




THE FACULTY SENATE

September 10, 2014

MEMORANDUM

TO: Dr. Mark A. Hussey, Interim President

FROM: Jim Woosley, Speaker 

SUBJECT: Undergraduate Curriculum Committee (FS.32.41)

The Faculty Senate submits for your approval the item from the Undergraduate Curriculum Committee at its regular meeting on September 8, 2014 Attached is a copy of the material sent to our Senators.

Undergraduate Curriculum Committee
 Special Consideration Item
 College of Liberal Arts
 Certificate in Global Perspectives in Liberal Arts
 Request for a new certificate program

FACULTY SENATE AGENDA ITEM REVIEW

cc: Karan Watson
 Christine Stanley
 Michael Benedik
 Sandra Williams
 Pamela R. Matthews

This item has been reviewed by the Office of the Provost (OP). Below are recommended action(s): RE: FS.32.41

<i>Presidential Action:</i> <input checked="" type="checkbox"/> Recommend Approval <input type="checkbox"/> Review Only	<i>OP Recommended Action</i> <input type="checkbox"/> Hold for Further Review <input type="checkbox"/> Hold Released _____ <input type="checkbox"/> System Review/Submission <input type="checkbox"/> BOR Approval <input type="checkbox"/> THECB Approval/Notification <input type="checkbox"/> SACSCOC Approval/Notification
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Approved: _____ Reviewed: _____

Mark A. Hussey

Mark A. Hussey

9/29/14

Date

2. Special Consideration

College of Liberal Arts

Certificate in Global Perspectives in Liberal Arts
Request for a new certificate program

SPECIAL CONSIDERATION

SPECIAL CONSIDERATION

COLLEGE OF LIBERAL ARTS

CERTIFICATE IN GLOBAL PERSPECTIVES IN LIBERAL ARTS

REQUEST FOR A NEW CERTIFICATE

Submitted by (Contact Person):

Donald J Curtis Jr

dcurtis@tamu.edu

Name

Email

Assistant Dean

(979)845-5143

Title

Phone

Certification Statement

By signing below, the Dean of the College certifies the proposed program complies with coordinating board standards. If the program is delivered through Distance Education, the Dean of the College certifies that they are following the *Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered Electronically*.

Use additional signature lines if program is between three or more departments or colleges.

Signature, Department Head or Interdisciplinary Program Chair

Date

Signature, Department Head or Interdisciplinary Program Chair (if joint program)

Date

Typed or Printed Name

Typed or Printed Name

Chair, College Review Committee

Date

Chair, College Review Committee

Date

Dean of College

Date

Dean of College

Date

Chair, University Curriculum Committee or Graduate Council

Date

Chair, University Curriculum Committee or Graduate Council

Date

Additional Approvals Required: Faculty Senate and President.

New Program Request Form for Certificate Programs

Directions: An institution shall use this form to propose a new bachelor's or master's degree program. In completing the form, the institution should refer to the document *Standards for Bachelor's and Master's Programs*, which prescribes specific requirements for new degree programs. Note: This form requires signatures of (1) the Chief Executive Officer, certifying adequacy of funding for the new program; (2) a member of the Board of Regents (or designee), certifying Board approval, and (3) if applicable, a member of the Board of Regents or (designee), certifying that criteria have been met for staff-level approval. NOTE: Preliminary authority is required for all engineering programs. An institution that does not have preliminary authority for a proposed engineering program shall submit a separate request for preliminary authority prior to submitting the degree program request form. That request shall address criteria set in Coordinating Board rules Section 5.24 (a).

Administrative Information

1. Institution: Texas A&M University

2. Program Name – Show how the program would appear on the Coordinating Board's program inventory (e.g., *Bachelor of Business Administration degree with a major in Accounting*):

Certificate in Global Perspectives in Liberal Arts

3. Proposed CIP Code: 30.2002

4. Brief Program Description – Describe the program and the educational objectives:

There are numerous threads of evidence that support the notion that Texas A&M students would be well served to have more ways in which to demonstrate international competence. The university mission statement and imperatives 3, 4, and 6 of Texas A&M University's *Vision 2020* recognize the importance of understanding and respecting other cultures, while acknowledging that this is an area which needs improvement.

