



UNIVERSITY OF
MARYLAND

OFFICE OF THE PRESIDENT

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April 25, 2025

Dr. Sanjay Rai
Secretary
Maryland Higher Education Commission
217 East Redwood Street, Suite 2100
Baltimore, MD 21202

Dear Secretary Rai:

I am writing to request approval for a new Bachelor of Arts program in Global and Foreign Policy. The proposal for the new program is attached. I am also submitting this proposal to the University System of Maryland for approval.

The proposal was endorsed by the appropriate faculty and administrative committees. I also endorse this proposal and am pleased to submit it for your approval.

Sincerely,

Darryll J. Pines
President
Glenn L. Martin Professor of Aerospace Engineering

DJP/mdc

cc: Candace Caraco, Associate Vice Chancellor
Jennifer King Rice, Senior Vice President and Provost
Robert Orr, Dean, School of Public Policy



Cover Sheet for In-State Institutions
New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	University of Maryland, College Park
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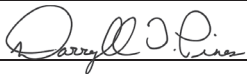
Each action below requires a separate proposal and cover sheet.

- | | |
|---|---|
| <input checked="" type="radio"/> New Academic Program | <input type="radio"/> Substantial Change to a Degree Program |
| <input type="radio"/> New Area of Concentration | <input type="radio"/> Substantial Change to an Area of Concentration |
| <input type="radio"/> New Degree Level Approval | <input type="radio"/> Substantial Change to a Certificate Program |
| <input type="radio"/> New Stand-Alone Certificate | <input type="radio"/> Cooperative Degree Program |
| <input type="radio"/> Off Campus Program | <input type="radio"/> Offer Program at Regional Higher Education Center |

Payment <input checked="" type="radio"/> Yes	Payment <input type="radio"/> R*STARS # JJ551994	Payment	Date
Submitted: <input type="radio"/> No	Type: <input type="radio"/> Check # JJ551994	Amount: 850	Submitted: 4/25/2025

Department Proposing Program	School of Public Policy		
Degree Level and Degree Type	Bachelor's; Bachelor of Arts		
Title of Proposed Program	Global and Foreign Policy		
Total Number of Credits	120		
Suggested Codes	HEGIS: 210600		CIP: 44.0504
Program Modality	<input checked="" type="radio"/> On-campus <input type="radio"/> Distance Education (fully online) <input type="radio"/> Both		
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources		
Projected Implementation Date <small>(must be 60 days from proposal submisison as per COMAR 13B.02.03.03)</small>	<input checked="" type="radio"/> Fall	<input type="radio"/> Spring	<input type="radio"/> Summer Year: 2025
Provide Link to Most Recent Academic Catalog	URL: https://academiccatalog.umd.edu/		

Preferred Contact for this Proposal	Name:	Michael Colson
	Title:	Senior Coordinator for Academic Programs
	Phone:	(301) 405-5626
	Email:	mcolson@umd.edu

President/Chief Executive	Type Name:	Darryll J. Pines
	Signature:	 Date: 04/25/2025
	Date of Approval/Endorsement by Governing Board:	

Revised 1/2021

A. Centrality to the University's Mission and Planning Priorities

Description. The University of Maryland, College Park (UMD) proposes to establish a **Bachelor of Arts in Global and Foreign Policy**. This interdisciplinary program will be housed in the School of Public Policy but will be collaboratively offered with the School of Languages, Literatures, and Culture, the Department of History, and the Department of Agricultural and Resource Economics. The Bachelor of Arts in Global and Foreign Policy is designed to address the growing demand for interdisciplinary education that equips students to navigate the complex challenges of global governance, international conflict, diplomacy, development, and sustainability. Students enrolled in the major will leverage insights from international policy, history, language and cultural studies, and economics to gain an understanding of the forces shaping global and foreign policy challenges and options for advancing solutions to such challenges.

Relation to Strategic Goals. The Bachelor of Arts in Global and Foreign Policy is strongly aligned with the University of Maryland's mission and strategic priorities by equipping students to tackle complex global challenges through an interdisciplinary, applied, and inclusive curriculum. As called for in the [UMD Strategic Plan 2022–2032](#), the major “places interdisciplinary grand challenges at the center” of undergraduate education by combining coursework in public policy, economics, history, and language to address pressing issues such as conflict, migration, development, and sustainability. It supports the university's goal to “reimagine learning” through a robust experiential learning requirement and responds to its emphasis on diversity and inclusion by examining how identity and structural inequality shape global policy outcomes. Additionally, the program reflects UMD's commitment to preparing students for meaningful global engagement and public service careers, expanding the university's impact locally and globally.

Funding. The program will draw on the physical facilities, administrative infrastructure and instructional resources already available within the School of Public Policy and collaborating departments.

Institutional Commitment. The program will be administered by the School of Public Policy and its collaborating departments, which have the administrative infrastructure and faculty resources to shift some resources to this new program.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan

Need. The proposed Bachelor of Arts in Global and Foreign Policy addresses a compelling need within Maryland and the broader region for graduates prepared to navigate the complexities of global challenges and foreign policy decision-making. In a state that hosts a large concentration of federal agencies, international organizations, and global industries—including the National Security Agency, the Food and Drug Administration, and a growing number of defense and international development contractors—there is increasing demand for professionals with the analytical, cultural, and policy skills needed to operate in global contexts. The major's focus on global security, migration, sustainability, and development responds directly to this demand,

preparing students for public, private, and nonprofit sector roles in areas vital to Maryland's economy and civic infrastructure.

State Plan. The proposed program aligns with Priority 5 in the 2022 [Maryland State Plan for Postsecondary Education](#): “Maintain the commitment to high-quality postsecondary education in Maryland.” The Action Item to “Identify innovative fields of study” fits with this program. The Bachelor of Arts in Global and Foreign Policy is an innovative program that reimagines undergraduate education by combining interdisciplinary study, applied policy training, and high-impact experiential learning. Collaboratively delivered by four academic units—Public Policy, History, Agricultural and Resource Economics, and Languages, Literatures, and Cultures—the program integrates diverse scholarly approaches to address pressing global challenges. The Department of History contributes critical historical context through a global history requirement and upper-level electives that ground students in the evolution of international systems and identities. The Department of Agricultural and Resource Economics offers coursework in global poverty, development, and the economics of sustainability, providing essential tools to understand economic drivers of international policy. The School of Languages, Literatures, and Cultures delivers world language instruction and cultural analysis, supporting language proficiency and deepening students’ capacity to navigate cross-cultural policy environments. Together, these core units support thematic tracks in Security and Diplomacy; Human Security and Migration; and Development and Sustainability, which are further enriched by contributions from a wide range of academic departments across campus—including Government and Politics, Sociology, Anthropology, Geography, Journalism, Philosophy, Environmental Science and Technology, and Israel Studies—whose upper-level electives expand students’ exposure to diverse regional, thematic, and methodological perspectives. With its applied focus, ethical engagement, and collaborative governance model, the major embodies the kind of interdisciplinary, globally engaged, and professionally relevant education championed in the Maryland State Plan for Higher Education.

C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State

Market Demand

Quantifiable Evidence of Demand

The Global and Foreign Policy major prepares students for positions with the government, in the private sector (e.g., internationally-oriented businesses), with non-governmental organizations and think tanks, internationally-oriented state agencies (e.g., the Department of Commerce) and beyond. There is no one specific job (or even set of jobs) associated with this focus; illustrative positions include program managers, foreign service officers, intelligence analysts, global business (e.g., global logistics) experts, research/foreign policy analysts, trade advisors, development coordinators, and operations analysts, but as a whole, students are trained to identify, analyze, and present solutions to policy challenges in and across these domains. Projecting market demand and job openings for the program therefore requires leveraging multiple sources of information.

