-0) 3 hours credit. Explores the use and abuse of mind-altering substances within society. Topics of study may include historical treatments of drug use, drug treatment and recovery interventions, the global magnitude of contemporary drug problems, and the problematic nature and consequences of drug legislation and enforcement.

3023 Urban Sociology
(3-0) 3 hours credit. Examines the development of modern world cities, the ecology of cities, the organization of cities, major social problems, and the social psychology of urban life.
3033  Population Dynamics  
(3-0) 3 hours credit. An examination of trends in mortality, fertility, and migration for selected countries, and their projected consequences. Associated population policies and options are considered.

3083  Social Change and Development  
(3-0) 3 hours credit. Presents principal models and theories of social transformation applied to examples of societal change. Topics may include consideration of master trends such as rationalization, industrialization, and bureaucratization, and the expansion and contraction of global interconnectedness.

3093  Religion and Society  
(3-0) 3 hours credit. Focuses on religious institutions and movements in the United States with comparative data from other countries. Topics may include the relationship of religious institutions to social stratification, economic institutions, and political and social change.

3163  Families in Society  
(3-0) 3 hours credit. Examines the modern family, structures and functions, variant patterns and the influence of the broader society in producing family change. Contemporary and continuing issues are covered in the context of theory and research. Topics may include variability in childhood socialization, family violence, changing gender roles, marriage, divorce and remarriage, alternative family structures, and the aging family. (Formerly SOC 2053. Credit cannot be earned for both SOC 3163 and SOC 2053.) (Formerly titled Marriage and Family.)

3193  The Sociology of Work and Occupations  
(3-0) 3 hours credit. Prerequisite: SOC 1013. Explores occupational structures in selected societies; the relationship between occupations and economic rewards, lifestyles, and worldview; and determinants of work satisfaction.

3283  Poverty  
(3-0) 3 hours credit. Examines the causes and consequences of poverty in the United States and selected other societies. An examination of social programs designed to combat poverty.

3293  Gender Roles  
(3-0) 3 hours credit. Prerequisite: SOC 1013. Explores the nature of gender roles in our own and other societies. Consideration of how people learn gender roles and the outcomes of this learning for individuals, families, and societies. Alternatives to conventional gender roles.

3513  Children and Society  
(3-0) 3 hours credit. Examines the evolution of concepts of childhood over time. Topics may include theories of child development, cultural and social influences in child raising, the effects of affluence and poverty on children, children in postmodern societies, and child socialization in different cultures.

3533  Migration Dynamics and Transnational Relations  
(3-0) 3 hours credit. Focuses on the development of political, economic, and cultural relations among nations, and the special characteristic of border regions. Examines the nature, causes, and consequences of population movements within and between societies. Topics may include historical patterns of migration, the impact of migration on sending and receiving communities, and issues of accommodation, assimilation and transnational identities. Emphasis will be given to the U.S.-Mexico
border. (Formerly SOC 3073 and SSC 3533. Credit cannot be earned for more than one of the following: SOC 3533, SOC 3073, SSC 3533, or HIS 3533.) (Formerly titled Border and Transnational Relations.)

4433  Culture and Society
(3-0) 3 hours credit. Explores the social significance of cultural production, including the relationships between art, consciousness, the economy, and history. Themes examined may include the social production of art, art and ideology, the problem of artistic reception, and art movements and cultural resistance. Topics include art and culture in minority social movements, the relation between high and low culture, and cultural conflict over art.

3053  Deviance and Difference
(3-0) 3 hours credit. Analyzes the forms of deviance and consideration of social/political trends toward difference. An examination of theories may include: biological, analytic, labeling, functionalist, culture conflict, radical, and poststructuralist.

3263  Latinas in U.S. Society
(3-0) 3 hours credit. Focuses on women of Latino descent in the United States with a comparative emphasis on the experiences of Texas Latinas relative to those residing elsewhere in the Southwest. Topics may include: historical topic is the same.)

3343  Classical Sociological Theory
(3-0) 3 hours credit. Prerequisite: SOC 1013. Examines the transition from social philosophy to sociology, with special emphasis upon European theorists in the 19th and early 20th centuries.

3383  Sociology of the African American Community
(3-0) 3 hours credit. Examines the history, struggles, and diversity of the African American community through relevant sociological frameworks. Topics may include the historical role of African Americans within urban society, the current status of blacks in the United States, and contemporary social issues relevant to race.

3413  Sociology of the Mexican American Community
(3-0) 3 hours credit. Focuses on contemporary issues regarding Mexican American communities. Topics of discussion include family structure, gender roles, border issues and political power. Comparison with other minorities and the majority group will allow discussion of variant community patterns. (Formerly titled Mexican American Family.)

3433  Mexican Immigration and U.S. Society
(3-0) 3 hours credit. Focuses on the growth and development of the Mexican population in the United States and controversies around Mexican immigration, both legal and undocumented. Uses a sociological perspective to present a historical analysis of Mexican migration to the United States, theoretical explanations of migrations, and the social implications of these issues.

3503  Sociology of Education
(3-0) 3 hours credit. Explores education as an institution that affects and is affected by the larger social structure. Topics may include the role of schools in society; connections between schooling,
stratification and the economy; gender and ethnic differences in achievement; and social and cultural contexts of learning.

3513 Children and Society
(3-0) 3 hours credit. Examines the evolution of concepts of childhood over time. Topics may include theories of child development, cultural and social influences in child raising, the effects of affluence and poverty on children, children in postmodern societies, and child socialization in different cultures.

3533 Migration Dynamics and Transnational Relations
(3-0) 3 hours credit. Focuses on the development of political, economic, and cultural relations among nations, and the special characteristic of border regions. Examines the nature, causes, and consequences of population movements within and between societies. Topics may include historical patterns of migration, the impact of migration on sending and receiving communities, and issues of accommodation, assimilation and transnational identities. Emphasis will be given to the U.S.-Mexico border. (Formerly SOC 3073 and SSC 3533. Credit cannot be earned for more than one of the following: SOC 3533, SOC 3073, SSC 3533, or HIS 3533.) (Formerly titled Border and Transnational Relations.)

4433 Culture and Society
(3-0) 3 hours credit. Explores the social significance of cultural production, including the relationships between art, consciousness, the economy, and history. Themes examined may include the social production of art, art and ideology, the problem of artistic reception, and art movements and cultural resistance. Topics include art and culture in minority social movements, the relation between high and low culture, and cultural conflict over art.

HUMAN NEURO SCIENCE (HNSC)

COLLEGE OF SCIENCE

ALLIED HEALTH SCIENCES (AHS)

BIOLOGY (BIO)

CHEMISTRY (CHEM)

ENVIRONMENTAL SCIENCE (ES)

3023 Society and Its Natural Resources
(3-0) 3 hours credit. An in-depth analysis of humankind’s dependency on the major natural resources of the earth such as water, air, soils, forests, grasslands, minerals, fuels, and wildlife, and the environmental problems that arise through societal mismanagement. Cannot be applied to a major in environmental science.

4103 Global Change
(3-0) 3 hours credit. Prerequisites: BIO 1404, CHE 2604, ES 2013, and ES 2023, or equivalents. Examination of the impact of humans and their activities on the environment: their effect on aquatic,
marine, and terrestrial plant, animal, and human resources. (Formerly ES 4104. Credit cannot be earned for both ES 4103 and ES 4104.)

**Department of Computer Science**

**COMPUTER SCIENCE (CS)**

**1023 Cultural Implications of the Information Society**
(3-0) 3 hours credit. This course offers an examination of the modern information society and the influences of technological advances on society and culture. The emphasis is on information and its management from ethical, social, and legal perspectives. Students will make extensive use of the World Wide Web.

**Department of Geological Sciences**

**GEOLOGY (GEO)**

**1013 The Third Planet**
Evolution of ideas concerning the earth’s origin, structure, and age; social impact of recognizing the antiquity of the planet and humankind’s brief presence; examination of how the distribution of planetary resources influenced the rise and clash of civilizations. May not be applied to a major in geology. May apply toward the Level I Core Curriculum requirement in science.

**1123 Earth History**
(3-0) 3 hours credit. Prerequisite: Successful completion of the following Core Curriculum requirement: MAT 1023 or above. Formation and evolution of the earth, its life forms, and the major features of its surface. Concurrent enrollment in GEO 1131 recommended. May apply toward the Level II Core Curriculum requirement in science.

**4063 Principles of Environmental Geology**
(3-0) 3 hours credit. Prerequisites: GEO 1103 and GEO 1111. An analysis of human interaction with geologic systems; the risks and effects of natural geologic hazards such as volcanic eruptions, earthquakes, and floods. Topics will include the effects of human activity on natural systems such as groundwater quality and recharge, river systems, and coasts. The meaning of “geologic repository” for human waste disposal and how the concept is applied will also be addressed.

**1131 Earth History Laboratory**
(1-3) 1 hour credit. Prerequisite: Completion of or concurrent enrollment in GEO 1123. Laboratory study of fossils and rock sequences; interpretation of earth history

**1103 Introduction to Earth Systems**
(3-0) 3 hours credit. Prerequisite: Successful completion of the following Core Curriculum requirement: MAT 1023 or above. The earth as a dynamic planet; relation of the earth’s present processes to its resources, structure, and internal composition. Nature of minerals and rocks, the hydrosphere, tectonics, earthquakes, volcanism, and surface features of the earth. Concurrent enrollment in GEO 1111 recommended. May apply toward the Level II Core Curriculum requirement in science.
1111 Introduction to Earth Systems Laboratory
(1-3) 1 hour credit. Prerequisite: Completion of or concurrent enrollment in GEO 1103. Relation of the earth’s present processes to its resources, structure, and internal composition. Field trips and laboratory study of minerals, rocks, maps, and aerial and satellite photos.

1131 Earth History Laboratory
(1-3) 1 hour credit. Prerequisite: Completion of or concurrent enrollment in GEO 1123. Laboratory study of fossils and rock sequences; interpretation of earth history.

MATH (MAT)

UTEACH (UTE)

ASTRONOMY (ASTR)

1013 Introduction to Astronomy
(3-0) 3 hours credit. Prerequisite: MAT 1023 or MAT 1073. A descriptive course including the development of astronomy, its methods, and the motions, laws, and evolution of the solar system. Topics include general properties and types of stars, unusual stellar objects such as quasars and black holes, galaxies, evolution, and cosmology. Occasional evening viewing sessions are held. May apply toward the Level II Core Curriculum requirement in science.

1031 Introduction to Astronomy Laboratory
(1-2) 1 hour credit. Prerequisite: Completion of or concurrent enrollment in AST 1013, or consent of instructor. Exercises in the use of the telescope and certain other astronomical instruments, including simple observations, measurement, and photography.

1033 Exploration of the Solar System
(3-0) 3 hours credit. Prerequisite: MAT 1023 or MAT 1073. A descriptive course of modern studies of the solar system, including a survey of the properties of the planets and smaller bodies (asteroids and comets) and current theories of the origin of planetary systems. Topics include results from the latest satellite, robotic, and human exploration of space, origin of life in the solar system, existence of other planetary systems, possibilities of space colonization, and the search for extraterrestrial life (techniques and possibilities of communication with other intelligences). May apply toward the Level II Core Curriculum requirement in science.