While this university is perceived as creating competent professionals in a technical sense, our graduates are also perceived as lacking in international awareness and sophistication. The existence, and completion, of a certificate program as proposed in this concept paper would both continue to exemplify our college's willingness to prepare our students for our shrinking world, and also be a sign that the holder of such a certificate is coming to the workforce or graduate or professional school with the skills and willingness to function in an international society.

The various components we include in this proposal recognize, and utilize, existing courses and programs, and will consolidate them into a meaningful and enhanced undergraduate experience.

5. Administrative Unit – Identify where the program would fit within the organizational structure of the university (e.g., *The Department of Electrical Engineering within the College of Engineering*):

The certificate program will be housed in the College of Liberal Arts Dean's Office

6. Proposed Implementation Date – Report the first semester and year that students would enter the program:

Spring 2015

7. Contact Person – Provide contact information for the person who can answer specific questions about the program:

Name: Don Curtis

Title: Dr.

E-mail: dcurtis@tamu.edu

Phone: (979) 845-5143

Program Information

I. Need

Note: Complete I.A and I.B only if preliminary authority for the program was granted more than four years ago. This includes programs for which the institution was granted broad preliminary authority for the discipline.

- A. Job Market Need – Provide short- and long-term evidence of the need for graduates in the job market.
- B. Student Demand – Provide short- and long-term evidence of demand for the program.
- C. Enrollment Projections – Use this table to show the estimated cumulative headcount and full-time student equivalent (FTSE) enrollment for the first five years of the program. (*Include majors only and consider attrition and graduation.*)

YEAR	1	2	3	4	5
Headcount	20	35	55	65	75
FTSE	20	35	55	65	75

II. Quality

- A. Certificate and Degree Requirements – Use this table to show the certificate and degree requirements of the program. *(Modify the table as needed; if necessary, replicate the table for more than one option.)*

Category	Semester Credit Hours
General Education Core Curriculum <i>(bachelor's degree only)</i>	
Required Courses	9
Prescribed Electives	
Free Electives	9
Other <i>(Specify, e.g., internships, clinical work)</i>	(if not included above)
TOTAL	18

- B. Curriculum – Use these tables to identify the required courses and prescribed electives of the program, and curriculum as it will appear in the undergraduate and graduate catalog. Note with an asterisk (*) courses that would be added if the program is approved. *(Add and delete rows as needed. If applicable, replicate the tables for different tracks/options as shown in the undergraduate catalog.)*

Prefix and Number	Required Courses	SCH
LBAR 200	Topics in Liberal Arts I	3
LBAR 400	Topics in Liberal Arts II	3
LBAR 400	Topics in Liberal Arts II	3

Prefix and Number	Prescribed Elective Courses	SCH
ANTH 205	Peoples and Cultures of the World	3
ANTH 210	Social and Cultural Anthropology	3
ANTH 324	Music in World Cultures	3

ARTS 350	The Arts and Civilization	3
COMM 335	Intercultural Communication	3
COMM 365	International Communication	3
COMM 438	Propaganda	3
COMM 440	Political Communication	3
ECON 320	Economic Development of Europe	3
ECON 324	Comparative Economic Systems	3
ENGL 222	World Literature	3
ENGL 231	Survey of English Literature I	3
ENGL 232	Survey of English Literature II	3
ENGL 350	20 th Century Literature to WWII	3
ENGL 352	Literature WWII to Present	3
ENGL 412	Studies in Shakespeare	3
EURO/FILM 405	European Cinema	3
EURO 406	Propaganda and Dissidence	3
EURO 444	Russian Drama	3
EURO 446	Russian Artistic Culture I: Beginnings to 1900	3
EURO 447	Russian Artistic Culture II: 1890 to Present	3
FREN 301	French Culture and Civilization	3
FREN 322	Survey of French Literature II	3
FREN 336	Contemporary France	3
FREN 418	Seminar in French Civilization	3
GEOG 202	Geography of the Global Village	3
GEOG 320	The Middle East	3
GEOG 323	Geography of Latin America	3
GEOG 325	Geography of Europe	3
GEOG 327	Geography of South Asia	3
GERM 305	German Literary Expression	3
GERM 322	German Culture and Civilization II	3
HIST 210	Russian Civilization	3
HIST 214	History of England	3
HIST 324	European Society in the Industrial Age	3
HIST 336	Europe Since 1932	3
HIST 339	Eastern Europe Since 1453	3
HIST 342	Latin America Since 1810	3
HIST 343	Inter-American Relations	3
HIST 345	Modern Africa	3
HIST 346	History of South Africa	3
HIST 348	Modern Middle East	3
HIST 352	Modern East Asia	3
HIST 355	Modern China	3
HIST 356	Twentieth Century Japan	3
HIST 402	Germany Since 1815	3
HIST 403	Nazi Germany	3