One source of evidence comes from employment websites such as Indeed.com and Ziprecruiter.com. A search of these websites in May 2025 for positions using key words and positions related to the major and scoped to 50-100 miles around Baltimore generates the following indicators of regional/state market demand:

Search Terms	Website	
	<u>Indeed.com (100 mile radius)¹</u>	<u>ZipRecruiter.com (50 mile radius)</u>
"analyst AND foreign"	400+	712
"analyst AND global"	700+	1000+
"foreign policy"	300+	739
"global policy"	8000+	1000+
"international policy"	6000+	1000+
"international policy analyst"	500+	918
"foreign policy analyst"	500+	438
"immigration specialist"	200+	75
"intelligence analyst"	1000+	1000+
"international trade"	700+	501
"global product"	9000+	1000+
"operations analyst"	700+	1000+
"development coordinator"	2000+	1000+
"trade advisor"	300+	434
"global logistics"	50+	527
"foreign affairs"	100+	161

Other data comes from the Maryland Department of Labor (MDOL). Through 2032, the MDOL projects over 9000 new Federal job openings (minus post office positions) across the state. Not all these positions will be in foreign or globally-adjacent areas but, considering that over 70 percent of the Federal civilian workforce is clustered in defense and national-security agencies amenable to the major, the projected workforce growth is informative:

Area	Projected Numeric Change in Federal (excl. Post Office) Positions ²
Anne Arundel	1117
Baltimore	-4
Baltimore City	15
Carroll	15
Frederick	4

¹ Restricted to positions requiring a bachelor's degree

² <https://www.dllr.state.md.us/lmi/iandoproj/wiasindustry.xlsx>

Howard	39
Lower Shore	0
Montgomery	2472
Prince George's	2964
Southern Maryland	1631
Susquehanna	803
Upper Shore	0
Western Maryland	1
<i>TOTAL</i>	<i>9057</i>

A third data point comes from projected market demand from the U.S. Department of Labor's Occupational Outlook Handbook.³ Like MDOL data, this is an imperfect approximation since (a) the Occupational Outlook does not describe careers perfectly aligned with the proposed major, and (b) is not confined to the Maryland area. Nevertheless, the growth projections offer suggestive evidence of significant demand for the major's graduates, with all industries growing by at least 3 percent per year, and most growing at an above-average rate (7 percent or more):

Occupation	Number of Positions	Job Outlook through 2033
Public Relations and Fundraising Managers	116,600	7% (faster than average)
Emergency Management Directors	12,400	4% (average)
Compliance Officers	403,900	5% (average)
Financial Analysts	404,800	9% (much faster than average)
Management Analysts	1,018,300	11% (much faster than average)
Project Management Specialists	973,600	7% (faster than average)
Environmental Scientists and Specialists	84,600	7% (faster than average)
Political Scientists	6,200	3% (average)
Medical and Health Services Managers	562,700	29% (much faster than average)

A final piece of evidence comes from a novel employer survey fielded to specifically assess hiring trends and market demand in support of this major. Launched in fall 2024 and running through early 2025, we asked a range of employers across government, the private sector, the NGO/IGO world, and academia about current and projected future market demand for undergraduates majoring in global and foreign policy, investigated the skill sets that would bolster interest in such students, and assessed employer willingness to interview students majoring in global and foreign policy. In addition to employers contacted, we also employed a snowball method and asked the initial list of respondents to distribute the survey to their contacts. We eventually received 37 responses, with Question 4 expressly focused on assessing market demand over the next 10-15 years. The result again documents significant market

³ <https://www.bls.gov/ooh/management/home.htm>

demand, with the overwhelming majority of employers projecting stronger market demand for entry-level workers than currently exists:



Reliable (Qualitative) Evidence of Demand

In addition to these quantifiable figures, there are other sources of reliable (largely qualitative) evidence.

One indicator comes from the Association of Professional Schools of International Affairs (APSIA). Although focused on graduate-level training, the Association lists over 100 distinct professions that students with training in global affairs, international relations, international studies, and related fields can enter; insofar as APSIA programs are oriented towards professional development, the range of opportunities identified for APSIA graduates should broadly parallel those available to graduates of the new major.⁴ Nor is it just APSIA: research from the World Economic Forum and McKinsey notes that the future of jobs will require creative and analytical thinking, curiosity, resilience, flexibility, agility, self-awareness, systems thinking, a holistic view of complex problems, empathy, active listening, and leadership.⁵ Other assessments of private employers report that successful employees need to be familiar with a second language, aware of cultural and historical differences between and among populations, able to connect context-specific knowledge to macro trends, and savvy analysts of and adapters to unexpected developments.⁶ Again, the new major prepares students to meet these demands

⁴ See <https://cdn.uconnectlabs.com/wp-content/uploads/sites/5/2021/01/2020-APSIA-Career-Guide-Final.pdf>

⁵ APSIA, Curriculum Task Force Report 2023, p. 17

⁶ See, e.g., <https://hbr.org/2015/10/global-teams-that-work>; <https://www.mckinsey.com/~media/mckinsey/featured%20insights/future%20of%20organizations/the%20future%20of%20work%20in%20america%20people%20and%20places%20today%20and%20tomorrow/the-future-of-work-in-america-full-report.pdf>; <https://research.newamericaneconomy.org/report/not-lost-in-translation-the-growing-importance-of-foreign-language-skills-in-the-u-s-job-market/#:~:text=Date:%20March%201%2C%202017,less%20than%20a%20bachelor's%20degree.https://www.pwc.com/gx/en/issues/workforce/hopes-and-fears.html>.

through a cross-disciplinary curriculum that emphasizes critical thinking skills, substantive depth, intellectual breadth, and language/cultural familiarization.

Second, while recent declines in federal hiring have tempered some expectations for near-term public sector growth, there remains strong and increasing demand for graduates with interdisciplinary training in global and foreign policy across a wide range of sectors.⁷ For example, multilateral institutions such as the World Bank, the International Monetary Fund, and various UN agencies—as well as global consulting and development firms like Chemonics and FHI 360—consistently hire undergraduates for roles in research, operations, policy support, and stakeholder engagement.

There is also state-level demand across sectors for graduates of a program like this. Maryland’s proximity to Washington, D.C. continues to offer access to a dense network of global employers, including international NGOs, development contractors, philanthropic foundations, and global-facing businesses. Maryland-based companies such as Booz Allen, Lockheed Martin, Marriott International, among others, would be natural employers for our students. In the non-profit sector, Maryland is home to organizations including Catholic Relief Services, the International Youth Foundation, and Lutheran World Relief.

Above all, the State of Maryland has made it a priority to attract globally-oriented businesses to the area, with Maryland’s Governor Moore himself highlighting the need for Maryland businesses to remain globally competitive.⁸ This requires a workforce able to navigate foreign policy challenges. These State initiatives will inherently bolster job opportunities for students in the Global and Foreign Policy major.

Market Workforce Supply

MHEC data suggests a meaningful but limited supply of graduates from globally-oriented majors. As the below table showcases, approximately 30 students per year received a degree from a “global studies” or similar major from an MHEC institution over 2020-2024. Given current and projected opportunities in the global and foreign policy space, demand for graduates is likely to exceed the current supply of related-but-distinct global programs.

The proposed program responds to these labor market dynamics by preparing students for a broad set of global roles through policy-oriented training, experiential learning, and thematic specialization. At full maturity, the program anticipates graduating 70–75 students annually, contributing to a talent pipeline equipped to meet the interdisciplinary and cross-sectoral challenges of a rapidly changing global landscape.

⁷ Notably, agencies dealing with issues such as national security affairs and intelligence analysis have been exempted from Federal hiring restrictions. The proposed major is ideally suited to prepare students for such fields, and graduates should be competitive for continued opportunities in these areas.

⁸ [https://dlslibrary.state.md.us/publications/Exec/DC/EXORD01.01.2023.09_2024\(1\).pdf](https://dlslibrary.state.md.us/publications/Exec/DC/EXORD01.01.2023.09_2024(1).pdf);
<https://governor.maryland.gov/priorities/Documents/2024%20State%20Plan.pdf>.

**Table 1: Degrees Awarded in Similar Bachelor Programs
(MHEC Data, Dec. 2024)**

School	Degree	2020	2021	2022	2023	2024	Notes
Coppin State	Global Studies	1	0	0	0	0	
UMBC	Global Studies	29	26	23	19	16	established in 2013
Morgan State	Interdisciplinary Global Perspectives & Practices	0	0	0	3	9	established in 2021
Hood College	Global Studies	4	4	3	6	3	established in 2014
Loyola University of Maryland	Global Studies	0	0	0	1	1	
TOTAL		34	30	29	29	29	
Source: https://mhec.maryland.gov/publications/Documents/Research/TRENDS%20IN%20DEGREES%20AND%20AWARDS%20BY%20PROGRAM%202024%20-%20External.pdf							

D. Reasonableness of Program Duplication

While a number of institutions—such as UMBC, Loyola University Maryland, Salisbury, Towson, and Coppin State—offer programs in global or international studies, these are substantively and structurally distinct from the UMD program. Table 2 identifies specific programs and their stated focus to draw out the distinctions with the proposed major. Overall, most existing programs emphasize global culture, international history, or interdisciplinary humanities perspectives, whereas the proposed major is expressly focused on applied global policy and foreign policymaking, including thematic training in areas such as security, development, and human security.