PHYSICS (PHY)

1013 Universes
(3-0) 3 hours credit. Prerequisite: MAT 1023 or MAT 1073 or consent of instructor. This course is an introduction to contemporary physics and cosmology. The goal is to study some of the profound discoveries in fundamental physics made during the 20th century, and how they have shaped our modern conception of the universe and of our place in it. Topics discussed include Einstein’s theories of special and general relativity, quantum physics, modern cosmology (including the very early universe), and the standard model of elementary particles and forces. May not be applied toward the B.S. degree in Physics without prior written approval of the department. May apply toward the Level II Core Curriculum requirement in science.
COLLEGE OF PUBLIC POLICY

CRIMINAL JUSTICE (CRJ)

4403 Race, Ethnicity, and Criminal Justice
(3-0) 3 hours credit. This course examines experiences of racial and ethnic groups in the criminal justice system. Topics include the nature and extent of overrepresentation by racial and ethnic minorities as justice system clients, culture-specific crime and victimization patterns, research evidence and theoretical explanations for these patterns. (Formerly CRJ 4313. Credit cannot be earned for both CRJ 4403 and CRJ 4313.)

4443 Special Topics in Policing and Crime Prevention
(3-0) 3 hours credit. Considers special topics in policing and crime prevention not ordinarily evaluated in depth in other courses, such as comparative policing systems, personnel issues, police civil and criminal liabilities, job satisfaction and stress, diversity issues, ethics, police use of force, and future of policing. May be repeated for credit when topics vary.

4453 Drugs and Crime
(3-0) 3 hours credit. An overview of the scope and role of drugs in society and the relationships between illicit substances and crime. Leading theories of drug use and enforcement will be surveyed. Major topics include: the social construction of drug issues, the war on drugs, drug control policy, and the function of drugs in popular cultural mediums. Contemporary topics to be examined include: asset forfeiture, the confidential informant role in drug enforcement, drug ethnography, corrections-based substance abuse treatment, and drug enforcement strategies.

DEPARTMENT OF PUBLIC ADMINISTRATION

LEARNING COMMUNITIES AND WRITING PROGRAM

CORE(COR)

1203 Freshman Seminar
(3-0) 3 hours credit. An organized course focusing on a topic in the social and behavioral sciences. Topics will vary, but may include Society and the Arts, Society and Business, Society and Communications, Society and Culture, Society and Education, Society and Health, Society and the Law, Society and Politics, Society and Science, Society and Self, and Society and Technology. No more than 3 semester hours of COR courses may be taken to satisfy the Core Curriculum requirement in Social and Behavioral Science.

LEARNING COMMUNITIES (LC)

WRITING PROGRAM (WRC)

1013 Freshman Composition I
(3-0) 3 hours credit. Focuses on academic writing. Reviews principles of the writing process and of using sources for writing. Introduces the patterns of development, summary and paraphrase, analysis,
evaluation, and synthesis of multiple sources drawn from a variety of cultural and intellectual contexts. Includes some attention to forms of oral and visual communication and extensive library research and documentation. (This course or an equivalent is required of all undergraduates in fulfilling the Core Curriculum requirement and is typically taken during the first semester of the freshman year.) (Formerly ENG 1013. Credit cannot be earned for both WRC 1013 and ENG 1013.)

1023 Freshman Composition II
(3-0) 3 hours credit. Prerequisite: WRC 1013. Focuses on academic writing. Extensive writing practice in the use of logical and organizational patterns and introduction to persuasion in written, oral, and visual form. Develops critical and analytical skills through multidisciplinary and multicultural readings, using extensive library research and documentation. (This course or an equivalent is required of all undergraduates in fulfilling the Core Curriculum requirement and should be taken as the continuation of WRC 1013.) (Formerly ENG 1023. Credit cannot be earned for both WRC 1023 and ENG 1023.)

3123 Topics in Writing
(3-0) 3 hours credit. Prerequisite: Consent of instructor. Writing intensive course on various aspects of writing, such as Writing Center tutoring, scientific technical writing, legal technical writing, and writing in the disciplines. May be repeated for credit when topics vary.

HONORS COLLEGE

LEGAL STUDIES (LGS)

2013 Introduction to Legal Studies
(3-0) 3 hours credit. An introduction to legal studies from an interdisciplinary perspective, exploring historical and contemporary aspects of the content, operations, and effects of law in societies.

3413 Regulatory Law and Enterprise
(3-0) 3 hours credit. This course examines federal, state, and local administrative and regulatory engagement with Texan, American, and international enterprise. Students have the opportunity to explore law and policies affecting economic development, property, oil and gas, international trade, the Internet, and the environment.

3113 Blacks, Chicanos, and the Law
(3-0) 3 hours credit. This course examines the litigation, case law, legislation, and legal literature associated with African Americans and Mexican Americans in the United States.

4013 Issues in Law and Society
(3-0) 3 hours credit. Provides students with the opportunity to conduct research on selected issues associated with the law and society. May be repeated for credit when topics vary, with permission of the Director of the Institute for Law and Public Affairs.

HONORS (HON)

3223 Honors Seminar in Social & Behavioral Sciences
(3-0) 3 hours credit. Prerequisite: Enrollment in the Honors College or consent of instructor.
Interdisciplinary seminar that explores broad topics and themes in the social and behavioral sciences. May be repeated for credit when topics vary

3253 Honors Seminar in the Sciences
(3-0) 3 hours credit. Prerequisite: Enrollment in the Honors College or consent of instructor. Interdisciplinary seminar that explores broad topics and themes in the sciences. May be repeated for credit when topics vary.
Appendix E: Graduate International Course Catalog

**Key Words:** international, global, intercultural, cross cultural, cross-national, cultural, study abroad, diversity, Non-Western, cultural heritage of the world, globalization, diverse, national, transnational, sociocultural, bio-cultural, British literature, Indo-European, Mexican American, transnationalism, supranationalism, medieval, renaissance, multiculturalism, multilingual, language and culture, sociolinguistics, multinationalism, biliteracy, bicultural, Asian, Afro-latino, African, Euro-Australian, internationalization, pre-columbian, French, Mexico, interregionalism, intracultural, Latin, Latino/a, Chicano/a, Spanish, Hispanic, sociolinguistic, German, linguistics, foreign language, geo-political, immigration, tourism, African American, Language, inter-language, bilingual, inter-ethnic, cross-ethnic, ethnically diverse, world, folklore, folk life, ancient civilization, trans-societal, Middle English, Milton, Shakespeare, New World, Victorian, Multi-ethnic, Native American, Spain, Russia, Soviet Union, Baroque, migration, Age of Enlightenment, India, Pakistan, Japan, Bangladesh, China, Empires, Silk road, Arabic, Chinese, Italy, Italian, Japanese, foreign, study abroad, Greece, Rome, Classical Antiquity, Greek, Third World Nations, and Third Planet.

**COLLEGE OF ARCHITECTURE**

**ARCHITECTURE (ARC)**

5113 Design and Leadership  
(3-0) 3 hours credit. Prerequisite: Graduate standing or consent of instructor. An in-depth study of design as a form of leadership in the emerging global environment. Includes consideration of leadership qualities to affect change through design and practice.

5303 International Practice  
(3-0) 3 hours credit. Prerequisite: Graduate standing or consent of instructor. An in-depth study of the professional, legal, social, and cultural issues that affect international architecture, construction, and urban development.

5313 International Housing Design and Neighborhood Planning  
(3-0) 3 hours credit. Prerequisite: Graduate standing or consent of instructor. An examination of the evolution of international housing planning and design with emphasis on sustainable design methods, materials, techniques, and solutions.

5323 International Community Planning and Design  
(3-0) 3 hours credit. Prerequisite: Graduate standing or consent of instructor. A study of sustainable design, planning, economic, financial, and environmental issues that shape multicultural communities, regions and borders. (Formerly ARC 6233. Credit cannot be earned for both ARC 5323 and ARC 6233.)

5643 Modern Architecture of Mexico  
(3-0) 3 hours credit. Prerequisite: Graduate standing or consent of instructor. A survey of the architecture and urbanism of Mexico from Independence in 1821 to the present.
5653 Pre-Columbian and Colonial Architecture of Mexico
(3-0) 3 hours credit. Prerequisite: Graduate standing or consent of instructor. A survey of the architecture and urbanism of Mexico during the pre-Columbian and Colonial eras.

5663 The Architecture and Cities of Northern Mexico
(3-0) 3 hours credit. Prerequisite: Graduate standing or consent of instructor. A detailed survey of the architecture and urbanism of the border states of Northern Mexico, primarily focusing on the modern era from 1821 to the present.

5673 Advanced Topics in the Architecture and Urbanism of Mexico
(3-0) 3 hours credit. Prerequisite: Graduate standing or consent of instructor. An in-depth study of the major currents of thought and critical ideas regarding the architecture and urbanism of Mexico. Topics include the impacts of nationalism, modernity, tectonic culture, globalization, post-colonialism, automobile suburbia, and hybrid border architecture and urbanism.

6816 Study Abroad: Advanced Design Studio III
(0-12) 6 hours credit. Prerequisite: Consent of instructor. An advanced architecture design studio associated with a study abroad program.

6823 Study Abroad: Advanced Architectural History/Theory
(3-0) 3 hours credit. Prerequisite: Consent of instructor. An advanced study in architectural history/theory associated with a study abroad program; involves field trips.

6833 Study Abroad: Advanced Architectural Representation
(0-6) 3 hours credit. Prerequisite: Consent of instructor. A graduate-level drawing and other media course associated with a study abroad program; involves field trips.

5123 Emerging Design and Practice in the Global Context
(3-0) 3 hours credit. Prerequisite: Graduate standing or consent of instructor. An advanced study of architectural design and practice in the global context with a focus on Asia and India. Includes consideration of the similarities and differences between the cultural, economic, and regulatory frameworks.

5133 Professional Practice and Construction in a Global Setting
(3-0) 3 hours credit. Prerequisite: Graduate standing or consent of instructor. An advanced study of national and international business and legal environments in the construction industry. Topics include agreement and delivery options, forms of construction, project procedures and administration, liability, contract documents, and ethics. (Formerly titled “Advanced and International Professional Practice and Ethics.”)

5423 Legal and Economic Aspects of Preservation
(3-0) 3 hours credit. Prerequisite: Graduate standing or consent of instructor. A survey of the laws and regulations that affect preservation of the built environment, nationally, regionally, and locally. Includes considerations of fundamentals of legal protection for and regulation of historic cultural resources in light of contemporary attitudes toward the historic environment, and the economic bases of the use of historic buildings and sites examined in terms of contemporary social and cultural attitudes that determine effective strategies of preservation action.
6013 Theories and Philosophies of Regionalism
(3-0) 3 hours credit. Prerequisite: Graduate standing or consent of instructor. A survey of the discourse of architectural regionalism. Includes consideration of regionalist theory and practice in the twentieth century, regional planning, critical regionalism, bioregionalism, sustainability, and issues such as modernity, globalization, cultural identity, authenticity, place, and tradition. (Formerly ARC 5213. Credit cannot be earned for both ARC 6013 and ARC 5213.)

6023 Vernacular Architecture
(3-0) 3 hours credit. Prerequisite: Graduate standing or consent of instructor. An introduction to contemporary and past vernacular architecture. Includes specific consideration of global architecture developed by nonprofessionals and builders in response to climate, material availability, sociocultural patterns, and economic constraints that condition the adaptation of housing, farm, and industrial structures. (Formerly ARC 5623. Credit cannot be earned for both ARC 6023 and ARC 5623.)

6103 Design Process and Human Perception
(3-0) 3 hours credit. Prerequisite: Graduate standing or consent of instructor. An examination of design processes as they relate to spatial, experiential, and perceptual considerations in architectural design. Includes exploration of architectural environments through philosophy, psychology, history, and literature.

CONSTRUCTION SCIENCE AND MANAGEMENT (CSM)

5133 Construction Practice in a Global Setting
(3-0) 3 hours credit. Seminar dealing with national and international business and legal environments in the construction industry. Topics include agreement and delivery options, forms of construction, project procedures and administration, liability, contract documents, and ethics.