HIST 407	History of France Since 1815	3
HIST 412	Russia 1917-Present	3
HIST 439	Twentieth Century England	3
HIST 440	Latin American Cultural and Intellectual History	3
HIST 441	History of Mexico, 1821 to the Present	3
HIST 449	History of Brazil, 1822 to the Present	3
HIST 464	International Developments Since 1918	3
HIST 477	Women in Modern European History	3
HUMA 303	Near Eastern Religions	3
HUMA 304	Indian and Oriental Religions	3
LBAR 331	Studies in European Civilization and Culture I	3
LBAR 332	Studies in European Civilization and Culture II	3
LBAR 333	Studies in Italian Civilization and Culture I	3
LBAR 485	Independent Study	3
LBAR 491	Internship	3
LING 307	Language and Culture	3
LING 402	Language and Society	3
MODL 222	World Literature	3
MODL 363	Borderlands: U.S. and Mexico	3
MUSC 312	Music in Modern Western Culture	3
MUSC 315	Music in the 20th Century	3
MUSC 324	Music in World Cultures	3
PHIL 283	Latin American Philosophy	3
POLS 322	Western European Government and Politics	3
POLS 323	Political Systems of Latin America	3
POLS 324	Politics of Global Inequality	3
POLS 326	Government and Politics of Eastern Europe	3
POLS 328	Globalization and Democracy	3
POLS 329	Introduction to Comparative Politics	3
POLS 331	Introduction to World Politics	3
POLS 338	Government and Politics of the Former Soviet Union	3
POLS 365	Asian Governments and Politics	3
POLS 424	Comparative Governmental Institutions	3
POLS 432	The Politics of European Union	3
RELS 303	Near Eastern Religions	3
RELS 304	Indian and Oriental Religions	3
RELS403	Anthropology of Religion	3
SOCI 329	Pacific Rim Business Behavior	3
SOCI 403	Sociology of Mexican Americans	3
SOCI 423	Globalization and Social Change	3
SPAN 312	Hispanic Culture and Civilization: 18th Century to Present	3
SPAN 320	Introduction to Hispanic Literature	3
SPAN 410	Hispanic Film	3
SPAN 411	Contemporary Hispanic Society and Culture	3
THAR 201	Introduction to World Theatre	3

- C. Faculty – Use these tables to provide information about Core and Support faculty. Add an asterisk (*) before the name of the individual who will have direct administrative responsibilities for the program. *(Add and delete rows as needed.)*

Name of <u>Core</u> Faculty and Faculty Rank	Highest Degree and Awarding Institution	Courses Assigned in Program	% Time Assigned To Program
*Curtis, Donald J. Visiting Asst. Professor	PhD in American Military and Diplomatic History Texas A&M University	LBAR 200, LBAR 400	50%
New Faculty in Year —			
New Faculty in Year —			

- D. Students – Describe general recruitment efforts and admission requirements. How will students be accepted into the program? In accordance with the institution's Uniform Recruitment and Retention Strategy, describe plans to recruit, retain, and graduate students from underrepresented groups for the program.