Table 2 - Other MHEC Programs

School	Program Title (Degree Type)	Stated Programmatic Focus
Coppin State	Global Studies (BA)	"The Global Studies program focuses on learning outcomes across 4 key areas: Recognizing global perspectives; analyzing global affairs; communicating ideas; learning a second language." ⁹
UMBC	Global Studies (BA)	"Students acquire global competence – the capacity to engage effectively and critically with globalization and its implications for individuals, communities, governments, businesses, and other organizations." ¹⁰ "As an academic field in the liberal arts, global studies seeks to educate citizens with a global, holistic and cosmopolitan perspective on the problems of the past as well as those faced by the world today, from social inequality and women's rights to terrorism and climate change." ¹¹
Morgan State	Interdisciplinary Global Perspectives and Practices (BS)	"A flexible degree that familiarizes students with the complex historic and contemporary relationships and encounters that connect people and places, and the processes that shape these relationships." ¹²
Hood College	Global Studies (BA)	"The core purpose of the global studies major is fostering a greater understanding of the interrelationships between countries and cultures." ¹³
Loyola University of Maryland	Global Studies (BA)	"The mission of the global studies major is to enable students to bring liberal education and global knowledge together to learn, lead, and serve in a diverse and changing world." ¹⁴ "Global studies graduates will be able to: Apply the basic approaches of economics, history, political science, and/or sociology to global issues, demonstrating an interdisciplinary

⁹ <https://www.coppin.edu/academics/global-studies>

¹⁰ <https://globalstudies.umbc.edu/>

¹¹ https://catalog.umbc.edu/preview_program.php?catoid=36&poid=6747&returnto=2653

¹² <https://www.morgan.edu/college-of-interdisciplinary-and-continuing-studies/program-requirements/descriptions>;

https://mhec.maryland.gov/institutions_training/documents/acadaff/acadproginstitapprovals/Proposals/PP21226.pdf

¹³ <https://www.hood.edu/academicsprograms/global-studies-ba>

¹⁴ <https://www.loyola.edu/academics/global-studies/curriculum/>

		perspective; Demonstrate extensive knowledge of, and the ability for critical thinking on, global issues and regions around the world; Speak and write in depth about key globalizing processes and issues of international or global relevance; and Evince a capacity for viewing themselves as global citizens fully engaged with world affairs.” ¹⁵
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Moreover, the proposed major integrates a public policy foundation, experiential learning, world language proficiency, and interdisciplinary electives that directly prepare students for careers in global and foreign affairs across public, nonprofit, and private sectors. This policy-oriented, career-focused design represents a unique niche in the Maryland higher education landscape. For example, Morgan State’s Interdisciplinary Global Perspectives major is broader and less policy-driven, and UMBC’s Global Studies program emphasizes cultural fluency and global citizenship rather than applied policy engagement.

Given the limited number of comparable programs in the state and the differentiated mission and structure of the proposed major, duplication is minimal. Additionally, the strong demand for graduates with global competencies supports the creation of a new, complementary offering that can serve a growing student and employer demand without adversely affecting existing programs.

Additionally, from a geographical and student access perspective, no similar program offered by a public university is located within the Washington, D.C. area--indeed, this will be the first expressly policy-focused global and foreign policy major in the immediate DC area. Students who are completing their capstone or internship experiences will be able to take public transportation by either bus or Metro to downtown Washington or any place in the Washington metropolitan area serviced by the Washington Metropolitan Area Transit Authority (WMATA).

E. Relevance to Historically Black Institutions (HBIs)

The proposed Bachelor of Arts in Global and Foreign Policy, anchored in the University of Maryland’s School of Public Policy, provides a distinctive, policy-centered approach to global studies that is not currently offered by any of Maryland’s Historically Black Institutions (HBIs). While institutions such as Morgan State University and Coppin State University offer programs in global or interdisciplinary studies, those are generally oriented toward cultural, political, and historical inquiry. Neither program is anchored in a school of public policy or emphasizes the career-oriented training in policymaking. The UMD program emphasizes applied policymaking, experiential learning, and thematic specialization in areas such as security, migration, and sustainability—core competencies developed through the lens of public policy. Additionally, and as noted, UMD is the only public university in Maryland offering such a program in the

¹⁵ <https://www.loyola.edu/academics/global-studies/curriculum/learning-aims.html>

Washington, D.C. metropolitan area. This location affords students convenient access to global policy institutions and internship opportunities, including via Metro and bus service, that are not as easily accessible from HBI campuses in Baltimore. As a result, the program complements, rather than competes with, existing offerings.

F. Relevance to the identity of Historically Black Institutions (HBIs)

The proposed Global and Foreign Policy major aligns with the University of Maryland's institutional strengths in public policy and does not replicate or conflict with the academic identities of Maryland's Historically Black Institutions (HBIs). Grounded in the School of Public Policy, this program expands an already-established disciplinary area at UMD and offers a distinctly policy-centered curriculum focused on global challenges, policymaking, and applied analysis. While Morgan State University's B.S. in Interdisciplinary Global Perspectives and Practices and Coppin State University's B.A. in Global Studies both include interdisciplinary coursework and capstone experiences, their curricular models emphasize academic flexibility and global cultural, historical, and regional awareness. In contrast, UMD's major offers structured thematic tracks, a strong applied public policy foundation, quantitative research training, and career-aligned experiential learning. Additionally, UMD's location in the immediate Washington, D.C. metro area—adjacent to federal agencies, international NGOs, and global policy institutions—provides students with ready access to policy engagement opportunities. For these reasons, the proposed program complements the missions of Maryland's HBIs without overlapping in content or intent.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes

Curricular Development. The development of the Bachelor of Arts in Global and Foreign Policy was the result of an extensive, multi-phase process involving sustained internal deliberation, external benchmarking, and broad stakeholder consultation. The initiative began in late 2023, when a review of peer institutions revealed that UMD lagged behind its AAU, Big Ten, and regional counterparts—50 of 55 surveyed universities offered interdisciplinary majors in global or foreign policy, while UMD did not. Concurrently, an external review of the School of Public Policy recommended that it leverage its faculty strengths to address this gap. A working group was formed to explore curricular models, to examine standards put out by the Association of Professional Schools of International Affairs (APSIA), and to identify programmatic elements that align with employer expectations. Drawing on best practices and UMD's interdisciplinary strengths, the group designed a draft program and engaged key campus partners—including the Department of History, the Department of Agricultural and Resource Economics, and the School of Languages, Literatures, and Cultures—to build a collaborative foundation. These concepts were then refined through student focus groups and surveys, which confirmed strong interest and shaped the program's inclusion of thematic tracks. Input from faculty and coordination with departments like Government and Politics further ensured the final program was both innovative and complementary to existing offerings.

Faculty Oversight. Academic direction and oversight of the Global and Foreign Policy major will be provided by the Global and Foreign Policy Governing Council (GFPGC), an innovative cross-

unit body composed of faculty and staff from the School of Public Policy (SPP), Agricultural and Resource Economics (AREC), History, and the School of Languages, Literatures, and Cultures (SLLC). While the program is anchored in the School of Public Policy, with a School of Public Policy faculty member serving as Chair, the Council will collaboratively guide curriculum development, program assessment, resource planning, and strategic growth, including potential new tracks and study abroad opportunities. The GFPGC will meet at least once per semester and issue regular reports summarizing contributions, enrollment trends, and recommendations to ensure the program remains innovative, well-resourced, and responsive to student and institutional needs. Appendix A has a list of faculty who will teach in the program.

Educational Objectives and Learning Outcomes. The Global and Foreign Policy major is built around three core educational objectives that equip students with the empirical, conceptual, technical, and professional skills needed to address global challenges across sectors. First, students gain a broad understanding of the forces shaping global and foreign policy—local to transnational—through interdisciplinary coursework in policy, economics, history, power structures, and identity. Second, the curriculum emphasizes technical proficiency, including research design, policy analysis, communication, and language skills essential for real-world application. Third, the program fosters professional development through experiential learning, such as internships and research assistantships, and cultivates cross-cultural awareness and collaborative engagement. Together, these elements prepare students to enter a wide range of global careers while leveraging the University of Maryland’s unique strengths and location in the Washington, D.C. region.

The learning outcomes for the program are as follows:

1. Analyze the complexity and range of historical and contemporary global and foreign policy and policymaking challenges.
2. Explain how foreign and global policymaking institutions, processes, and structures shape policy solutions and outcomes.
3. Demonstrate in-depth knowledge of one or more global and foreign policy challenges and solutions, by applying insights and frameworks from different disciplines while engaging relevant policymaking processes.
4. Interrogate how identities - including national, caste, ethnic, gender, racial, religious, socio-economic, political, and beyond - and their intersections shape global and foreign policy challenges and solutions.
5. Examine the role of values, ethics, justice, access, and the structural and systemic sources of (in)equality in and across global and foreign policy domains.
6. Utilize appropriate research tools, analysis, writing, and presentation skills to assess global and foreign policy challenges, and apply these techniques to an experiential learning endeavor to better understand the dynamics of policymaking.
7. Demonstrate a minimum of basic proficiency in a second world language.

Institutional assessment and documentation of learning outcomes. Please see Appendix B for information about assessing the program’s learning outcomes.