COLLEGE OF BUSINESS

ACCOUNTING (ACC)

GENERAL BUSINESS ADMINISTRATION (GBA)

5193 Doing Business under NAFTA
(3-0) 3 hours credit. Prerequisite: Permission of International Coordinator required. A study of business practices in the United States, Canada, and Mexico under NAFTA. This course may require travel and/or field study in the three countries.

6103 International Taxation
(3-0) 3 hours credit. Prerequisite: ACC 4153 or an equivalent. A study of the issues involved in the taxation of multinational corporations and international trade partners.

6203 Seminar in International Accounting
(3-0) 3 hours credit. Prerequisite: ACC 3023 or an equivalent or approval of the instructor. An analysis of the issues involved in accounting for multinational corporations, including historical and cultural influences on accounting standards and practice in financial reporting, management accounting, and audit/assurance. The course includes an overview of International Financial Accounting Standards (IFRS) and a comparison of IFRS to U.S. GAAP.
Department of Economics

ECONOMICS (ECO)

5003 Economic Theory and Policy
(3-0) 3 hours credit. The opportunity for intensive study of micro- and macroeconomic concepts; the price system as it functions under competition, monopoly, and partial monopoly; national income measurement and determination; business cycles; money and banking; monetary policy; and fiscal policy and economic stabilization.

5023 Managerial Economics
(3-0) 3 hours credit. Prerequisites: ECO 5003 and MS 5003, or their equivalents. Application of price theory to economic decisions of the firm. A problem-oriented approach emphasizing demand, production, and profit maximizing conditions, and their implications for output and pricing strategies under various market structures and types of organization.

6013 Microeconomics
(3-0) 3 hours credit. Prerequisite: ECO 5003, an equivalent, or consent of instructor. Introduction to advanced microeconomic theory and policy. Topics include theory of demand and consumer behavior, theory of production and cost analysis, market structures and pricing, and social welfare implications.

6033 Macroeconomics
(3-0) 3 hours credit. Prerequisite: ECO 5003, an equivalent, or consent of instructor. Introduction to advanced macroeconomic theory and policy. Topics include indicators of overall economic activity, various models of the economy and stabilization policies, economic growth, inflation and unemployment, models of consumption, investment, and trade and their impact on policy effectiveness. (Formerly ECO 5033. Credit cannot be earned for both ECO 6033 and ECO 5033.)

6103 Econometrics and Business Forecasting
(3-0) 3 hours credit. Prerequisite: ECO 5003, an equivalent, or consent of instructor. Classical and advanced regression and forecasting methodologies, including analysis of simple and multiple regression models, hypothesis testing, smoothing procedures, autoregressive integrated moving average models for time series, forecast evaluation and combination. Application of computer-assisted regression analysis and forecasting methods to business and economic problems.

6323 International Trade and Finance
(3-0) 3 hours credit. Prerequisite: ECO 5003, an equivalent, or consent of instructor. Classical and modern theories regarding trade patterns and commercial policies. Causes and consequences of international trade. International trade practices under varying commercial policy approaches. Balance of payments, foreign exchange markets, and exchange rate determination. International currency systems and policies. Regional monetary and economic integration. (Formerly ECO 5303. Credit cannot be earned for both ECO 6323 and ECO 5303.)

Department of Finance

FINANCE (FIN)

5713 Financial Markets
(3-0) 3 hours credit. Prerequisite: FIN 5023 or an equivalent. An examination of major financial
markets with emphasis on current trends and developments. Topics include markets used for risk management, such as financial futures, listed options, and swaps.

5833 International Financial Management
(3-0) 3 hours credit. Prerequisite: FIN 5023 or an equivalent. The theory of business finance as applied to the operations of multinational firms. The determinants of exchange rates and the management of exchange rate risk are analyzed in terms of their impact on how a multinational corporation functions in the international setting. Topics include the financial analysis and control of foreign investment decisions, management of working capital, participation in the international capital markets, financing of international trade, and management of corporate risk.

5963 International Business Internship
3 hours credit. Prerequisites: Consent of instructor and the Graduate Advisor of Record. Opportunity for work experience in international business or a public agency.

5983 International Business Essay
3 hours credit. Prerequisites: Consent of instructor and the Graduate Advisor of Record. Original research report on an international management topic.

7113 International Financial Markets
(3-0) 3 hours credit. Prerequisite: Consent of instructor. Techniques are demonstrated in how to conduct empirical research in international financial markets (Forex, stocks, bonds, commodities, and derivatives) with sophisticated econometrics and extensive data analysis. Topics include trading mechanisms, market efficiency, price discovery, arbitrage, transaction costs, portfolio management, and exchange policies.

Department of Information Systems and Technology Management

INFORMATION SYSTEMS (IS)
5563 International Telecommunications Policy
(3-0) 3 hours credit. Prerequisite: IS 5203 or consent of instructor.
The ultimate use of technology depends on a number of variables. Political factors as well as technical ones must be considered. All levels of government regulate telecommunications, from the city that controls the placement of telephone wires to the nation and/or state that issues licenses to broadcast. Because of the nature of telecommunications and the importance of the information it carries, international policies are also involved. This seminar investigates the institutions that affect the use of telecommunications, including the Department of State, the Department of Commerce, and the Federal Communications Commission.

MANAGEMENT TECHNOLOGY (MOT)
5163 Management of Technology
(3-0) 3 hours credit. Prerequisite: Consent of instructor. Examines a broad range of topics and issues involved in the management of technology, including the international research and development environment and infrastructure; government, industry, and university roles in technology development; managing the research and development function; technology forecasting and assessment; and new product development.
5333 Technological Drivers of Globalization
(3-0) 3 hours credit. Prerequisite: Consent of instructor. A study of technological factors contributing to the globalization of business, economic, political and social systems. Emphasis is on identifying positive as well as negative consequences of technology-driven globalization and studying possible disruptions to globalization caused by economic or resource limitations.

Department of Management

5183 Global and Comparative Management
(3-0) 3 hours credit. Prerequisite: MGT 5003 or consent of instructor. Examination of management challenges facing multinational and international business. Includes the study of organization options, political risk and strategy, staffing, communication, multicultural negotiations, and cross-cultural behavior and management. Emphasis on different countries’ approaches to competing, notably East Asia, Mexico, and Europe.

5233 International Business Analysis
(3-0) 3 hours credit. Prerequisite: MGT 5003, an equivalent, or consent of instructor. The opportunity to develop strategic opportunities in international business through the analysis of international trade and other international statistics. Extensive use of the Internet and international databases to find, evaluate, analyze, and develop international business opportunities. Emphasis is on developing export and import trade and transportation opportunities.

5243 International Business Strategy
(3-0) 3 hours credit. Prerequisite: MGT 5003, an equivalent, or consent of instructor. Emphasis on how firms create global bases of sustainable competitive advantage. Examines strategic problems unique to global business competition, including dimensions of perceived environment uncertainty, international entry-mode choices, global sourcing, and creating entry barriers to defendable product markets.

5253 Ethics and Globalization
(3-0) 3 hours credit. This course explores the differing standards of permissible behavior of companies attempting to remain competitive in a global marketplace. How leaders make responsible decisions in conflicting environments is examined through interactive learning experiences that include group discussions, group projects, self-directed evaluations and problem-solving exercises. Students will have the opportunity to gain an understanding of the strengths and weaknesses of their own personal values and beliefs as well as the importance of accountability for responsible leadership. In addition, students will be provided with foundations for ethical reasoning laying the groundwork for responsible decision-making.

5043 Management and Behavior in Organizations
(3-0) 3 hours credit. Prerequisite: MGT 5003 or an equivalent. This course examines the processes and techniques used to get work done through others in an organization. These processes include a study of individual differences, motivation, leadership, group behavior, interpersonal communication, decision making, and change. Cross-cultural applications are considered.

5053 Advanced Organizational Communication
(3-0) 3 hours credit. Prerequisite: MGT 5043. A survey of theoretical and functional aspects of organizational communication, stressing interpersonal, intra- and interorganizational, and intercultural communication.
BUSINESS LAW (BLW)

5173 Legal Environment of International Business
(3-0) 3 hours credit. Prerequisite: BLW 5003 or consent of instructor.
Survey of the legal environment of international business and the laws of international commerce.
Includes comparative law, treaties and international agreements and contracts, international organizations, the Foreign Corrupt Practice Act, international letters of credit, exports and imports, tariffs, antidumping, the GATT, NAFTA, European Union, foreign investments, international patent laws, and related international legal topics.

Department of Management Science and Statistics
MANAGEMENT SCIENCE (MS)

5423 Service Management and Operations
(3-0) 3 hours credit. Focuses on understanding the variety of service industries (both profit and nonprofit) and the growing importance of the service industry to the economy. In addition to the traditional topics of quality, customer satisfaction and value creation, additional topics include service encounters, service design and development, service productivity, and globalization of services. Tools and techniques for management service operations are also emphasized.

Department of Marketing
MARKETING (MKT)

5333 Economics of Tourism and Sustainable Development
(3-0) 3 hours credit. Examines the macroeconomic effect of tourism on a destination and the microeconomic aspects of sustainable tourism. Students are introduced to the theory and research methods involved in conducting economic impact studies, feasibility studies, and forecasting visitor arrivals.

5673 International Marketing
(3-0) 3 hours credit. Prerequisite: MKT 5023 or an equivalent. Analysis of global marketing strategies, including an examination of the cultural, economic, and political dimensions. Focus is on developing alternative market entry strategies and managing the marketing mix in international markets.

5963 International Business Internship
3 hours credit. Prerequisites: Consent of instructor and the student’s Graduate Advisor of Record. Work experience in international business or a public agency.

5983 International Business Essay
3 hours credit. Prerequisites: Consent of instructor and the student’s Graduate Advisor of Record. Original research report on an international management topic.

6933 Internship in a Destination Marketing Organization
3 hours credit. Prerequisites: Graduate standing and completion of 12 hours of M.B.A. Core or elective courses in the concentration. Internship must be approved in advance by the Internship Coordinator and the student’s Graduate Advisor of Record. The supervised full- or part-time internship will be in either a domestic or international destination marketing organization that is approved by the faculty internship coordinator and the Graduate Advisor of Record. Participants may or may not receive compensation from the sponsoring destination marketing organization.
7073 Cross-Cultural Consumer Research
(3-0) 3 hours credit. Prerequisite: Consent of instructor. Examination of cross-cultural research from disciplines such as international business, psychology, sociology, and consumer behavior, with a focus on understanding current theoretical and methodological issues, and their marketing and consumer implications.

STATISTICS (STA)

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Division of Bicultural-Bilingual Studies
BICULTURAL-BILINGUAL STUDIES (BBL)

5003 Foundations for Bicultural Studies
(3-0) 3 hours credit. The study of concepts, theories, and approaches used in the examination of culture and society, with emphasis on the analysis of bicultural and transcultural praxis.

5023 Cultural Adaptation in Bilingual Societies
(3-0) 3 hours credit. The study of the dynamic relations between culture, language, and the social environment. Explanations for the range of cultural, historical, psychological, and political-economic adaptations in diverse systems.

5043 Ethnography of Communication
(3-0) 3 hours credit. Examines the theoretical perspectives for the study of communication in varying cultural contexts. Topics may include intercultural and intracultural communication patterns, the effect of cultural differences on interactions, culture concepts, nonverbal behavior, and increasing intercultural effectiveness.

5083 Curricular and Instructional Considerations for Linguistically and Culturally Diverse Classrooms
(3-0) 3 hours credit. A critical analysis of the rationale for the preparation of teachers who are culturally and linguistically proficient/responsive to address the needs of diverse student populations. The study of various conceptual frameworks for curricular, instructional, and parental involvement for effective educational practices with diverse learners of different ages, levels, or backgrounds will be conducted. In addition, course analyzes the influences on learning of sociocultural, sociopsychological, and sociopolitical variables and their relevance for the identity and education of diverse learners focusing particularly on the pedagogical and assessment implications.