There are numerous threads of evidence that support the notion that Texas A&M students would be well served to have more ways in which to demonstrate international competence. The university mission statement and imperatives 3, 4, and 6 of Texas A&M University's *Vision 2020* recognize the importance of understanding and respecting other cultures, while acknowledging that this is an area which needs improvement.

The existence, and completion, of a certificate program would both continue to exemplify our college's willingness to prepare our students for our shrinking world, and also be a sign that the holder of such a certificate is coming to the workforce or graduate or professional school with the skills and willingness to function in an international society.

The various components we include in this proposal recognize, and utilize, existing courses and programs, and will consolidate them into a meaningful and enhanced undergraduate experience.

- E. Library – Provide the library director's assessment of library resources necessary for the program. Describe plans to build the library holdings to support the program.

No additional holdings required.

- F. Facilities and Equipment – Describe the availability and adequacy of facilities and equipment to support the program. Describe plans for facility and equipment improvements/additions.

Current facilities are adequate.

- G. Accreditation – If the discipline has a national accrediting body, describe plans to obtain accreditation or provide a rationale for not pursuing accreditation.

N/A

- H. Evaluation – Describe the evaluation process that will be used to assess the quality and effectiveness of the new degree program.

We propose to engage peer faculty members from other institutions for a regular five-year written review, beginning in 2020. Reviewers will consider criteria solicited from faculty supporting the certificate, from the reviewers themselves and derived from the Student Learning Outcomes from the courses. Reviewers will make recommendations for improving the curriculum.

- I. Administration of Program – Describe how the program will be administered. Where will the program be administered (i.e., department, college)?

The program will be administered through the Undergraduate Programs Office in the College of Liberal Arts.

III. Costs and Funding

Five-Year Costs and Funding Sources - Use this table to show five-year costs and sources of funding for the program.

Five-Year Costs		Five-Year Funding	
Personnel ¹	\$0	Reallocated Funds	\$0
Facilities and Equipment	\$0	Anticipated New Formula Funding ³	\$0
Library, Supplies, and Materials	\$0	Special Item Funding	\$0
Other ²	\$0	Other ⁴	\$0
Total Costs	\$0	Total Funding	\$0

- Report costs for new faculty hires, graduate assistants, and technical support personnel. For new faculty, prorate individual salaries as a percentage of the time assigned to the program. If existing faculty will contribute to program, include costs necessary to maintain existing programs (e.g., cost of adjunct to cover courses previously taught by faculty who would teach in new program).
- Specify other costs here (e.g., administrative costs, travel).
- Indicate formula funding for students new to the institution because of the program; formula funding should be included only for years three through five of the program and should reflect enrollment projections for years three through five.
- Report other sources of funding here. In-hand grants, "likely" future grants, and designated tuition and fees can be included.

Signature Page

1. Adequacy of Funding – The chief executive officer shall sign the following statement:

I certify that the institution has adequate funds to cover the costs of the new program. Furthermore, the new program will not reduce the effectiveness or quality of existing programs at the institution.

Chief Executive Officer

Date

2. Board of Regents or Designee Approval – A member of the Board of Regents or designee shall sign the following statement:

On behalf of the Board of Regents, I approve the program.

Board of Regents (Designee)

Date of Approval

3. Board of Regents Certification of Criteria for Commissioner of Assistant Commissioner
Approval – For a program to be approved by the Commissioner or
the Assistant Commissioner for Academic Affairs and Research, the Board of
Regents or designee must certify that the new program meets the eight criteria under
TAC Section 5.50 (b): The criteria stipulate that the program shall:

- (1) be within the institution's current Table of Programs;
- (2) have a curriculum, faculty, resources, support services, and other components of a degree program that are comparable to those of high quality programs in the same or similar disciplines at other institutions;
- (3) have sufficient clinical or in-service sites, if applicable, to support the program;
- (4) be consistent with the standards of the Commission of Colleges of the Southern Association of Colleges and Schools and, if applicable, with the standards or discipline-specific accrediting agencies and licensing agencies;
- (5) attract students on a long-term basis and produce graduates who would have opportunities for employment; or the program is appropriate for the development of a well-rounded array of basic baccalaureate degree programs at the institution;
- (6) not unnecessarily duplicate existing programs at other institutions;
- (7) not be dependent on future Special Item funding
- (8) have new five-year costs that would not exceed \$2 million.