Course requirements. The Bachelor of Arts program will require 52-59 credits. The curriculum is organized as follows:

- Core courses:
 - Global and Foreign Policy (GFPL) foundational courses
 - Global Poverty and Economic Development course (AREC)
 - Pluralism and Global Policy course (PLCY or GLBC)
 - Historical grounding course (HIST)
- Skills courses:
 - World Language requirement (at least two semesters, credits per course vary by language)¹⁶
 - Statistics requirement
 - Policy research methods course (PLCY306)
 - Policy analysis course (PLCY304)
- Thematic track and elective area. Students take a required “anchor” course in one of three tracks along with two track electives and two other electives that can be in or outside of the track. The tracks are as follows:
 - Security, Conflict, and Diplomacy
 - Human Security and Migration
 - Development and Sustainability
- Experiential applications. Students have three options:
 - Capstone
 - Internship
 - Study abroad

Except for tracked electives, a list of courses and descriptions is included in Appendix C.1; electives for the different tracks can be found in Appendix C.2. Please note that GFPL and GLBC will be new course prefixes once the program is approved. GFPL and GLBC courses do not yet exist in the current academic catalog, although some courses currently exist under different course codes.

Course	Title	Credits
Core Courses		18
GFPL100	War, Peace and Crisis: Foundations of Global Policy	3
GFPL102	Global Order and Policy Structures: Power, Access and Influence	3
GFPL203	Ethics of Global Action	3

¹⁶ Currently, the following languages are available to UMD students at College Park: Arabic, Chinese, French, German, Italian, Japanese, Persian, Portuguese, Russian, and Spanish. The School of Languages, Literatures, and Cultures may add additional language courses in the future, which would qualify for the program.

AREC345	Global Poverty and Economic Development	3
Pluralism and Global Policy – Select one of the following 3-credit courses:		3
PLCY302	Examining Pluralism in Public Policy	
GLBC200	Global Movements	
Historical Grounding – Select one of the following 3-credit courses:		3
HIST113	The Making of Modern Europe	
HIST120	Islamic Civilization	
HIST123	Sub-Saharan Africa since 1800	
HIST240	Europe in the Twentieth Century	
HIST245	Reformers, Radicals, and Revolutionaries: The Middle East in the Twentieth Century	
HIST251	Latin America Since Independence	
HIST266	The United States in World Affairs	
HIST284	East Asian Civilization I	
HIST285	East Asian Civilization II	
Skill Courses		
Language Requirement (2 semesters minimum; credits may vary)		6–12
Statistics Requirement – Select one of the following courses:		3–4
BMGT230	Business Statistics	
CCJS200	Statistics for Criminology and Criminal Justice	
EDMS451	Introduction to Educational Statistics	
PSYC200	Statistical Methods in Psychology	
SOCY201	Introductory Statistics for Sociology	
STAT100	Elementary Statistics and Probability	
PLCY304	Evaluating Evidence: Finding Truth in Numbers	4
PLCY306	Research Methods for Policy Analysis	3
Thematic Tracks and Electives¹⁷		15
Track Anchor Course – Select One of the Following Courses:		3
GFPL/PLCY3XX (currently PLCY288Q)	Foundations of Security, Conflict, and Diplomacy	
GFPL/PLCY3XX (currently PLCY288W)	Foundations of Human Security and Migration	
GFPL/PLCY/AGNR301	Sustainability	
Track Elective Course One		3
Track Elective Course Two		3
Track or General Elective Course One		3
Track or General Elective Course Two		3

¹⁷ Please see Appendix C.2 for a list of electives by track.

Experiential Applications – Select one of the following:		3
PLCY400	Senior Capstone	3
PLCY309	Internship in Political Institutions: State and Local	3
Approved Study Abroad		
Total Credits Required		52–59

General Education. All UMD students are required to complete General Education requirements in Fundamental Studies (Mathematics, Writing, and Analytic Reasoning) and Distributive Studies in the sciences, humanities, and social sciences. The Distributive Studies area includes a diversity requirement, two practice-based courses, and two “Big Question” courses that address societal grand challenges. Maryland community college students who complete the associate degree and are admitted to UMD are deemed to have completed their General Education requirements, except for Professional Writing (typically completed in the 3rd year of study). See Appendix E for how students in the program will fulfill their General Education requirements.

Accreditation or Certification Requirements. There are no specialized accreditation or certification requirements associated with this program.

Other Institutions or Organizations. The School of Public Policy is not planning to contract with another institution or non-collegiate organization for this program.

Student Support. Students in the Global and Foreign Policy major will receive comprehensive support through a holistic advising model anchored in the School of Public Policy and coordinated across partner units. Each student will meet with an advisor every semester to plan coursework, select tracks, and explore experiential learning opportunities such as internships and study abroad. A dedicated professional advisor and program coordinator will manage academic advising, scheduling, and student programming, while cross-trained advisors in History, AREC, and SLLC will provide additional guidance on language placement and elective choices. Students will also have access to university-wide resources in career services, academic support, mental health, and global engagement, ensuring they are well-supported both academically and professionally.

Marketing and Admissions Information. The program will be clearly and accurately described in the university website and be marketed at university recruiting events. The University of Maryland’s Office of Undergraduate Admissions markets nationally to a broad base of interested students who are admitted to the University as a whole. If the program is approved, it will be included among the more than 100 possible undergraduate majors available to students.

H. Adequacy of Articulation

While UMD accepts transfer students from all Maryland community colleges as well as from other four-year institutions, Montgomery College is one of our most common partners for transfers. UMD and Montgomery College have developed a transfer articulation pathway with the proposed major and the A.A. in International Studies at Montgomery College. See Appendix D.

I. Adequacy of Faculty Resources

Program faculty. Appendix A contains a list of faculty members who will teach in the program. Instructional resources for the Global and Foreign Policy major will be provided by a combination of existing full-time faculty and strategically supported adjuncts across participating units. The School of Public Policy will cover the majority of required courses and, as the program grows, will fund additional adjunct instructors, teaching assistants, and graduate fellows to meet demand. Partner departments—AREC, History, and SLLC—have confirmed that current faculty and teaching capacity are sufficient to support their contributions, including core and elective offerings. Collectively, more than 50% of the credit hours in the major will be taught by full-time University of Maryland faculty, ensuring a high-quality and sustainable instructional foundation.

Faculty training. Faculty teaching in the program will use the university's learning management system along with its extensive electronic resources. They will have access to instructional development opportunities available across the College Park campus, including those offered as part of the Teaching and Learning Transformation Center, many of which are delivered in a virtual environment. Instructors will work with the learning design specialists on campus to incorporate best practices when teaching in the online environment.

J. Adequacy of Library Resources

The University of Maryland Libraries assessment concluded that the Libraries are able to meet, with current resources, the curricular and research needs of the program.

K. Adequacy of Physical Facilities, Infrastructure, and Instructional Resources

All physical facilities, infrastructure, and instructional equipment are already in place. No new facilities are required. The proposed program will be in-person, but for the online components of the coursework, UMD maintains an Enterprise Learning Management System (ELMS). ELMS is a Web-based platform for sharing course content, tracking assignments and grades, and enabling virtual collaboration and interaction. All students and faculty have access to UMD's electronic mailing system.

L. Adequacy of Financial Resources

The budget tables reflect the reallocation of internal UMD resources to operate the program.

Resources (see Table 3):

This table assumes an enrollment of approximately 200 full-time students and 10 part-time students per year. The reallocated resources reflect that (1) some funds will be shifted from within the School of Public Policy and (b) collaborating departments have the additional capacity to handle students in their existing courses

1. Line 1 reflects the reallocated resources anticipated to support the program.
2. We assume no additional tuition revenue will be generated by this new major since we do not anticipate a significant change in the overall undergraduate population.
3. Our model assumes that most students will be full-time undergraduates enrolled at UMD.
4. No external sources of funding are assumed.
5. No other sources of funding are assumed.

Expenditures (see Table 4):

Most faculty and staff are already in place to operate this program. A limited number of new courses, alongside additional staff, advising, and GA support will be required for the major.

1. Line 1 reflects the faculty who will teach the new courses in the program as well as the faculty who will continue their course instruction within the School of Public Policy and collaborating academic units.
2. Line 2 reflects the administrative support, which is also allocated by the School of Public Policy.
3. Line 3 reflects the staff support, which is also allocated by the School of Public Policy.
4. Line 4 reflects graduate student positions, already allocated, who will support the new program.
5. Generally, facility, equipment, and other expenses are not listed as they are already part of the School's operating expenses. However, \$5000 has been allotted to cover miscellaneous operational expenses.