5173 Sociocultural Issues and the Teaching of Reading
(3-0) 3 hours credit. Study of how social, cultural, and linguistic factors affect the reading and writing practices of students and how school reading curriculum, instruction, and assessment can be designed to support students from differing sociocultural backgrounds. Special attention is given to the role that social class, dialect, gender, second language learning, and ethnicity play in literacy learning and teaching.

5193 Multicultural Literature for Children
(3-0) 3 hours credit. A study of representative children’s literature for, and about, the many culture groups in the Americas, with emphasis on Latinos and Latinas.
6103 Chicana/o Historical Thought  
(3-0) 3 hours credit. This seminar is a critical examination of the historical experiences of Chicanas and Chicanos. The course is grounded in an analysis of the field of Chicana/o historical writing and within Chicana/o Studies from its inception to the present.

6223 Anthropology and Education in Multicultural Contexts  
(3-0) 3 hours credit. Prerequisite: BBL 5003. The application of anthropological theory and methods to the study of education with emphasis on bicultural-bilingual school and community contexts. Topics include theories of culture, cultural transmission and acquisition, and cultural reproduction and production for understanding informal and formal education and its outcomes.

7113 Seminar in Cultural Studies Research  
(3-0) 3 hours credit. Prerequisite: Consent of instructor. Interdisciplinary study of anthropological and humanistic conceptions of all forms of cultural production in relation to social and historical structures. Topics may include: a range of society’s arts, beliefs, institutions, and communicative practices in relation to social and historical structures. May be repeated for credit when topics vary.

7123 Sociocultural Contexts of Literacy  
(3-0) 3 hours credit. Prerequisite: Consent of instructor. Theories and research in language and literacy that examine the complex interactions among social, cultural, psychological, and political factors in literacy learning in multicultural and multilingual contexts.

7233 Seminar in Second Language Acquisition and Bilingualism  
(3-0) 3 hours credit. Prerequisite: BBL 7133 or consent of instructor. Study of the research in second language acquisition and bilingualism. Topics may include age and second language acquisition; identity and second language acquisition; sociocultural theories of second language acquisition, universal grammar and second language acquisition, interlanguage variation, bilingual groups in the Americas, Asia, and Europe, cultural and linguistic interaction norms, and cognitive development in the bilingual child. May be repeated for credit when topics vary.

5013 Multicultural Groups in the United States  
(3-0) 3 hours credit. A study of sociocultural diversity, culture maintenance and change, culture revitalization, and other aspects of ethnicity, race, class and gender in the United States.

5053 Assessment in Bilingual and Second Language Studies  
(3-0) 3 hours credit. Study and evaluation of means of assessing language proficiency in bilingual and English as a Second Language programs. Critical review of standardized tests of language proficiency, as well as alternative and informal language assessment techniques, consideration of relationships between second language proficiency and academic achievement, and sociocultural dimensions of testing and assessment.

5093 Multicultural Art and Folklore in the United States  
(3-0) 3 hours credit. A study of the visual arts and the folklore of representative culture groups creating a significant contribution to contemporary society. The course emphasizes Latino/a contributions to mural and street art, regional and religious art, as well as folk, popular, and other arts.

5133 Latino Biculturalism in the United States  
(3-0) 3 hours credit. A study of Mexican American, Puerto Rican, Cuban, and other Latino
communities in the United States. Topics may include economic labor force participation, the dynamics of globalization and transnationalism, cultural revitalization and self-determination patterns, school achievement and performance, political participation, and integration.

6003 Research Design and Inquiry in Bicultural-Bilingual Studies
(3-0) 3 hours credit. Prerequisite: Completion of 15 semester hours of degree program. Familiarizes students with various research approaches and methodologies used in bicultural-bilingual studies including the conceptualization, structure and types of research design, and pragmatic deliberation of data acquisition and analysis. Topics include information retrieval and library research, literature review, research criticism, and proposal writing.

6033 Topics in Bicultural Studies
(3-0) 3 hours credit. Examines topics of interest in bicultural studies and bilingual education. Possible topics include, but are not limited to, contemporary Chicano arts, Chicanas, Mexican American folklore, cultural factors in human resources development, and bilingual-multicultural school communities. May be repeated for credit when topics vary.

6043 Bilingual Education Research
(3-0) 3 hours credit. Examines qualitative and quantitative methods and models applied to the field of bilingual education. Evaluation of community and school-based research that influences instructional policies and practices in bilingual programs.

6053 Assessment in Bicultural-Bilingual Communities
(3-0) 3 hours credit. Critical review of research in the areas of testing of ethnic minority populations, sociocultural dimensions of testing and assessment, standardized testing, academic achievement, and cognitive assessment issues. Research projects in appropriate assessment of language and cognitive abilities for minority group members.

6063 Research Methods in Bilingual and Second Language Studies
(3-0) 3 hours credit. Research design for the study of linguistic, social, and psychological variables in bilingual, second language, and dialectally diverse populations. Emphasis is on designing and carrying out a research project.

6073 Ethnographic Research Methods in Bicultural-Bilingual Settings
(3-0) 3 hours credit. Prerequisites: BBL 6003 and completion of 15 semester credit hours of degree program. Explores ethnographic approaches and their translation into bicultural-bilingual studies from a multidisciplinary perspective. Emphasis is on learning and practicing participant observation, interviewing, journal writing, document searching, strategies for qualitative analysis and interpretation, and writing styles of research reports.

6093 Chicana/Latina Feminist Methodologies
(3-0) 3 hours credit. This course will examine the different frameworks for theory building by Chicana/Latina feminists. Challenging assumptions within social sciences, Chicana/Latina intellectuals have developed a critical theory that interrogates knowledge production. The course emphasizes methodology and how we produce knowledge, the means by which we examine communities, and how we conduct research as insiders/outsiders.

6223 Anthropology and Education in Multicultural Contexts
(3-0) 3 hours credit. Prerequisite: BBL 5003. The application of anthropological theory and methods to the study of education with emphasis on bicultural-bilingual school and community contexts. Topics
include theories of culture, cultural transmission and acquisition, and cultural reproduction and production for understanding informal and formal education and its outcomes.

6233 Advanced Topics in Language Policy  
(3-0) 3 hours credit. Prerequisite: ESL 5003 or an equivalent. Study of language policies, discourses, and practices. Topics may include theory and implementation of bilingual policies in the United States, cases of official language decisions, instructional medium choices, literacy initiatives, gender-neutral language reforms, or other language-related decisions and policies.

6941-3 Internship in Bicultural/Multicultural Settings  
1 to 3 hours credit. A supervised experience, relevant to the student’s program of study, within selected community organizations. Must be taken on a credit/no-credit basis, and no more than 3 hours will apply to a Master’s degree.

6951-3 Independent Study  
1 to 3 hours credit. Prerequisites: Graduate standing and permission in writing (form available) of the instructor, the student’s program advisor and Graduate Advisor of Record. Independent reading, research, discussion, and/or writing under the direction of a faculty member. For students needing specialized work not normally or not often available as part of the regular course offerings. May be repeated for credit, but not more than 6 hours, regardless of discipline, will apply to the Master’s degree.

6743 Special Topics in Multicultural Counseling  
(3-0) 3 hours credit. Prerequisite: COU 5283. Critical analysis of pressing issues contained within the multicultural counseling literature. These issues will be creatively explored through the use of media and other novel means.

ENGLISH AS A SECOND LANGUAGE (ESL)

5003 Linguistics for Second Language and Bilingual Specialists  
(3-0) 3 hours credit. Concepts in linguistics directed toward a broad understanding of human language, with particular attention to teaching in second-language and bilingual contexts.

5013 Foundations of Second Language Acquisition  
(3-0) 3 hours credit. Study of principles, theories, and issues in second language acquisition and bilingualism, with implications for language teaching.

5033 Second Language Reading and Writing  
(3-0) 3 hours credit. Current approaches to the teaching and learning of reading and writing in English as a Second Language. The relationship of second language reading and writing to language learning including oral development. A critical evaluation of existing literacy materials available for second language learners. Particular focus on second language learners with emergent and beginning levels of proficiency.

5043 Listening and Speaking in Second Language Programs  
(3-0) 3 hours credit. Development, presentation, and evaluation of materials and strategies for teaching listening, speaking, and pronunciation to second language learners. Emphasizes current theories and development of oral proficiency.
5053 Approaches to Second Language Instruction
(3-0) 3 hours credit. Study of instructional strategies for teaching English as a Second/Foreign language to students from beginning to more advanced stages of English proficiency. Survey of approaches and methods used in the field with a particular focus on communicative language teaching. Critical evaluation of existing curricular materials. Emphasis on the planning and delivery of effective ESL/EFL lessons.

6013 Second Language Acquisition Research
(3-0) 3 hours credit. Prerequisite: 15 semester credit hours completed in degree program or consent of instructor. Investigation of second language acquisition from multiple perspectives through data-based studies.

6033 Topics in Second Language Acquisition and Teaching
(3-0) 3 hours credit. Topics may include English for Special Purposes, second language acquisition and discourse analysis, intercultural pragmatics, interactional approaches to second language acquisition, and second language learning in adulthood. May be repeated for credit when topics vary.

6063 Advanced Second Language Literacy
(3-0) 3 hours credit. Current approaches and theories of second language literacy, with a focus on the integration of reading and writing. Review of research on second language reading and second language writing. Theory-based practice in literacy development in a second language. Particular focus on second language learners with advanced levels of proficiency.

6043 Family and Adult Literacy in Language Minority Communities
(3-0) 3 hours credit. Theoretical and practical aspects of family and adult literacy development in language minority communities. Topics may include relationships between oral and written language; second language literacy, and relationships between literacy and social, economic, and political factors. Implications for program development and implementation.

COUNSELING (COU)

5283 Counseling in a Multicultural Setting
(3-0) 3 hours credit. Prerequisites: COU 5103 or COU 5203, and COU 5213. A study of major issues of cross-cultural counseling. The impact of diversity (within and between group differences) is examined. (Formerly EDP 5283. Credit cannot be earned for both COU 5283 and EDP 5283.)

5673 Youth Mentoring Programs and Practices
(3-0) 3 hours credit. Examines natural and structured helping relationships between youth and older non-clinically trained persons. Topics include theory and research on mentoring in school and community settings; fostering and supervising non-professional helping relationships; establishing and evaluating programs; recruiting and training mentors; the role of age, sex, and culture in helping relationships. Fieldwork required.

6733 Health Care Counseling and Diverse Cultures
(3-0) 3 hours credit. Prerequisite: COU 5283. Students will explore the historical context of the relationship between the U.S. government and health care disparities among racial and ethnic minorities. Students will examine how families and cultural competencies can be incorporated into the health counseling process.
EDUCATION (EDU)

6223 Education in a Culturally and Linguistically Diverse Society
(3-0) 3 hours credit. The study of cultural and economic issues in education from philosophical, historical, political, and sociological perspectives. These issues will be related to educational leadership and equity in education.

EDUCATIONAL PSYCHOLOGY (EDP)

6733 Multicultural Assessment and Interventions
(3-0) 3 hours credit. Prerequisite: COU 5243 or EDP 6643. Course provides theory and research related to assessment, and intervention needs found with cultural diversity. Structured as a seminar, discussions include professional issues, trends, testing and assessment issues, intervention theories and techniques with regard to multiculturalism and cultural diversity.

HIGHER EDUCATION (HAS)

5203 Multicultural Issues in Higher Education
(3-0) 3 hours credit. This course surveys literature on multiculturalism, diversity, and racism in institutional settings. (Credit cannot be earned for more than one of the following: HSA 5203, AHE 5633, ALT 5633, and COU 5633.)