On behalf of the Board of Regents, I certify that the new program meets the criteria specified under TAC Section 5.50 (b).

Board of Regents (Designee)

Date



Global Perspectives Certificate Program For Texas A&M University College of Liberal Arts

Summary

The College of Liberal Arts proposes the creation of a Certificate Program in Global Perspectives for Texas A&M University. Drawing from existing courses offered in the Cornerstone Program Learning Community and other courses in the College of Liberal Arts, the Program will enable its students to create, synthesize and integrate academic coursework, co-curricular experience, and international engagement in order to demonstrate their preparedness for participation in modern international society.

Background

Entering its twelfth year, the Cornerstone Program offers a select group of high-achieving students the opportunity to explore the world beyond the borders of the State of Texas and the United States. It is targeted toward students with an interest in the international realm irrespective of major or career path. Students are identified as high school seniors and recruited for the Program as entering freshmen.

Chosen from a pool of students with exceptional academic credentials, students in the Cornerstone Program enroll in a special honors sequence of LBAR 200 and LBAR 400 their freshman year. Many of the college's best faculty present lectures and lead discussion in an interdisciplinary cross-college survey.

Many students in Cornerstone go on to compete for prestigious national and international scholarships such as the Rhodes, Truman, Goldwater, and Udall and serve as ambassadors for the College and their Department.

Justification

There are numerous threads of evidence that support the notion that Texas A&M students would be well served to have more ways in which to demonstrate international competence. The university mission statement and imperatives 3, 4, and 6 of Texas A&M University's *Vision 2020* recognize the importance of understanding and respecting other cultures, while acknowledging that this is an area which needs improvement.

While this university is perceived as creating competent professionals in a technical sense, our graduates are also perceived as lacking in international awareness and sophistication. The existence, and completion, of a certificate program as proposed in this concept paper would both continue to exemplify our college's willingness to prepare our students for our shrinking world, and also be a sign that the holder of such a certificate is coming to the workforce or graduate or professional school with the skills and willingness to function in an international society.

The various components we include in this proposal recognize, and utilize, existing courses and programs, and will hopefully consolidate them into a meaningful and enhanced undergraduate experience.

Components

The Global Perspectives Studies Certificate Program will have the following components:

- 1) An orientation session during which the purpose, structure and requirements of the certificate will be explained. The program director will meet regularly (monthly) with each student in the program to assess progress and involvement in the program.
- 2) The academic component, which will consist of the completion of a minimum of eighteen hours of coursework, six hours of which will be the introductory LBAR200/LBAR400 sequence the student's first year in the program and three being the capstone course for the Program in the form of another unique LBAR400. Students will also complete a six-hour study abroad program of at least ten weeks' duration, potentially to be done at Oxford University in the UK or another to be chosen in consultation with the program director.
- 3) Students will be provided with a sample list of additional courses, and advice about the most appropriate choices for their long term goals. The program director may approve additional courses not on the sample list to count towards the completion of this requirement. The courses required for this certificate may also count towards other degree requirements. Student must maintain an overall GPA of 3.5 in all Certificate coursework.
- 4) A service learning component, which will consist of at least 20 hours of involvement in an approved project. This component will draw upon existing programs, such as the International Service Project sponsored by the L. T. Jordan Institute, the various opportunities offered by the Study Abroad Programs Office, or many of the local service opportunities provided by many departments at Texas A&M and in the local community.

Learning Outcomes

- 1) Students will be able to articulate the complexity and multiplicity of issues that surround an increasingly globalized world.
- 2) Students will be able to explain how the behavior of individuals, groups, and nations affects individuals, groups, and nation-states, in terms of international, social, and economic interaction and development.
- 3) Students will be able to examine any given event from more than one cultural viewpoint.