M. Adequacy of Program Evaluation

Formal program review is carried out according to the University of Maryland's policy for Periodic Review of Academic Units, which includes a review of the academic programs offered by, and the research and administration of, the academic unit (<http://www.president.umd.edu/policies/2014-i-600a.html>). Program Review is also monitored following the guidelines of the campus-wide cycle of Learning Outcomes Assessment (https://irpa.umd.edu/Assessment/loa_overview.html). Faculty within the department are reviewed according to the University's Policy on Periodic Evaluation of Faculty Performance (<http://www.president.umd.edu/policies/2014-ii-120a.html>). Since 2005, the University has used an online survey instrument that standardizes student course feedback across campus. The survey has standard, university-wide questions and allows for supplemental, specialized questions from the academic unit offering the course.

N. Consistency with Minority Student Achievement goals

The Global and Foreign Policy major is designed to advance UMD's goals for minority student achievement by fostering an inclusive, globally focused curriculum that emphasizes pluralism,

identity, and equity in policymaking. Building on the School of Public Policy's strong record of attracting and supporting diverse students—evidenced by above-average enrollment of Black and Hispanic undergraduates—and similar records among the partner units, the program will engage underrepresented students through intentional advising, targeted outreach, and connections to opportunities such as the Rangel Fellowship and Global/Federal Fellows programs. The interdisciplinary structure and applied learning focus further support equitable access to global career pathways.

O. Relationship to Low Productivity Programs Identified by the Commission

N/A

P. Adequacy of Distance Education Programs

This program is not intended for distance education.

Table 3: Resources

Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$320,000	\$650,000	\$660,000	\$680,000	\$700,000
2. Tuition/Fee Revenue (c+g below)	\$0	\$0	\$0	\$0	\$0
a. #FT Students	25	75	150	200	250
b. Annual Tuition/Fee Rate	\$23,025	\$23,716	\$24,428	\$25,160	\$25,915
c. Annual FT Revenue (a x b)	\$575,635	\$1,778,712	\$3,664,147	\$5,032,095	\$6,478,823
d. # PT Students	1	3	6	8	10
e. Credit Hour Rate	\$910.25	\$937.56	\$965.68	\$994.65	\$1,024.49
f. Annual Credit Hours	10	20	20	20	20
g. Total Part Time Revenue (d x e x f)	\$9,102	\$56,253	\$115,882	\$159,144	\$204,898
3. Grants, Contracts, & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 - 4)	\$340,000	\$650,000	\$650,000	\$675,000	\$700,000

Table 4: Expenditures

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)	\$133,000	\$273,980	\$273,980	\$282,199	\$290,665
a. #FTE	1	2	2	2	2
b. Total Salary	\$100,000	\$206,000	\$206,000	\$212,180	\$218,545
c. Total Benefits	\$33,000	\$67,980	\$67,980	\$70,019	\$72,120
2. Admin. Staff (b+c below)	\$0	\$89,044	\$91,715	\$94,466	\$97,300
a. #FTE	0	1	1	1	1
b. Total Salary	\$0	\$66,950	\$68,959	\$71,027	\$73,158
c. Total Benefits	\$0	\$22,094	\$22,756	\$23,439	\$24,142
3. Total Support Staff (b+c below)	\$15,960	\$112,332	\$115,702	\$119,173	\$122,748
a. #FTE	0.2	1	1	1	1
b. Total Salary	\$12,000	\$84,460	\$86,994	\$89,604	\$92,292
c. Total Benefits	\$3,960	\$27,872	\$28,708	\$29,569	\$30,456
4. Graduate Assistants (b+c)	\$155,627	\$160,295	\$165,104	\$170,057	\$175,159
a. #FTE	3	3	3	3	3
b. Stipend	\$78,912	\$81,279	\$83,718	\$86,229	\$88,816
c. Tuition Remission	\$50,674	\$52,194	\$53,760	\$55,372	\$57,034
d. Benefits	\$26,041	\$26,822	\$27,627	\$28,456	\$29,309
5. Equipment	\$0	\$0	\$0	\$0	\$0
5. Library	\$0	\$0	\$0	\$0	\$0
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7. Other Expenses: Operational Expenses	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
TOTAL (Add 1 - 8)	\$304,587	\$635,651	\$646,501	\$665,896	\$685,873

Appendix A: Faculty Involved in Major

The below chart lists faculty members are projected to regularly teach in the program, with the exception of language courses. Language courses and faculty will vary depending on student interest; a table of faculty responsible for what are projected to be the most common language courses – is found in the second table below. All faculty are full-time unless otherwise indicated

* indicates part-time status

Name	Highest Degree Earned, Program, and Institution	UMD Title (indicate if part-time)	Courses
Joshua Shiffrinson	PhD, Political Science, Massachusetts Institute of Technology (MIT)	Associate Professor	GFPL 100, GFPL/PLCY 3XX (currently PLCY 288Q): Foundations of Security, Conflict, and Diplomacy, electives
Michael Woldemariam	PhD, Politics, Princeton University	Associate Professor	PLCY/GFPL 302, 306, electives
Lena Andrews	PhD, Political Science, MIT	Associate Research Professor	GFPL 100, 102, PLCY/GFPL 302, electives
Catherine Worsnop	PhD, Politics, Brandeis University	Associate Professor	GFPL 203, GFPL/PLCY 3XX (currently PLCY 288W): Foundations of Human Security and Migration, electives
Alec Worsnop	PhD, Political Science, MIT	Assistant Professor	PLCY/GFPL 306; GFPL/PLCY 3XX (currently PLCY 288Q): Foundations of Security, Conflict, and Diplomacy, electives

Thomas Hilde	PhD, Philosophy, Penn State	Associate Research Professor	GFPL 203, PLCY/GFPL/AGNR 301: Sustainability
Lars Olson	PhD, Economics, Cornell University	Professor	GFPL/AGNR 345
Robert Orr	PhD, Politics, Princeton University	Professor and Dean (SPP; returning to faculty AY25-26)	PLCY/GFPL 309, 400, electives
Steve Fetter	PhD, Energy and Resources, University of California at Berkeley	Professor	PLCY/GFPL 309, 400
Tyler Kustra	PhD, Politics, New York University	Assistant Teaching Professor	PLCY/GFPL 304
Caroline Ritter	PhD, History, University of California at Berkeley	Assistant Professor	GFPL 102, GFPL 302, HIST 240
Stefano Villani	PhD, Early Modern History, Scuola Normale Superiore (Italy)	Professor	HIST 113
Antoine Borrut	PhD, History, La Sorbonne	Associate Professor	HIST120

Erin Mosely	PhD, African Studies and History, Harvard University	Assistant Professor	HIST123
Caroline Ritter	<i>See above</i>	<i>See above</i>	HIST240
Peter Wien	PhD, History, University of Bonn (Germany)	Professor	HIST245
Gerson Rosales	PhD, History, University of Michigan	Post-Doctoral Associate*	HIST251
Howard Smead	PhD, History, UMD	Principal Lecturer	HIST266
Ting Zhang	PhD, History, Johns Hopkins University	Associate Professor	HIST284

Deokhyo Choi	PhD, History, Cornell University	Assistant Professor	HIST285
Hester Baer	PhD, German, Washington University St. Louis	Professor	GLBC/SLLC200
Ryan Long	PhD, Spanish, Duke University	Professor	GLBC/SLLC200
Liz Stanwyck	PhD, Statistics, UMBC	Senior Lecturer	BMGT230
Robert Brame	PhD, Criminology, UMD	Professor	CCJS200
Tracy Sweet	PhD, Statistics, Carnegie Mellon	Associate Professor	EDMS451

Tracy Tomlinson	PhD, Psychology, UMD	Principal Lecturer	PSYC200
Meredith Kleykamp	PhD, Sociology, Princeton University	Professor	SOCY201
Matthew Griffin	PhD, Mathematics Education, UMD	Lecturer	STAT100

Faculty Involved in Language Course Offerings (part of Skills Sequence – main courses only)

Name	Highest Degree Earned, Program, and Institution	UMD Title (indicate if part-time)	Courses
José Magro	PhD, Hispanic Linguistics, The CUNY Graduate Center	Assistant Clinical Professor	SPAN103, 203, 204
Barbara Zocal Da Silva	PhD, Spanish, University of Sao Paulo	Assistant Clinical Professor	SPAN 103, 203, 204PORT103, PORT203, PORT205, PORT207,
Chila Hidalgo	PhD, Spanish Language and Literature, UMD	Senior Lecturer	SPAN204, 207