Educational Leadership

7103 Administration of Urban/Multicultural Institutions
(3-0) 3 hours credit. Provides practicing and potential urban educational leaders with knowledge of contemporary conditions and positive models for effective educational administrative designs, including alternative educational delivery systems.

We have a host of international activities in our department, as follows:
Our department hosted principals from both Sweden and Australia in 2008-2009

- Drs. Encarnacion Garza, Betty Murakami and Betty Merchant participate in the International Study of School Principals (they can provide you with additional information)

- Dr. Bruce Barnett is Associate Director for International Affairs for the University Council for Educational Administration

- Drs. Betty Merchant and Page Smith, in their administrative roles, are negotiating memoranda of agreements with universities in China

Department of Interdisciplinary Learning and Teaching
ADULT LEARNING AND TEACHING (ALT)

6123 International Perspectives on Adult Learning and Teaching
(3-0) 3 hours credit. This discussion-based course investigates global ethnic, cultural, and political structures in adult education across various regions and countries. (Formerly AHE 6123. Credit cannot be earned for both ALT 6123 and AHE 6123.) (Formerly titled “Effective Teaching in Higher Education II.”)
6633  Multicultural Issues, Diversity, and Social Action in Adult Education and Human Resource Development
(3-0) 3 hours credit. Cultural (racial, ethnic, gender, linguistic) diversity in the local, national, and global adult educational contexts. Topics include cultural self-awareness, demographic changes and projections, problems/issues in inter-cultural educational settings, theoretical perspectives of multicultural adult education, practical problems and related strategies in handling diversity in adult education settings. (Formerly AHE 5633, ALT 5633, and COU 5633. Credit cannot be earned for more than one of the following: AHE 5633, ALT 5633, ALT 6633, or COU 5633.)

CURRICULUM AND INSTRUCTION (C&I)

5863 Russian Contributions to Literacy, Psychology and Learning
(3-0) 3 hours credit. Examines the contributions of Russian psychologists to reading and writing, social and cultural development, and special needs of learners. Focuses on contributions of Lev Vygotsky; application of his thinking to contemporary educational, psychological, and social-bicultural issues.

EARLY CHILDHOOD AND ELEMENTARY EDUCATION

6183 Seminar in Early Childhood Education in Cross-Cultural Perspective
(3-0) 3 hours credit. Prerequisite: Consent of instructor. An examination of contrasting strategies of socialization employed by societies around the world, past and present; limit of and alternatives to formal early childhood education in the current Western sense. Readings are drawn from ethnographic and theoretical sources in anthropology, psychology, and education.

6363 Differentiated Instruction in a Diverse Classroom (3-0) 3 hours credit. Application of instructional strategies for promoting the learning of diverse groups of children in typical classrooms. Implementing teaching strategies and techniques matched to individual learners, characteristics of subject matter and demands of the learning environment. Emphasis on acquiring a variety of teaching strategies to differentiate instruction within a social learning environment. (Formerly ECE 5473 and ECE 6373. Credit cannot be earned for more than one of the following: ECE 5473, ECE 6363, or ECE 6373.)

INTERDISCIPLINARY LEARNING AND TEACHING (ILT)

7133 Perspectives and Approaches to Interdisciplinary Learning & Teaching
(3-0) 3 hours credit. This course includes a rigorous study of the key paradigms and philosophies of knowledge construction and research used to inform teaching and learning in the field of education. Continuing with topics selected in ILT 7003, students work to understand and analyze their topic from within particular paradigms, applying diverse theories, principles and concepts to their study and comparing the outcomes of such study across the many theoretical and philosophical perspectives apparent within and beyond the field of education. The course focuses on transformation of issues, topics, and problems through sustained interdisciplinary analysis and application.

7153 Interdisciplinary Learning and Teaching in Sociocultural Contexts
(3-0) 3 hours credit. Advanced study of theories and research that explores sociocultural contexts that shape, influence, and constrain learning and teaching. Topics to be addressed include: sociopolitical and sociohistorical norms, values, and beliefs that impact education and the practice of democratic, inclusive and socially sensitive instruction. This course will investigate how the power dynamics and
social constructions of race, class, gender, sexuality, religion, physical-ability-related concerns, etc., can be either validated or challenged by educational practitioners and institutions.

7633 Multiple Perspectives on Learning and Teaching
(3-0) 3 hours credit. Survey of critical research on learning, teaching and school reform. Students will examine teaching/learning research from multiple perspectives and from diverse fields of inquiry that inform education (psychological, sociocultural, sociohistorical, sociocognitive, etc.). Emphasis will be placed on theory and theoretical frameworks.

INSTRUCTIONAL TECHNOLOGY (IST)

5703 Technology and Learning Cultures
(3-0) 3 hours credit. An examination of technology-delivered and -mediated instruction as it interacts with the learners’ views of the world and themselves. Course activities explore the implications of culture on the design, delivery, and evaluation of instruction. (Formerly EDU 5703. Credit cannot be earned for both IST 5703 and EDU 5703.)

COLLEGE OF ENGINEERING

BIOMEDICAL ENGINEERING (BME)

ELECTRICAL ENGINEERING (EE)

ENGINEERING (EGR)

MECHANICAL ENGINEERING (ME)

Department of Civil and Environmental Engineering
CIVIL ENGINEERING (CE)

6113 Global Change
(3-0) 3 hours credit. Changes in the global distribution of plants and animals and the causes of the changes will be examined. Factors that are apparently coupled to changes in the atmosphere and environmental temperature will be examined. (Same as ES 5043 and GEO 5043. Credit can be earned for only one of the following: CE 6133, ES 5043, or GEO 5043.)

COLLEGE OF LIBERAL AND FINE ARTS

Department of Anthropology
ANTHROPOLOGY (ANT)

5033 Theory in Cultural Anthropology
(3-0) 3 hours credit. This course surveys the main conceptual, methodological, and theoretical developments in cultural anthropology. (Formerly titled “Paradigms of Americanist Anthropology.”)

5283 Hunters and Gatherers
(3-0) 3 hours credit. A study of the major issues archaeologists address concerning the cultural ecology and cultural evolution of hunters and gatherers around the world.
5483 Landscape and Settlement
(3-0) 3 hours credit. This course explores the wide array of data and theories used to identify and explain the patterned distribution of human activity. The significance of settlement pattern data is underscored, and relationships between data and theory are critically evaluated.

5563 Seminar in Andean Archaeology and Ethnography
(3-0) 3 hours credit. This seminar focuses on Andean anthropology from the perspective of archaeology, ethnology and ethnohistory. Topics include the development of civilizations such as Tiwanaku and the Inka, the Colonial period, and the politics of indigenism and the state. May be repeated for credit when topics vary.

6133 Seminar in Medical Anthropology
(3-0) 3 hours credit. This course offers a study of selected topics in contemporary theories and their application in medical anthropology. Topics include cross-cultural and biocultural approaches to the study of sickness, healing, and healing systems; critical approaches to the study of biomedicine, globalization and international health; meaning-centered approaches to understanding the experience of suffering and pain; and ecological approaches to understanding the relationship between human health, cultural processes, and the environment.

6223 The Archaeology of Household and Residence
(3-0) 3 hours credit. This course examines the data, methods, and theories used to reconstruct the composition and activities of domestic groups. The relevance of household studies in archaeology is stressed through inspection of the economic, political, and ideological links between domestic groups and broader social formations.

6643 Seminar in Culture and Economy
(3-0) 3 hours credit. This course offers a background in economic anthropology through the study of production, distribution, and consumption from a cross-cultural perspective. Topics may include: the history of economic approaches in anthropology; comparisons of economies across different scales of complexity; the articulation of capitalist and noncapitalist modes of production; and resource extraction, management, and development in various cultural and political contexts.

6723 Seminar in Culture, Environment, and Conservation
(3-0) 3 hours credit. This course takes an anthropological approach to the analysis of environmental conservation. The core readings focus on community-based projects that join actors across cultural and political divides. Students will engage critiques of conservationist ideology and practice in order to envision more effective ways to protect threatened environments and the rights of their human and nonhuman inhabitants.

6803 Medical Ecology
(3-0) 3 hours credit. This seminar draws on different anthropological approaches to understanding the relationship between human health and the environment. Topics include the political ecology of health; ecology and evolution of health and illness; health, development and global change; and praxis-oriented perspectives on environmental health.

6903 Anthropology of Gender
(3-0) 3 hours credit. This course offers a critical assessment of disciplinary approaches to understanding sexuality, gender roles, and social and biological reproduction. Additional consideration
is given to how femininity and masculinity have been represented in anthropological research and texts.

**Department of Art and Art History**

**ART HISTORY AND CRITICISM (AHC)**

5823 Topics in Mesoamerican Pre-Columbian Art

(3-0) 3 hours credit. Prerequisites: Graduate standing and completion of or concurrent enrollment in AHC 5123. A critical and historical study of specific developments in the pre-Columbian art of Mesoamerica. May be repeated for credit when topics vary.

5833 Topics in Spanish Art

(3-0) 3 hours credit. Prerequisites: Graduate standing and completion of or concurrent enrollment in AHC 5123. A critical and historical study of specific aspects of Spanish art and architecture, from 711 to the nineteenth century. May be repeated for credit when topics vary.

5843 Topics in Latin American Colonial Art

(3-0) 3 hours credit. Prerequisites: Graduate standing and completion of or concurrent enrollment in AHC 5123. A critical and historical study of specific topics in South and Central American art and architecture from 1500 through the early nineteenth century. May be repeated for credit when topics vary.

5853 Topics in Contemporary Latin American Art

(3-0) 3 hours credit. Prerequisites: Graduate standing and completion of or concurrent enrollment in AHC 5123. A critical and historical study of issues in contemporary Latin American art. May be repeated for credit when topics vary.

**Department of Communication**

**COMMUNICATION (COM)**

5003 Introduction to Graduate Studies in Communication

(3-0) 3 hours credit. Prerequisite: Admission to the Master of Arts Program in Communication or consent of instructor. Tracks the development of research and practice in communication stressing integration of inquiry, theory, and practice as well as grounding in various areas of specialized study. Emphasis on the development of skills critical to success in graduate-level communication study.

5103 Theories and Applications of Communication

(3-0) 3 hours credit. Prerequisites: Completion of or concurrent enrollment in COM 5003, COM 5013, and COM 5023 or COM 5033. Integration of theory and application in one or more contextual areas of communication, such as interpersonal communication, organizational communication, new media, international communication or intercultural communication. May be repeated for credit when topics vary, but not more than 6 hours will apply to the Master’s degree in Communication without the permission of the Graduate Program Committee.

5813 International Communication

(3-0) 3 hours credit. Prerequisite: COM 5103. Exploration of global media systems, transnational information flows, and their impacts. Issues surrounding globalization, media representation,
development communication and communication policy are examined. The course includes integration of theory with research and/or practice.

5823 Intercultural Communication
(3-0) 3 hours credit. Prerequisite: COM 5103. Examination of communication dynamics in diverse societies and between different cultural communities. The interactions among communication, culture, and identity are explored within historical and contemporary perspectives. The course includes integration of theory with research and/or practice.

Department of English, Classics, and Philosophy

ENGLISH (ENG)

5223 Medieval Literature
(3-0) 3 hours credit. Critical study of works from the Anglo-Saxon period through the fifteenth century, excluding Chaucer. Some readings are in modern translation, and some are in Middle English.

5313 Renaissance Literature
(3-0) 3 hours credit. Critical study of poetry, prose and drama of the sixteenth and seventeenth centuries, excluding Shakespeare and Milton.

5413 Restoration and Eighteenth-Century Literature
(3-0) 3 hours credit. Critical study of poetry, prose, and drama of the Restoration and the eighteenth century.