- 4) Students will be able to demonstrate their knowledge of appropriate discourse when addressing issues of international relations, foreign affairs, and multi-national undertakings.

Assessment

In addition to the GPA requirement of 3.5 for academic courses, progress towards the certificate will be assessed by the program director using the following methods:

- 1) portfolios, consisting of course materials produced, research papers, and reflection papers about their coursework and co-curricular activities which will be evaluated using criteria derived from certificate learning outcomes
- 2) participation in a service learning program approved by certificate adviser
- 3) participation in the orientation and capstone experience
Attendance at meetings with certificate adviser

Eligibility

To apply for the certificate, a student must have been admitted to the College of Liberal Arts Cornerstone Program, have a 3.5 grade point average and must apply prior to completing 45 hours in residence. Exceptions may be made to students who have completed more than 45 hours, but will be determined on a case by case basis by a committee from the College of Liberal Arts.

Application Process

Students interested in the certificate should complete an application and include a statement of why they are interested in this certificate. A committee made up of individuals from the College of Liberal Arts will evaluate applications based on demonstrated interest in issues of internationalism and world affairs as well as ability to comprehensively answer all application questions. The application will be available online at the College of Liberal Arts website as well as in hard-copy format.

Award of certificate

Students completing all requirements will receive the certificate. Certificate completion will appear on a student's official transcript.

Administration

The College of Liberal Arts Cornerstone Program will retain and manage student records for those participating in the certificate. Staff from the Cornerstone Program will serve as advisers to students participating in the program and will approve the co-curricular and experiential activities.

The College of Liberal Arts will ensure compliance of the registration process and communicate with the registrar's office when a student has successfully completed the certificate requirements.

Contact

Dr. Don Curtis, Assistant Dean, College of Liberal Arts
845-5143
dcurtis@tamu.edu

Service Learning

Definition:

Service-learning is an educational approach that combines service to the community with classroom curricula. It is a hands-on approach to mastering subject material while fostering civic responsibility.

Goals:

The goals of service learning include, but are not limited to, the following:

- 1) To enhance student learning by joining theory with experience and thought with action.
- 2) To assist students to see the relevance of the academic subject to the real world.
- 3) To expose students to societal inadequacies and injustices and empower students to remedy them. To enable students to help others, give of themselves, and enter into caring relationships with others.
- 4) To develop a richer context for student learning.

Orientation Session

Every student wanting to enroll in the Global Perspectives Certificate needs to participate in an orientation and a capstone session. The orientation session will be offered a three times during and prior to the fall semester as needed, and may be available online.

Duration: 1 hour

Objectives:

- 1) To introduce students to the requirements and logistics of the program
- 2) To introduce students to program staff and fellow students
- 3) To familiarize students with resources and co-curricular offerings
- 4) To explain how to build a portfolio
- 5) To introduce concepts of international competence, expectations of honors-caliber study and the connection to their academic and professional careers.
- 6) To develop a common terminology.

Orientation Outline

- I. Introductions
- II. Logistics
 - a. Learning outcomes

- b. Explanation of requirements
 - c. Logistics of the program
 - d. Expectations of students
- III. International Education
- a. Philosophy of One World
 - b. Definition of terms related to internationalism
- IV. Test over basic definitions and concepts
- V. Questions and closing

Capstone for Global Perspectives Certificate

Upon completing all other requirements of the certificate program, students will register for a capstone LBAR 400 course. The course will be capped at 20 participants and will be offered during the spring and/or fall terms.

Objectives

- 1) To make connections between classroom, study-abroad and co-curricular activities.
- 2) To provide the opportunity to publicly present the work done towards the certificate.
- 3) To reflect on the implications of this work, both personally and internationally.

Sample Course Options

Program director may approve additional courses not on the sample list to count towards the completion of this requirement.