Ana Acedo Garcia	MA, Second Language Acquisition, UMD	Senior Lecturer	SPAN301, 311
Chris Lewis	PhD, Spanish Language and Literature, UMD	Assistant Clinical Professor	SPAN316
Samah al-Salami	BA, English, Sana'a University	Lecturer	ARAB101, ARAB204, ARAB222, ARAB322
Lutf Alkebsi	BA, Arabic, Dhamar University (Yemen)	Lecturer	ARAB102, ARAB201, ARAB305
Ahmed Hanafy	MA, Second Language Acquisition, UMD	Senior Lecturer	ARAB205
Yuli Wang	MA, Fine Arts, Central Academy of Fine Arts (China)	Lecturer	CHIN100, 302
Mei Kong	MA, Chinese Linguistics, Nanjing University (China); MA, TESL, Georgetown University	Senior Lecturer	CHIN102, 121, 203
Guiling Hu	PhD, Applied Linguistics, Georgia State University	Senior Lecturer	CHIN103, CHIN201, CHIN202
Jung-Jung Lee-Heitz	MA, Teaching Chinese as a Foreign Language, University of Iowa	Senior Lecturer	CHIN204, CHIN205, CHIN301

Madeline Muravchik	PhD, Modern French Studies, University of Maryland	Lecturer	FREN103, 203, 204
Herve Campagne	PhD, French Studies, Rutgers University	Professor	FREN414
Regina Haag	PhD, German Cultural Studies, University of Maryland	Associate Clinical Professor	GERS103, 148, 149, 248, 249, 365
John Scott	Ph.D., Second Language Studies, Indiana University	Lecturer	GERS203, 204, 248, 249
Alessandra Gavagni	MA, Communications, University of Rome (Italy)	Lecturer	ITAL204
Joseph Falvo	PhD, Italian, Johns Hopkins University	Professor	ITAL103

Mirella Vaglio	Ph.D., Political Theory, University College of Swansea	Lecturer	ITAL203, ITAL207
Makiko Inoue	MA, East Asian Languages and Literature, Ohio State University	Lecturer	JAPN101, 102, JAPN302
Kumiko Akikawa	MA, Teaching of English as a Second Language, American University	Senior Lecturer	JAPN201, JAPN202, JAPN301
Bahareh Jaleh	MFA, Visual Art, UMD	Lecturer	PERS101, PERS102, PERS103, PERS105, PERS106, PERS201, PERS202
Manizhe Galledari	MA, Persian, Shahid Behesht University, Iran	Lecturer	PERS205, PERS206
Nahal Akbari-Saneh	PhD, Second Language Teaching, University of Ottawa (Canada)	Assistant Professor	PERS301, PERS302,

Inna Hardman	MA, Teaching Russian as a Foreign Language, UMD	Lecturer	RUSS101, RUSS102, RUSS303
Zhanna Gerus-Vernola	MA, Russian Language and Linguistics, UMD	Lecturer	RUSS201, RUSS202
Michael Lavery	PhD, Slavic Languages, Literatures, and Linguistics, UCLA	Assistant Professor	RUSS301, RUSS302

Appendix B: Learning Outcomes Assessment Plan

The School of Public Policy has been successfully conducting Learning Outcomes Assessment with its Bachelor of Arts in Public Policy. Reports have been very successful, sometimes noted as a model for other units by the Provost's Commission on Learning Outcomes Assessment. The Global and Foreign Policy Learning Outcome Assessment will be conducted by the Global and Foreign Policy Governing Council. The Director of Undergraduate Studies in the School of Public Policy, as a member of the Council, will ensure reports adhere to the guidelines and expectations of the Provost's Commission on Learning Outcomes Assessment. The team will also generate a report that is shared with the leadership of the School of Public Policy, College of Arts and Humanities and College of Agriculture and Natural Resources. We will also report our results to the overall faculty committee in each School or College. The report and subsequent discussions will be used to continually improve the curriculum and individual courses to best ensure a high level of student proficiency and experience.

We will assess 1-2 of the LOs each year, so that all are assessed on a four-year cycle. The Global and Foreign Policy Governing Council, will develop rubrics which will be used to assess student mastery of each of these learning objectives. Faculty members will then use the rubric to assess a sample of student projects/papers produced in the academic year. The rubric will contain categories related to the specific learning outcome and students will be assessed as "Advanced," "Competent," "Introductory," or "Undeveloped" in each category. The individual categories will be aggregated to produce an overall score. Our overall goal is that 85% of our students are scored as "Advanced" or "Competent" on each program-level learning outcome assessed.

Any recommendations made by the assessment committee are considered and implemented by the Global and Foreign Policy Governing Council, and if necessary, the School PCC. We also work with faculty who teach primary core classes within the learning outcome to implement recommendations and strengthen outcomes.

Global and Foreign Policy Program Learning Outcomes

LO1: Analyze the complexity and range of historical and contemporary global and foreign policy and policymaking challenges.

LO2: Explain how foreign and global policymaking institutions, processes, and structures shape policy solutions and outcomes.

LO3: Demonstrate in-depth knowledge of one or more global and foreign policy challenges and solutions, by applying insights and frameworks from different disciplines while engaging relevant policymaking processes.

LO4: Interrogate how identities - including national, caste, ethnic, gender, racial, religious, socio-economic, political, and beyond - and their intersections shape global and foreign policy challenges and solutions.

LO5: Examine the role of values, ethics, justice, access, and the structural and systemic sources of (in)equality in and across global and foreign policy domains.

LO6: Utilize appropriate research tools, analysis, writing, and presentation skills to assess global and foreign policy challenges, and apply these techniques to an experiential learning endeavor to better understand the dynamics of policymaking.

LO7: Demonstrate a minimum of basic proficiency in a second world language.

All students will minimally demonstrate a basic proficiency in a second world language by taking the appropriate language sequence administered by SLLC or otherwise demonstrating native/near-native fluency. In practice, students will enter the major with varying levels of familiarity in second world language. As a result, students will ultimately develop their communicative competence at different levels of proficiency commensurate with their existing skill set.

I: Introduction

R: Reinforcing

M: Mastery

Course	LO1	LO2	LO3	LO4	LO5	LO6	LO7
GFPL 100: Foundations of Global and Foreign Policy	I	I	I			I	
GFPL 102: Global Order and Policy Structures: Power, Access, and Influence		I		I	I		
EITHER GFPL 302: Pluralism and Global Encounters OR SLLC/GLBC 200: Global Movements				R	I/R		
GFPL 203: Ethics of Global Action		I			I/R	I	
Global History Requirement (offered by History) - selected from list	R			I/R			
AREC 345: Global Poverty and Development	R	I	I	I	I		
World Language requirement Two semesters of a language							I/R/M
PLCY304 Prerequisite (selected from list)						I	
PLCY 304: Evaluating Evidence - Finding Truth in Numbers						R	

PLCY 306: Public Policy Analysis in Action						I	
CHOOSE ONE: GFPL/PLCY 400: Capstone GFPL/PLCY 309: Internship in Political Institutions Study Abroad	M	M	M	M		M	
TRACK 1: Security, Conflict, and Diplomacy	I/R	R	R	R		R	
TRACK 2: Human Security and Migration	I/R	R	R	R		R	
TRACK 3: Development and Sustainability	I/R	R	R	R		R	

Appendix C.1: Course Descriptions (Non-Electives)

Core Courses (18 credits; students)

***GFPL 100: War, Peace and Crisis: Foundations of Global and Foreign Policy (3 credits) (required)**

Why are wars, crises, and human catastrophes a regular feature of the global landscape? What can we as individuals, communities, states, and societies do to make a difference? This course introduces students to core theories, concepts, and debates within global and foreign policy, and the approaches used to analyze these issues. Equal emphasis is placed on both the causes of policy issues, and the policymaking challenges of operating within a fragmented international system. The course will include an introduction to themes such as security, conflict, and diplomacy; human security and migration; as well as development and sustainability.

***GFPL 102: Global Order and Policy Structures: Power, Access, and Influence (3 credits) (required)**

Provides an overview of the key historical and contemporary forces and structures (e.g., the United Nations, decolonization, (de)globalization) defining the context within which global issues play out and foreign policy is conducted. Specific emphasis is placed on the legacy effects of prior policy choices, questions of which actor(s) have more or less influence in global and foreign policy decisions and why, and the importance of considering intended and unintended consequences of a given decision or initiative.

Students must enroll in either GFPL 302 or SLLC/GLBY 200

***GFPL 302: Identities in Global and Foreign Policy across Time and Place (3 credits)**

GFPL302 will allow students to interrogate how identities - including national, caste, ethnic, gender, racial, religious, socio-economic, political, and beyond - and their intersections shape global and foreign policy challenges and solutions. The course emphasizes the centrality of identity to making, implementing, evaluating, and adapting policy across time and place. Examples are drawn from an array of national, trans-national, and global policy issues, including policies designed to tackle global health challenges, climate change, national security concerns, and more.

***SLLC/GLBC 200: Global Movements (3 credits)**

Introduces students to a variety of frameworks for understanding our interconnected world by focusing on one or more issues of global relevance today, including but not limited to conflict, revolution, and war; democracy, citizenship, and human rights; migration; and climate change. Focusing on the interpretive methods of the humanities, including critical analysis, close readings, and engagement with theoretical approaches, we will discuss the historical, social,

and cultural contexts of major global movements in comparative perspective. In addition to examining literary, cultural, and media texts, the class will ask students to make connections between global and local contexts through a group service-learning project.