5513 Nineteenth-Century British Literature
(3-0) 3 hours credit. Critical study of poetry and prose of nineteenth-century British writers.

5753 World Literatures in English
(3-0) 3 hours credit. Critical study of poetry, prose, and drama of world literatures in English, such as literature of the Indian subcontinent, Latin America, Africa, or the Caribbean.

5763 Latina/o Literature
(3-0) 3 hours credit. Critical study of poetry, prose, and drama of Latina/o writers.

6053 Latina/o Studies: Text and Context
(3-0) 3 hours credit. Advanced study and research of Latina/o texts. May include some literature in translation. May be repeated once for credit when topics vary.

5783 African American Literature
(3-0) 3 hours credit. Critical study of poetry, prose, and drama of African American writers.

6063 Cross Cultural Issues: Text and Context
(3-0) 3 hours credit. Advanced study and research of primary literary texts in the context of key cultural and/or cross-cultural issues. May be repeated once for credit when topics vary.

6033 Language and Linguistics
(3-0) 3 hours credit. Advanced study and research of topics and movements in language and/or
linguistics. May be repeated for credit when topics vary, but not more than 6 hours may be applied to
the Master’s or Doctoral degree in English without the approval of the Graduate Program Committee.

Department of History

HISTORY (HIS)

5053 Topics in Medieval Europe
(3-0) 3 hours credit. An examination of the major problems in the history of medieval Europe, from the
second to the fourteenth centuries. The course focuses on changing interpretations in medieval history
but also stresses the reading of primary texts.

5063 Topics in Early Modern European History
(3-0) 3 hours credit. An examination of the major historiographical and historical problems in early
modern European history, from the fourteenth century to the seventeenth century.

5263 History of the Spanish Borderlands
(3-0) 3 hours credit. A comprehensive study of Spanish exploration and colonization in the borderlands
adjacent to the international boundary between the southwestern United States and Mexico. Emphasis
is on Hispanic institutions and cultural values that shaped the development of a frontier society on the
eve of Mexican independence. Attention is given to bibliographic sources and specialized readings.

5323 The U.S.–Mexico Border
(3-0) 3 hours credit. This course will examine social, economic, and political conditions shaping the
character of the United States-Mexico border region. Using a transnational approach, students will
have an opportunity to explore the history of the border as a bicultural region, and to examine issues
relevant to the development of the border area. Topics of interest may include urbanization,
industrialization, gender, trade, migration, security, and ecological problems.

5423 Colonial Mexico
(3-0) 3 hours credit. A detailed examination of the Spanish conquest and colonization of Mexico from
1521 to Independence. Special attention is given to the transformation of Indian society under Spanish
rule, the development of the colonial economy, and the formation of an interrelated colonial elite.

5433 Modern Mexico
(3-0) 3 hours credit. Examines the history of Mexico following independence from Spain in 1821.
Consideration is given to the disintegration of the colonial system, nineteenth-century reforms, the
Porfiriato, the Mexican Revolution, and their effects on contemporary Mexico. Students may have the
opportunity to work in Mexico.

5453 The French Revolution and the Greater Caribbean
(3-0) 3 hours credit. This course explores the French Revolution and its impact on the French colonies
in the western hemisphere. The course provides a comparative analysis of notions of citizenship and
the variety of factors that shaped the practice of rights before, during, and after the revolutionary
struggle in both France and the Greater Caribbean.

5653 Modern Chinese History
(3-0) 3 hours credit. This course provides an overview of Chinese history since 1550, with particular
attention to the major historiographical debates in recent scholarship. Topics may vary, and the latest ones include ethnic and cultural identities in modern China and themes in local and transnational history.

5693 Indian Subcontinent
(3-0) 3 hours credit. This course provides students with an opportunity to learn about the cultures and histories of the Indian subcontinent. Particular attention will be paid to the major historiographical debates in recent scholarship. Topic will vary and may include India, Pakistan, Afghanistan, Nepal, Sri Lanka, and/or Bangladesh.

5733 Migration in Historical Context
(3-0) 3 hours credit. What has caused people to migrate as individuals and as groups? To what extent has geographical mobility been a function of economic mobilization, political transformation, social upheaval, and/or technological revolution? How has the migratory process, in turn, affected the migrants themselves, both in their place of origin, and in the host society? This course is a graduate-level exploration of these and other related questions on migration and may be explicitly comparative. Specific theme, regional focus, and time period may vary and may draw from a variety of historical situations.

5753 Women and Gender in African History
(3-0) 3 hours credit. This course will explore individual and collective agency in the history of African women since 1800. Topics may vary but the historical themes examined in this course may include African feminisms, social movements, domesticities, masculinities and religions.

6133 The United States and the World
(3-0) 3 hours credit. An examination of the relationship between the United States and foreign nations and peoples from the late eighteenth century through the Cold War era. Using selected episodes, the course will focus on: the domestic sources for American policies and activities; the ways in which foreign peoples prompted, perceived, and influenced those policies and actions; and the impact the United States has had overseas. (This course may employ an explicitly comparative approach.)

6153 History of Sexuality
(3-0) 3 hours credit. What does it mean to write, research, analyze, and talk about the histories of sex and sexuality? This seminar explores historical and cultural interpretations of the history of sexuality. The course involves understanding how changes in society, the economy, the family, and politics have reshaped sexual values and behaviors, and the ways that individuals and groups have responded to these challenges. Topics may include the family, religion, race and sexuality, class, reproductive health, and transgender and queer studies. Geographical focus may vary with instructor. (This course may employ an explicitly comparative approach.)

6323 Comparative Environmental History
(3-0) 3 hours credit. This course explores the role of environmental factors in world history. It provides students the opportunity to consider the importance of often overlooked actors such as plants, animals, and diseases alongside more familiar human cultural and social institutions. We consider how the inhabitants of different continents and nations were shaped by nature, shaped their own very different environments, and made sense of these processes.
6433 Topics in Latin American History
(3-0) 3 hours credit. Examines topics of current interest to historians of Latin America. May be repeated for credit when topics vary.

6443 Comparative Nationalism in the Modern World
(3-0) 3 hours credit. This course offers a comparative investigation of nationalism around the globe from 1700 until the present. Interdisciplinary perspectives will be used to examine the growth of nations, the nation-state, ethnic identity, and community as well as related subjects such as race and racism, fascism, minorities, gender, immigration, and genocide.

6463 Topics in African History
(3-0) 3 hours credit. This seminar is a graduate-level introduction to African history. The course will emphasize the ways in which events and processes in the African past can be juxtaposed usefully with developments in other regions of the world. Topics and themes may include regional trading networks, the range of political/governmental structures, and cultural variation.

6473 Topics in Asian History
(3-0) 3 hours credit. Examines topics of current interest to historians of Asia. May be repeated for credit when topics vary.

6483 Topics in Comparative History
(3-0) 3 hours credit. This course provides an introduction to one or more of the major approaches, methods, or theories in comparative history today. It may consider, for example, comparison of events, social movements, social or political institutions, social groups, economic developments, regions or nations, among other topics. May be repeated for credit when topics vary.

Department of Modern Languages and Literatures

SPANISH (SPN)

5023 Writing and Editing in Spanish
(3-0) 3 hours credit. Theory and practice of advanced Spanish stylistics. Development of writing skills and practice in editing Spanish texts. Can be repeated for credit up to 6 hours with approval of the Graduate Advisor of Record.

5123 Hispanic Film
(3-0) 3 hours credit. Hispanic societies, history, culture, and language of film as interpreted by representative directors. May be repeated for credit when topics vary.

5373 Introduction to Graduate Spanish Studies
(3-0) 3 hours credit. An introduction to graduate studies in Spanish. Emphasis on critical writing and research skills, including bibliography and electronic media. Incorporates critical and methodological approaches to Hispanic literature, culture, and linguistics. This course must be taken within the first 18 semester credit hours of graduate studies.

5413 History of Ideas in the Hispanic World
(3-0) 3 hours credit. Selected Spanish, Latin American and/or U.S. Latina/o issues representative of
major currents of thought affecting the evolution of Hispanic cultural history. May be repeated for credit when topics vary.

5463 Spanish Civilization
(3-0) 3 hours credit. A study of the social, political, and cultural history of Spain from prehistory (the Caves of Altamira) to the present.

5473 Latin American Civilization
(3-0) 3 hours credit. A study of the social, political, and cultural history of the Latin American countries from pre-Columbian civilizations through the Conquest, Colonial period, and Independence to the present.

5483 Studies in Hispanic Culture
(3-0) 3 hours credit. Studies of different facets of Hispanic culture not normally available as part of regular course offerings. May be repeated for credit when topics vary.

5633 Spanish Medieval-Golden Age Literature
(3-0) 3 hours credit. Study of Medieval, Renaissance, and/or Golden Age Spanish texts in a variety of contexts that may include historical, cultural, or theoretical approaches. Topics may include poetry, narrative, drama, and Don Quijote. May be repeated for credit when topics vary.

5703 Modern Spanish Literature
(3-0) 3 hours credit. Selected Spanish literary works from 1700 to the present. May be repeated for credit when topics vary.

5763 Latin American Literature to Modernism
(3-0) 3 hours credit. In-depth study of selected literary works by Indian, Spanish, and Creole authors. Topics may include the Conquest, the Colonial period, and the nineteenth century. May be repeated for credit when topics vary.

5773 Latin American Literature from Modernism to the Present
(3-0) 3 hours credit. Studies in contemporary prose, poetry, and/or drama. May be repeated for credit when topics vary.

5803 Mexican American Literature
(3-0) 3 hours credit. The consideration of Mexican American literature in the context of the Hispanic tradition. Different genres, themes, and authors will be examined in terms of ethnic, social, and linguistic characteristics as well as artistic merit. May be repeated for credit when topics vary.

5813 Studies in Hispanic Literature
(3-0) 3 hours credit. Study in selected areas of Hispanic literature not normally available as part of regular course offerings. May be repeated for credit when topics vary.

5843 History of the Spanish Language
(3-0) 3 hours credit. Chronological development of the Spanish language, focusing on areas such as phonology, morphology, and lexicon.
5863 Spanish Phonetics and Phonology  
(3-0) 3 hours credit. The framework of articulatory phonetics and its application to the description of Spanish. Analysis of the sound system of Spanish in both traditional and contemporary phonological frameworks, with attention given to regional variation.

5883 Spanish Morphology and Syntax  
(3-0) 3 hours credit. An opportunity for in-depth analysis of the Spanish language, focusing on the levels of word, phrase, and sentence.

5893 Spanish Dialects  
(3-0) 3 hours credit. A study of regional and social variation in Peninsular, Latin American, and U.S. Spanish, including phonology, grammar, and lexicon of vernacular dialects. Perspectives of traditional dialectology and modern sociolinguistics.

5903 Topics in Hispanic Linguistics  
(3-0) 3 hours credit. Study in selected areas of Hispanic linguistics not normally available as part of regular course offerings. May be repeated for credit when topics vary.

5943 Spanish Language and Culture  
(3-0) 3 hours credit. Identification of those aspects of contemporary Spanish pertinent to the major functions or purposes of language use in a given part of the Spanish-speaking world. May be repeated for credit when topics vary, but not more than 6 hours will apply to the Master of Arts degree in Spanish. (Formerly SPN 5953.)

6083 Theory and Practice of Translation  
(3-0) 3 hours credit. Introduction to current research in translation and applications to the process between English and Spanish. May be repeated for credit when topics vary.

6813 Seminar in Hispanic Studies  
(3-0) 3 hours credit. Prerequisite: 24 semester credit hours of graduate-level Spanish. In-depth study and major research project in areas such as Hispanic culture, literature, and/or language. May be repeated once for credit as an elective.