ANTH 205 Peoples and Cultures of the World
 ANTH 210 Social and Cultural Anthropology
 ANTH 324 Music in World Cultures
 ARTS 350 The Arts and Civilization
 COMM 335 Intercultural Communication
 COMM 365 International Communication
 COMM 438 Propaganda
 COMM 440 Political Communication
 ECON 320 Economic Development of Europe
 ECON 324 Comparative Economic Systems
 ENGL 222 World Literature
 ENGL 231 Survey of English Literature I
 ENGL 232 Survey of English Literature II
 ENGL 350 20th Century Literature to WWII
 ENGL 352 Literature WWII to Present

ENGL 362 Hispanic Literature in the US (cross-listed with HISP 362)
 ENGL 412 Studies in Shakespeare
 EURO/FILM 405 European Cinema
 EURO 406 Propaganda and Dissidence
 EURO 444 Russian Drama
 EURO 446 Russian Artistic Culture I: Beginnings to 1900
 EURO 447 Russian Artistic Culture II: 1890 to Present
 FREN 301 French Culture and Civilization
 FREN 322 Survey of French Literature II
 FREN 336 Contemporary France
 FREN 418 Seminar in French Civilization
 GEOG 202 Geography of the Global Village
 GEOG 320 The Middle East
 GEOG 323 Geography of Latin America
 GEOG 325 Geography of Europe
 GEOG 327 Geography of South Asia
 GERM 305 German Literary Expression
 GERM 322 German Culture and Civilization II
 HIST 210 Russian Civilization
 HIST 214 (HIST 2314) History of England
 HIST 324 European Society in the Industrial Age
 HIST 336 Europe Since 1932
 HIST 339 Eastern Europe Since 1453
 HIST 342 Latin America Since 1810
 HIST 343 Inter-American Relations
 HIST 345 Modern Africa
 HIST 346 History of South Africa
 HIST 348 Modern Middle East
 HIST 352 Modern East Asia
 HIST 355 Modern China
 HIST 356 Twentieth Century Japan
 HIST 402 Germany Since 1815
 HIST 403 Nazi Germany
 HIST 407 History of France Since 1815
 HIST 412 Russia 1917-Present
 HIST 439 Twentieth Century England
 HIST 440 Latin American Cultural and Intellectual History
 HIST 441 History of Mexico, 1821 to the Present
 HIST 449 History of Brazil, 1822 to the Present
 HIST 464 International Developments Since 1918
 HIST 477. Women in Modern European History
 HUMAN 303. Near Eastern Religions
 HUMAN 304. Indian and Oriental Religions
 LBAR 331 Studies in European Civilization and Culture I
 LBAR 332 Studies in European Civilization and Culture II
 LBAR 333 Studies in Italian Civilization and Culture I
 LING 307 Language and Culture

LING 402 Language and Society
MODL 222 World Literature
MODL 363 Borderlands: U.S. and Mexico
MUSC 312 Music in Modern Western Culture
MUSC 315 Music in the 20th Century
MUSC 324 Music in World Cultures
PHIL 283 Latin American Philosophy
POLS 322 Western European Government and Politics
POLS 323 Political Systems of Latin America
POLS 324 Politics of Global Inequality
POLS 326 Government and Politics of Eastern Europe
POLS 328 Globalization and Democracy
POLS 329 Introduction to Comparative Politics
POLS 331 Introduction to World Politics
POLS 338 Government and Politics of the Former Soviet Union
POLS 365 Asian Governments and Politics
POLS 424 Comparative Governmental Institutions
POLS 432 The Politics of European Union
RELS 303 Near Eastern Religions
RELS 304 Indian and Oriental Religions
RELS403 Anthropology of Religion
SOCI 329 Pacific Rim Business Behavior
SOCI 403 Sociology of Mexican Americans
SOCI 423 Globalization and Social Change
HISP 204 Spanish and Spanish American Literature in Translation
HISP 205 Food in the Hispanic World
HISP 204 Don Quixote and the Other Arts
HISP 352 Hispanic Literature and Film
HISP 362 Hispanic Literature in the US (cross-listed with ENGL 362)
HISP 366 Borderlands: US and Mexico
HISP 367 Diversity Lessons from Medieval Spain
HISP 371 Hispanic Religions (cross-listed with RELS 371)
THAR 201 Introduction to World Theatre