*GFPL 203: Ethics of Global Action (3 credits) (required)

Frontloads debates over the manners in which ethics, morality, and norms do or do not inform policy issues on the global stage, the complicated ethical and moral tradeoffs involved in making foreign policy, and the often fraught balance between addressing the world as it is versus the world as one may wish it to be. Explores these issues through topics such as the ethics of humanitarian military intervention, genocide prevention, poverty alleviation and development, and more.

Students must enroll in one of HIST 113, 120, 123, 240, 245, 251, 266, 284, or 285.

History 113: Modern Europe (3 credits)

Evolution of modern nation states since late medieval times. Industrial-economic structure and demography. Emergence of modern secular society.

History 120: Islamic Civilization (3 credits)

Introduction to society and culture in the Middle East since the advent of Islam: as a personal and communal faith; as artistic and literary highlights of intellectual and cultural life; and as the interplay between politics and religion under the major Islamic

History 123: Sub-Saharan Africa since 1800

Overviews early mid-19th-century changes in African societies, European conquest and African resistances in the late 19th-century, colonial states and societies, African nationalisms and decolonization and the independence era. Struggles over social, economic, and political changes are emphasized.

History 240: Europe in the Twentieth Century (3 credits)

Political, cultural, and economic developments in 20th-century Europe.

History 245: Reformers, Radicals, and Revolutionaries: The Middle East in the Twentieth Century (3 Credits)

The 20th century was a period of dramatic changes in the Middle East. Within the global context of the two World Wars and the Cold War, countries in the region struggled with the effects of colonialism and painful processes of decolonization. The course offers a thematic-comparative approach to issues such as social and political reform, nationalism, the colonial experience, independence struggles, models of governance, political violence, and Islamism.

Course lectures and the analysis and discussion of primary sources will lead students to understand that the peoples of the Middle East found answers to the challenges posed by Western dominance based on their specific historical, cultural and socio-economic circumstances.

History 251: Latin America Since Independence (3 Credits)

Introductory survey of the history of Latin America from the era of independence (c. 1810-1825) through the early 1980s. Major themes include independence and sovereignty, postcolonialism and neocolonialism, nation- and state-building, liberalism, citizenship, economic development and modernization, social organization and stratification, race and ethnicity, gender relations, identity politics, reform and revolution, authoritarianism and democratization, and inter-American relations.

History 266: The United States in World Affairs (3 Credits)

A study of the United States as an emerging world power and the American response to changing status in world affairs. Emphasis on the relationship between internal and external development of the nation.

History 284: East Asian Civilization I (3 Credits)

An interdisciplinary survey of the development of East Asian cultures. An historical approach drawing on all facets of East Asian traditional life, to gain an appreciation of the different and complex cultures of the area.

History 285: East Asian Civilization II (3 Credits)

A survey of the historical development of modern Asia since 1700. Primarily concerned with the efforts of East Asians to preserve their traditional cultures in the face of Western expansion in the 18th and 19th centuries, and their attempts to survive as nations in the 20th century.

AREC 345: Global Poverty and Development (3 credits)

This interdisciplinary course explores social and economic development around the world. Topics include geography, democratization, political instability and conflict, health and education, agricultural development, micro-entrepreneurship, and an introduction to impact evaluation methods used to evaluate the efficacy of public policy aimed at alleviating poverty.

Skill Courses (13-24 credits)

World Languages (offered by SLLC) - 6-12 credits

Students must complete 2 semesters of a language, at a level determined by SLLC-administered testing. At least two courses (6-12 credits, depending on the language) must be taken in the same language for a minimum of basic proficiency. More courses are encouraged to acquire

professional fluency. Please see SLLC website for placement requirements and expectations. Students may only test out of this requirement if they demonstrate native or near-native fluency per ARHU/SLLC guidelines.

PLCY 304 Evaluating Evidence: Finding Truth in Numbers (4 credits)

Enables students to understand the research done by others with a sufficiently skeptical eye to allow them to determine whether the findings of the research are valid given the assumptions made and methods used. This will involve, in part, thinking about the various problems in research design or conduct that could lead to faulty conclusions. It will also involve being able to differentiate between credible sources of information and those that are not objective. At the conclusion of the course, students should be able to differentiate objective evidence from political argumentation.

PLCY306: Public Policy Analysis in Action (3 credits)

Utilizes our unique location in the Washington, D.C. region to create a laboratory within which to analyze local, regional, national and international policy problems. Students will be put into teams and assigned to real and timely policy cases. The course will include meetings and field trips with local leaders in the field, ideally connected to the cases. Student will then expand and apply their use of policy analysis and evaluation skills to define those problems, analyze alternative responses, devise appropriate strategies for implementation, and evaluate the success of the proposed policy and implementation. The course will conclude with team presentations to local leaders and faculty. This distinctive course will serve to prepare students for their client- based senior capstone course.

Statistical Analysis Course (3-4 Credits): Students must enroll in one of BMGT230, CCJS200, EDMS451, PSYC100, SOCY201, or STAT100.

Business Management 230: Business Statistics (3 credits)

Introductory course in probabilistic and statistical concepts including descriptive statistics, set-theoretic development of probability, the properties of discrete and continuous random variables, sampling theory, estimation, hypothesis testing, regression and decision theory and the application of these concepts to problem solving in business and management.

Criminology and Criminal Justice 200: Statistics for Criminology and Criminal Justice (3 credits)

Introduction to descriptive and inferential statistics, graphical techniques, and the computer analysis of criminology and criminal justice data. Basic procedures of hypothesis testing, correlation and regression analysis, and the analysis of continuous and binary dependent variables. Emphasis upon the examination of research problems and issues in criminology and criminal justice.

EDMS [Measurement, Statistics and Evaluation] 451 - Introduction to Educational Statistics (3

credits)

Introduction to statistical reasoning; location and dispersion measures; computer applications; regression and correlation; formation of hypotheses tests; t-test; one-way analysis of variance; analysis of contingency tables.

Psychology 200 - Statistical Methods in Psychology (3 Credits)

A basic introduction to quantitative methods used in psychological research.

Sociology 201 - Introductory Statistics for Sociology (4 Credits)

Elementary descriptive and inferential statistics. Construction and percentaging of bivariate contingency tables; frequency distributions and graphic presentations; measures of central tendency and dispersion; parametric and nonparametric measures of association and correlation; regression; probability; hypothesis testing; the normal, binomial and chi-square distributions; point and interval estimates.

Statistics 100: Elementary Statistics and Probability (3 credits)

Simplest tests of statistical hypotheses; applications to before-and-after and matched pair studies. Events, probability, combinations, independence. Binomial probabilities, confidence limits. Random variables, expected values, median, variance. Tests based on ranks. Law of large numbers, normal approximation. Estimates of mean and variance.

Thematic Tracks and Electives (15 credits)

Students will select a track by taking (a) the required anchor course for a given track, and (b) 2 electives linked to that track. An additional 2 electives can be taken within the selected track and/or from among other tracks (including anchor courses). Anchor courses are listed below – for tracked electives, see Appendix C.2.

TRACK 1: Security, Conflict, and Diplomacy

PLCY/GFPL 3XX: Foundations of Security, Conflict, and Diplomacy (3 credits) (required for Track 1) (formerly PLCY 288Q)

Introduces major concepts, debates, and challenges in international security policy. Some of today's problems have existed in various forms for centuries, such as potential conflicts between great powers, violence by governments against their own people and by terrorist organizations, and the disruptive effects of powerful new technology. Some are more recent, such as nuclear deterrence and non-proliferation, humanitarian crises, and human security. And others, including cyber security, drones, and climate change, are the leading edge of future security challenges. Fundamental questions about how to make the world safer will be a major theme of this course.

TRACK 2: Human Security and Migration

PLCY/GFPL 3XX: Foundations Human Security and Migration (3 credits) (required for Track 2) (formerly PLCY288W)

Today's most pressing problems do not stop at national borders. Meeting these challenges requires a range of state and non-state actors to work together. In this course, students gain familiarity with key actors in the global system and how they approach today's most intractable problems, including violent conflict, human rights, non-proliferation of weapons of mass destruction, migration, trade, climate change, and global health. How do countries, international organizations, multinational corporations, and nongovernmental organizations find ways to cooperate when their interests and capabilities sometimes differ drastically? What barriers exist that impede such cooperation?

TRACK 3: Development and Sustainability

PLCY/GFPL/AGNR 301: Sustainability (3 credits) (required for Track 3)

Designed for students whose academic majors would be enhanced by the complementary study of a widely shared but hard-to-operationalize aspiration: that present choices should preserve or improve future options rather than foreclose or degrade them. How should we understand sustainability? How might we achieve it? How would we know if we had achieved it? And how could sustainability activists of a rising generation lead by example?