FOREIGN LANGUAGES (FL)

5003 Foreign Language Studies  
(3-0) 3 hours credit. Prerequisite: Consent of instructor. Consideration of second language acquisition research and classroom applications. Topics may include theory and practice of language skills development, methods of language instruction, foreign language anxiety, and technology-assisted language learning. May be repeated for credit when topics vary.

5033 Foreign Languages and Intercultural Communication  
(3-0) 3 hours credit. Investigation of intercultural communication research in specific language communities and its application to effective interaction with speakers of a variety of foreign languages. Consideration of sociolinguistic norms, semantic variation, and nonverbal language relevant to selected foreign language communities in the United States and abroad compared with mainstream U.S. English norms.
5043 Principles of Translation
(3-0) 3 hours credit. Prerequisite: Previous coursework or experience in translation or consent of instructor. A survey of approaches to translation, practice, and theory, with hands-on experience in a variety of genres (for example, literary prose, poetry, essay, narration) and vocabularies (e.g., legal, medical, business). May be repeated when languages vary, i.e., Spanish/English, French/English, or German/English.

5114 Individual Instruction in Elementary Language I
4 hours credit. Opportunity to develop basic oral and written communication skills in the target language, along with enhanced comprehension skills in listening and reading.

5124 Individual Instruction in Elementary Language II
4 hours credit. Prerequisite: FL 5114 or the equivalent in the selected foreign language. Opportunity to develop basic oral and written communication skills in the target language, along with enhanced comprehension skills in listening and reading.

5213 Individual Instruction in Intermediate Language I
3 hours credit. Prerequisite: FL 5124 or the equivalent in the selected foreign language. Opportunity to develop intermediate-level oral and written communication skills in the target language, along with increased comprehension skills in listening and reading.

5223 Individual Instruction in Intermediate Language II
3 hours credit. Prerequisite: FL 5213 or the equivalent in the selected foreign language. Opportunity to develop intermediate-level oral and written communication skills in the target language, along with increased comprehension skills in listening and reading.

5313 Individual Instruction in Advanced Language I
3 hours credit. Prerequisite: FL 5223 or the equivalent in the selected foreign language. Opportunity to develop advanced-level oral and written communication skills in the target language, along with enhanced comprehension skills in listening and reading.

5323 Individual Instruction in Advanced Language II
3 hours credit. Prerequisite: FL 5313 or the equivalent in the selected foreign language. Opportunity to develop advanced-level oral and written communication skills in the target language, along with enhanced comprehension skills in listening and reading.

6013 Practicum in Translation
3 hours credit. Prerequisite: FL 5043 or SPN 6083 or faculty approval. Students will take this course during their last semester of enrollment in the Certificate Program. In consultation with the instructor, they will select an area of interest and define a task within that area. Project translation work will normally be exclusively into the student’s dominant language.

FRENCH (FRN)

5813 Topics in French Linguistics
(3-0) 3 hours credit. Prerequisite: Consent of instructor. A course focusing on a selected area of French linguistics, such as grammar, stylistics, phonetics, or applied linguistics. May be repeated for credit when topics vary.
5913 Topics in French Literature and Culture
(3-0) 3 hours credit. Prerequisite: Consent of instructor. A course focusing on a selected period or aspect of French literature and culture, such as contemporary France, the nineteenth-century novel and society, or twentieth-century theater. May be repeated for credit when topics vary.

GERMAN (GER)

5813 Topics in German Linguistics
(3-0) 3 hours credit. Prerequisite: Consent of instructor. A course focusing on a selected area of German linguistics, such as grammar, stylistics, phonetics, or applied linguistics. May be repeated for credit when topics vary.

5913 Topics in German Literature and Culture
(3-0) 3 hours credit. Prerequisite: Consent of instructor. Selected topics relative to German literature and culture, including such areas as contemporary Germany and profiles of particular segments of German society. May be repeated for credit when topics vary.

LINGUISTICS (LNG)

5013 Sociolinguistics
(3-0) 3 hours credit. Prerequisite: LNG 3813, an equivalent, or consent of instructor. Theory, research, and methods for the study of linguistic variation and language use in context. Quantitative and qualitative approaches are included.

5153 Topics in Contemporary Linguistics
(3-0) 3 hours credit. Prerequisite: LNG 3813, an equivalent, or consent of instructor. Contemporary approaches to language analysis and description. May be repeated for credit when topics vary.

MUSIC (MUS)

5263 Topics in Music History
(3-0) 3 hours credit. Prerequisite: Graduate standing in music. A study of works and styles appropriate to the topics listed. Topics are (1) Middle Ages; (2) Renaissance; (3) Baroque Period; (4) Classic Period; (5) Romantic Period; (6) Twentieth Century; (7) World Music; and (8) Music Practices and Styles. May be repeated for credit when topics vary. Topics may be taken concurrently.

Department of Political Science and Geography

POLITICAL SCIENCE (POL)

5023 Political Economy
(3-0) 3 hours credit. Analysis of the interplay of politics and economics in the domestic and international arenas. Divergent theoretical perspectives and their basis in the work of classical and contemporary political economists and social theorists. Topics may include the politics and economics of international trade, technology policy, educational reform, industrial restructuring, privatization, environmental policy, and labor-market policy.
5043 International Politics  
(3-0) 3 hours credit. This course analyzes theories of international relations and/or comparative politics, with an emphasis on major theoretical paradigms and methodological approaches. Topics may include security, economics, the environment, and human rights.

5083 Geo-Political Context of Homeland Security and Defense  
(3-0) 3 hours credit. A broad overview of the geo-political dynamics of domestic and international crises and their relationship to homeland security and defense (HSD) policies. Course topics may include discussions of how U.S. political systems develop policies to reduce negative impacts of domestic and international crises, principles of federalism related to political responses to crises, political communications in times of crisis, domestic and foreign policy implications, geospatial factors, and foreign policy considerations. May include guest lectures by prominent practitioners and scholars.

5143 Theory and the City  
(3-0) 3 hours credit. This course examines the city from a theoretical and historical perspective. The course allows for various strategies focusing on communities and/or policies. Authors may include, but are not limited to, Mumford, Jacobs, Engels, Katznelson, Harvey, and Castells.

5223 Issues in Contemporary Political Theory  
(3-0) 3 hours credit. An introduction into some of the major issues and trends within political theory over the last century. Authors may include Gramsci, Adorno, Heidegger, Fanon, de Beauvoir, Habermas, and Derrida.

5243 International Justice and Values Relativism  
(3-0) 3 hours credit. This course examines the question of whether it is possible to formulate a universally acceptable theory of justice or human rights in a world of diverse religious, cultural, moral and ideological beliefs. Authors may include Habermas, Rawls, Gewirth, Rorty, Finnis, and Nussbaum.

5253 Issues of Immigration  
(3-0) 3 hours credit. An investigation into immigration policies of three democracies—Germany, Great Britain and the United States—pre- and post-September 11. The course will explore issues raised by immigration in a democracy, problems of justice, who deserves citizenship, concerns about work, and the role of human rights.

5263 Theories of Racism  
(3-0) 3 hours credit. An examination of Marxist and post-Marxist analyses of racism and its development. Concepts of “race,” race-thinking and racism will be explored from the 1500s on. Two central premises of the course are that racism still exists and that race is largely a construct rather than a biological reality.

5273 Contemporary Political Theory and Social Policy  
(3-0) 3 hours credit. This course explores contemporary political theories such as welfare liberalism, libertarianism, socialism, communitarianism, multiculturalism and feminism. Emphasis will be placed on understanding the theoretical principles underlying these different theories and the practical social policies and institutions that logically follow from them.
5303 Topics in Comparative and International Politics  
(3-0) 3 hours credit. An examination of an individual topic or set of issues in comparative and/or international politics. May be repeated for credit when topics vary.

5333 European Politics  
(3-0) 3 hours credit. An examination of the political systems and links between civil society and political institutions in several European nations in the post-WWII era. This course will focus on domestic politics, and will also introduce the European Union. Topics may include political institutions, policy processes, political representation, and public opinion in the European countries.

5363 Mexican Politics  
(3-0) 3 hours credit. This course focuses on Mexico’s political and economic development, including the interaction between the state and civil society and the current challenges of the state. The course includes a historical overview of the development of Mexican national politics, institutions and the economy, and the emergence of civil society. Specific topics may include guerrilla movements, drug dealing, and U.S.-Mexico relations.

5373 Human Rights  
(3-0) 3 hours credit. This course explores the meaning of human rights, analyzes cases of human rights violations in various parts of the world, and examines the roles that individuals, states, and international organizations play in committing and ending human rights abuses. Topics may include genocide, torture, the death penalty, honor killings, and the violation of children’s and workers’ rights.

5413 Political Psychology  
(3-0) 3 hours credit. The study of psychological theories of political phenomena at individual, small group, organizational, and nation-state levels. Topics may include political socialization, personality and political leadership, the social psychology of mass participation, rational choice and symbolic politics paradigms of political behavior, psychological models of international conflict, and models of political cognition.

5433 Electoral Behavior  
(3-0) 3 hours credit. An examination of political science theory and research on elections and voting behavior in the United States and other countries. Topics may include electoral cycles and realignment patterns; the impact of media coverage and campaign tactics on opinions, turnout, and electoral outcomes; and the sociodemographic and psychological variables influencing voting and nonvoting.

5703 American Foreign Policy  
(3-0) 3 hours credit. This course analyzes the domestic and international factors that affect American foreign policy, including explanations that focus on psychology, bureaucratic politics, lobbying organizations, public opinion, and national culture.

5713 Comparative Political Systems  
(3-0) 3 hours credit. Comparative analysis of institutions, processes, and policy objectives in select post-industrial, transitional, and developing political systems. Topics may include state theory, institutionalism, political culture, nationalism, political economy, party systems, new social movements, and regional integration.
5723 International Organizations (3-0) 3 hours credit. An examination of international political and economic organizations, as well as major issues involving them. Topics may include alliance systems, regional development, common markets, peacekeeping, international conferences, United Nations, IMF, World Bank, and regional organizations.

5733 Political Actors and Systems in Latin America (3-0) 3 hours credit. An examination of politics in Latin America. The course centers the analysis around two axes: the interplay between civil society and the state and patterns of inter-American relations.

5743 Electoral Systems in the Americas (3-0) 3 hours credit. A comparative study of campaigns and elections in the Americas. The course assesses similarities and differences of electoral systems in the region with particular emphasis on North American politics (Canada, the United States, and Mexico).

5753 The Geography of Third World Development (3-0) 3 hours credit. Advanced analysis of economic growth and social change in developing nations and regions. Investigates issues such as defining of development; major theories of development and underdevelopment; global inequalities; population growth and migration; and the role of agriculture, industry, transportation, and government and trans-governmental planning in development. (Same as GRG 5753. Credit cannot be earned for both POL 5753 and GRG 5753.)

5773 Comparative Foreign Policy (3-0) 3 hours credit. This course will compare worldviews, institutional processes, policies, and outcomes in foreign policymaking. Cross-national and thematic comparisons will be used to examine the foreign policies of major actors in international security, international organization, economic competition, and humanitarian issues. Regional comparisons may focus on political and economic issues in Europe, the Middle East, Asia, Africa and/or Latin America.

5783 International Security (3-0) 3 hours credit. This course examines issues related to war. Topics may include causes of civil and international war, deterrence, nuclear and conventional weapons, terrorism, and conflict prevention and resolution.

5793 International Political Economy (3-0) 3 hours credit. This course analyzes the interaction of politics and economics in the international arena, with a focus on international trade, investment, monetary, and financial relations. Topics may include the role of international economic institutions (such as the World Bank, the International Monetary Fund, and the World Trade Organization), regional integration, foreign debt, dependency and development, structural change in international economics, and critiques of economic globalization.

5823 Political Economy of the Americas (3-0) 3 hours credit. An examination of the changing relationship among the state, society, and the private sector in Latin America and its influence on hemispheric relations. Topics may include state ownership and privatization, industrial policy, trade union influence, foreign investment and foreign trade policy, and the impact of NAFTA, GATT, and other international agreements.
5863 International Health Issues
(3-0) 3 hours credit. This course investigates salient health issues in countries other than the United States. Focus is on the health problems of developing countries. (Credit cannot be earned for both POL 5863 and PAD 5863.)

5873 Global Governance
(3-0) 3 hours credit. This course analyzes the ways in which various actors bring order to the international system. While traditional theories focus on the role of the state, this course gives greater attention to non-state actors, public and private institutions, and the many ways in which they interact in managing common affairs. Theoretical and empirical issues include, but are not limited to, contending perspectives and systems of rule-making in the areas of security, poverty, trade and finance, human rights and the environment.

5903 Political Geography
(3-0) 3 hours credit. Investigates the role of the political state in society and the evolution of state organization from classical times to the present. Topics may include centrifugal and centripetal forces, geopolitics, territorial morphology, boundaries, core areas, and emerging supranationalism. (Same as GRG 5903. Credit cannot be earned for both POL 5903 and GRG 5903.)

GEOGRAPHY (GRG)

5303 Economic Geography
(3-0) 3 hours credit. An advanced examination of the location of economic activities, their causes and consequences. Includes the principles and practices of manufacturing and agricultural location and their impact on political subdivisions and economies, trade areas for retail and service activities, the role of transportation, the economic impact of globalization on local areas, and community economic base and shift-share analysis applied to local economies, with implications for planning and public administration. (Same as POL 5853. Credit cannot be earned for both GRG 5303 and POL 5853.)

5513 Geography and Culture
(3-0) 3 hours credit. An exploration of the nature and distribution of cultural landscapes and human behavior within these landscapes. Taking a global focus, the course examines the spatial diffusion of culture, regional differences in religion, language, and ethnicity, environmental perception and behavior, intercultural communication, and environmental determinism and possibilism, among other topics.

5753 The Geography of Third World Development
(3-0) 3 hours credit. Advanced analysis of economic growth and social change in developing nations and regions. Investigates issues such as defining of development, major theories of development and underdevelopment, global inequalities, population growth and migration, and the role of agriculture, industry, transportation, and government and trans-governmental planning in development. (Same as POL 5753. Credit cannot be earned for both GRG 5753 and POL 5753.)

5903 Political Geography
(3-0) 3 hours credit. Investigates the role of the political state in society and the evolution of state organization from classical times to the present. Topics may include centrifugal and centripetal forces, geopolitics, territorial morphology, boundaries, core areas, and emerging supranationalism. (Same as POL 5903. Credit cannot be earned for both GRG 5903 and POL 5903.)
**Department of psychology**

PSYCHOLOGY (PSY)

5393 Cross Cultural Psychology  
(3-0) 3 hours credit. Prerequisite: PSY 5213 or consent of instructor. The course provides a foundation for a “context sensitive” psychology influenced by the social, cultural, and environmental contexts in which psychological theory is generated and tested. Topics may include cultural influences on the self-concept, cultural influences within “universal” behaviors, cultural differences for participating in groups and societies, and the influence of culture on personal relationships.

**Department of Sociology**

SOCIOLOGY (SOC)

5013 Advanced Conceptualization and Measurement  
(3-0) 3 hours credit. Prerequisite: 3 semester credit hours of undergraduate research methods. Advanced quantitative research methods. Topics may include index construction and scaling, analysis of variance, multiple correlation, and regression, with use of applicable computer programs to analyze local, state, and/or national data sets.

5123 Family Contexts and Social Change  
(3-0) 3 hours credit. Family system organization and process within the broader context of community and society. Emphasis is on the changing historical roles of families, as well as cross-cultural, socioeconomic, race and ethnic, and gender variability in the family. The impact of education, the economy, and politics is also considered.

5133 Sociology of Health and Health Care  
(3-0) 3 hours credit. The relation of social behavior to health status, epidemiology, and the social organization of medicine in the United States and cross-culturally. Emphasis is on the development of the health care industry and problems associated with the delivery of health care services.

5213 Race and Ethnic Relations  
(3-0) 3 hours credit. Dominant-subordinate relations between various racial and ethnic groups from cross-cultural theoretical perspectives. Models of assimilation, cultural pluralism, and colonialism are investigated, as are their implications for minority and majority group members.

5253 Border Studies  
(3-0) 3 hours credit. An examination of borders in an era of globalization, with emphasis on the United States–Mexico border. Themes may include a theoretical criticism of American mainstream border studies and its more important representatives.

5263 Cultural Studies  
(3-0) 3 hours credit. A study of the significance of culture in society, including the relationship between culture, consciousness, the economy, identity, and history. The development of the field and crucial debates in the literature will be examined. The relationship of Cultural Studies with Critical Theory, feminist theory, multicultural theory, and media studies will be explored.
5333 Language and Society
(3-0) 3 hours credit. An examination of the work of important scholars in the study of language and social behaviors.

5343 Education and Reproduction of Inequality
(3-0) 3 hours credit. Examines the relation between types of societies and systems of education, the connection between schooling and societal stratification, and how schooling contributes both to social mobility and to the reproduction of the prevailing social order.

6043 Immigration and Society
(3-0) 3 hours credit. Analyzes theoretical explanations and social, economic, cultural, and ideological features of migration. May include topics such as border dynamics, transnationalism, incorporation of immigrants, remittances, and the impact on sending and receiving countries.

6053 Political Sociology
(3-0) 3 hours credit. Focuses on forms of economic, political, social, scientific or knowledge based power. Discussion compares Marxist, elitist, and pluralist theories to understand variations in the use of concepts such as domination, exploitation, and influence. Course may include modern American and European societies and how these theories are used to explain power structures and processes in Latin America and the former colonial world.

COLLEGE OF PUBLIC POLICY

Department of Criminal Justice

JUSTICE POLICY (CRJ)

6363 Paradigms of Justice Policy
(3-0) 3 hours credit. Prerequisite: CRJ 5123 or equivalent. Examination of the major paradigms of justice policy from early deistic and philosophical perspectives to modern and postmodern perspectives of social justice, and exploration of policy implications of these perspectives.

6403 Seminar on Topics in Law, Society and Justice Policy
(3-0) 3 hours credit. Consideration of selected topics related to law and society issues. Topics may include decision making by groups or individuals, criminal law and courts, international law, sentencing reforms, and history of law. May be repeated for credit when topics vary.

Department of Demography and Organizational Studies

DEMography (DEM)

7053 International Migration
(3-0) 3 hours credit. Prerequisite: SOC 5143 or consent of instructor. Examines the determinants and consequences of international migration from theoretical and empirical perspectives. Explores impacts on the migrants themselves and the countries of origin and destination. Specific issues include global competition for skilled labor, the concept of ‘replacement migration’, and the role of the state in
creating and regulating international population movements. Examines public policy implications of the volume and composition of migration for origin and destination countries.

**Department of Public Administration**

**PUBLIC ADMINISTRATION (PAD)**

5303 Ethics in Government Administration  
(3-0) 3 hours credit. An inquiry into the philosophical and legal foundations of government administration, and the propriety, application, and enforcement of ethical standards for conducting government. Topics may include the dilemmas associated with public administration in democracies, multicultural environments, and societies marked by socioeconomic and ideological stratification.

6303 Disaster Response and Preparedness  
(3-0) 3 hours credit. This course examines the functions involved with disasters including immediate response, long-term recovery, disaster preparedness, and mitigation strategies. The differences between human-caused disasters, technology accidents, and natural disasters are explored. The ways in which individuals, communities, and organizations (government, nonprofit, and for-profit) react when disasters occur are examined. The extent to which societal reaction to catastrophic events frames response, how perception of risk influences decision making, and the capacity of communities impacted by disaster to bring resources to support disaster relief efforts will be examined.

**Department of Social Work**

**SOCIAL WORK (SWK)**

5023 Human Behavior and Social Environment: Dynamics of Organizations and Communities  
(3-0) 3 hours credit. Prerequisite: Graduate standing or consent of instructor or graduate advisor. This foundation course applies the social systems/ecological perspective to the study of the dynamics of human behavior in diverse groups, organizations, and communities. The focus on the interconnectedness of factors at all levels of the environment and the impacts of those interactions on populations at risk prepares students to understand holistically and contextually small groups, organizations, and communities.

5103 Social Problems and Social Welfare Policy Analysis  
(3-0) 3 hours credit. Prerequisite: Graduate standing or consent of instructor or graduate advisor. This foundation policy course examines the historical perspective on the development of social problems and the social welfare institutions, policies, and programs created in response to those programs with emphasis on policy development and analysis within a local-global perspective.

5233 Global Context of Social Work  
(3-0) 3 hours credit. Prerequisite: Graduate standing in social work, or consent of instructor or graduate advisor. This course, particular to the mission of the UTSA Department of Social Work, examines the historical contexts of contemporary international social issues and the mutually reinforcing relationship between the local and the global. This course will critically explore the economic, political, social, behavioral, environmental, and cultural dimensions of globalization.
COLLEGE OF SCIENCES

APPLIED INDUSTRIAL MATHEMATICS (AIM)

BIOLOGY (BIO)

COMPUTER SCIENCE (CS)

MATH (MAT)

PHYSICS (PHY)

5053 Computing and the World Wide Web
(3-0) 3 hours credit. An introduction to computer applications and the World Wide Web for non-computer scientists. Cannot be applied to the Master of Science degree or the Doctor of Philosophy degree in Computer Science. (Credit cannot be earned for both CS 5053 and CS 5003.)

Department of Earth and Environmental Science

EARTH AND ENVIRONMENTAL SCIENCE (EES)

5043 Global Change
(3-0) 3 hours credit. Prerequisite: Graduate standing in the program or consent of instructor. Changes in the global distribution of plants and animals and the causes of the changes will be examined. Factors that are apparently coupled to changes in the atmosphere and environmental temperature will be examined. (Formerly EES 5043. Same as CE 6113 and GEO 5043. Credit can be earned for only one of the following: CE 6113, EES 5043, ES 5043, or GEO 5043.)

5103 Applied Ecology
(3-0) 3 hours credit. The impact of humanity’s activities on the environment: their effect on water, land, animal, and human resources. An evaluation of present and future strategies to preserve a healthy environment. (Formerly EES 5103 and ES 6203. Credit can be earned for only one of the following: EES 5103, ES 5103, or ES 6203.)

5213 Environmental Geology
(3-0) 3 hours credit. Prerequisite: GEO 4063 or consent of instructor. Geologic materials and processes as related to their influence on the human physical environment. Effects of landscape modification and geologic hazards such as earthquakes and landslides. Properties of minerals, rocks, and soils and geologic aspects of waste disposal and water resources are examined. (Course cannot be used for graduate credit by students in Geology.) (Formerly EES 5213. Credit cannot be earned for both EES 5213 and ES 5213.)

6103 Environmental Impacts
(3-0) 3 hours credit. Atmosphere, lithosphere, hydrosphere, and biosphere are treated as interrelated systems. Human impact and interaction within and among these systems are studied. Preparation and evaluation of environmental impact statements and assessments are included. (Formerly EES 6103 and ES 5203. Credit can be earned for only one of the following: EES 6103, ES 5203, or ES 6103.)
6813 Water Resources
(3-0) 3 hours credit. Application of management principles to the efficient use of water resources by people and their public and private institutions. Water is examined in terms of its value, use, and changing role in the context of economics, history, politics, and technology. (Formerly EES 6813. Same as GEO 6813. Credit can be earned for only one of the following: EES 6813, ES 6813, or GEO 6813.)