Experiential Applications (3-6 credits)

Students must complete an experiential learning course by selecting from one of the following:

GFPL/PLCY 400: Senior Capstone (3 credits)

Prerequisite: PLCY306

Students will take the skills and knowledge gained through their curriculum and apply them through their senior capstone course. Students will work in teams on problems and issues presented by outside clients, with guidance from faculty facilitators and interaction with the clients. Each team will work with the client to address a particular problem and produce a mutually agreed upon outcome. These hands-on projects will advance students' understanding of the analytical, leadership, communication and problem solving skills necessary to address today's policy problems while allowing them to gain professional level experience that could contribute to their success in their post UMD endeavors. The course will conclude with an event that allows all teams to present their findings and outcomes to their client while being evaluated by faculty and public policy professionals.

GFPL/PLCY 309: Internship in Political Institutions (3-6 credits)

Prerequisite: Permission of School of Public Policy

Offers students supervised internship placements in state, local, federal, and global political or public policy organizations. (To be updated)

Approved Study Abroad

The Global and Foreign Policy Governing Council will review available student study abroad opportunities to identify options that allow students to become involved in the challenges and opportunities of policymaking in a non-U.S. context. Only vetted programs of study will qualify for the experiential learning component of the major.

Appendix C.2: Electives by Track

List of Electives, Global and Foreign Policy Major (by track). As students will select electives based on tracks and interest, not all of these courses will be regularly encountered by all students.

Track 1: Security, Conflict, and Diplomacy

HIST142 Looking at America through a Global Lens

Looking at America will focus on a thematic approach to the study of foreign -- negative and positive -- perceptions of America in the 20th century.

HIST224 Military History, 1494-1815

Survey of global military history from the European "discovery" of the Americas to the end of the Napoleonic Wars. Explores how the creation of professional armies, advancement of weapons technology, and evolution of military-civilian relations in Europe during these three centuries sparked the "Rise of the West".

HIST225 Modern Military History

The military history of Europe through an examination of the economic, financial, strategic, tactical, and technological aspects of the development of military institutions and warfare from the Congress of Vienna in 1815 to the present.

HIST266 The United States in World Affairs

A study of the United States as an emerging world power and the American response to changing status in world affairs. Emphasis on the relationship between internal and external development of the nation.

HIST328 Selected Topics in History

[Students may petition for credit for thematically-appropriate course such as 328L: Empires, Revolutions, and Cold War]

HIST339 Special Topics in History

[Students may petition for credit for thematically-appropriate course such as 339C: War, Genocide, and Resilience in Great Lakes Region]

HIST419 Special Topics in History

[Students may petition for credit for thematically-appropriate course such as 419P - Origins of Ethnic Cleansing in Russia/USSR]

HIST428 Selected Topics in History

[Students may petition for credit for thematically-appropriate courses such as 428B: Seven Revolutions in Postwar Africa]

PLCY388 Special Topics in Public Policy

[Students may petition for credit for thematically-appropriate course such as 388B - Secrets, Spies, and the State]

PLCY401 Contemporary Issues in Public Policy

[Students may petition for credit for thematically-appropriate course such as 401 Grand Strategy]

PLCY488 Advanced Topics in Public Policy

[Students may petition for credit for thematically-appropriate course such as 488P Science and Global Security]

Journalism 283 Probing War

What role should the American news media play when the United States is at war? Students will explore the realities of war through the work of journalists who pushed beyond the daily headlines, some risking life and limb, to challenge official versions and document uncomfortable realities about American conflicts.

SOCY265 War and Society

This course asks, why do nations make war the way they do? And how does the experience of waging war in this manner remake institutions, social and political relationships and even culture? To answer these questions, the course adopts a comparative and historical perspective, highlighting the ways nations organize and mobilize for armed conflict as well as how they define

'the enemy' against whom they direct armed force, and the ways these together shape the social consequences of warfare. Among the range of social consequences, we will focus on three: the experience of combat itself; the impact of war on class, race and gender relations; and the emergence of cultural values around armed conflict and the place of warfare and soldiers in society. The course concludes with almost a month devoted to making sense of the War in Ukraine and considering where to go from here.

ANTH416 Anthropology of Global Violence

An examination of anthropological approaches to the study of violence, drawing from key texts to analyze how violence operates along a continuum: from routine, sometimes invisible forms of violence embedded in everyday life, to more overt and exceptional forms. Consideration of the role of ethnography in elucidating both the subjective experiences of violence and the ways in which violence is embedded in institutions, structures, and global political-economic processes. Analysis of the specific relationships between violence, health, mental health, and trauma in local and global contexts. Jointly offered with ANTH616.

ISRL349 Investigating Topics in Israel Studies

[Students may petition for credit for thematically-appropriate courses such as 349G: Tzahal: The Israeli Military in State, Society, and its Middle Eastern Context]

BSST200 Terrorism Studies

Theories explaining the formation of terrorist groups and the motivations behind terrorist behavior, building upon theories from social psychology, sociology, political science, criminology, and history. The course examines the different levels of analysis for terrorism studies, the different methods scholars utilize for research, and the most prominent datasets in the field of homeland security. In addition, this course provides a review of various terrorist groups and ideological movements. The course concludes with an introduction to the different approaches to counter violent extremism and terrorism.

BSST 240 Understanding the Principles and Perils of CBRN Weapons

Explores the 'dark side' of scientific applications. Students will gain an understanding of CBRN Weapons, through the exploration of the scientific method, and certain fundamental principles of chemistry, biology, and physics. Students will also learn how to test hypotheses, use basic statistics, interpret results, and apply their new knowledge through discussions of practical applications in the domains of public health, emergency management, epidemiology, and threat assessment. Bringing these fields together in one class will allow students to better understand the use of and threat from CBRN weapons in terrorism.

BSST334 States of Emergency

Students will explore the manner in which crises unfold from the perspective of a variety of emergency response disciplines, including: emergency management, law enforcement, intelligence analysis, cyber analysis, risk communication, health and human services, and emergency psychiatry/psychology. Students will participate in a semester-long simulation of an unfolding terrorist attack.

BSST 337 Ideology and Social Conditions in the Making of Terrorism

This class focuses on the relations of ideology with social conditions in the historical context of the Middle East and North Africa in order to explain the process of the rise and domination of Islamist extremism and suicide terrorism as a dominant oppositional discourse in the region. Resting on a cognitive conception of ideology, this class focuses on the process in which ideological discourses shape the making of the terrorist mind.

BSST338 Special Topics in Terrorism Studies

[Students may petition for credit for thematically appropriate courses such as 338M: Counterterrorism and Countering Violent Extremism in Southeast Asia (study abroad)]

BSST370 Financing Terror and Hate

This course will discuss terrorist financial activities, initiatives focused on countering those financial activities, and sanctions policy. This course approaches these topics through various techniques including, structured analytic tools, such as weighted ranking methods, scenario trees, causal flow diagramming, hypothesis testing, utility analysis, as well as game theory and logic will be incorporated into the course to provide students a better framework to form analytic judgments. At the end of the course, students will have gained a solid foundational understanding of the financing and counter-financing of terrorists.

BSST373 Analyzing Terrorism: Simulations, Wargaming, and Strategies of Security

Introduces students to novel, applied methods to study terrorism and security, including simulations, wargaming exercises, and red teaming. This course assumes no prior experience with these methods. Throughout the course, students will complete activities to understand the behavior of militant groups and develop security strategies to counter violent non-state actors.

BSST375 Violent Non-State Actors in Latin America: Terrorism, Cartels, and Crime

Examines why non-state actors resort to violence and crime, what tactics and strategies they use, how they fund their existence, and what can be done to counter them. Throughout the course, students will be introduced to many different types of violent non-state actors, including terrorist organizations and criminal organizations. This will all be done in the context of Latin America and students will gain an in-depth understanding of the problems that plague individual countries, as well as which issues afflict the region as a whole.

BSST376 Al-Qaeda, the Islamic State, and Global Jihadist Movements

Provides an in-depth overview into global jihadist movements, with specific focus on the terrorist groups known as al-Qaeda and the Islamic State of Iraq and the Levant. In an effort for students to come to a common understanding of key terms that will be discussed throughout the course, a session will be devoted to understanding key concepts and terms related to Islamic history. The course will also examine the Islamic State's connection and ultimate divorce from al-Qaeda. The course will all examine group finances, as well as the rise of affiliates. The course will also explore the use of foreign fighters and social media, as well as global responses to these movements and groups.

FGSM330 Homeland and National Security Policy

An examination of the concept of U.S. homeland and national security, threats, and major vulnerabilities in the context of recent history.

FGSM360 U.S. Diplomacy and Policymaking

An examination of questions and issues in the practice of contemporary diplomacy and policy-making. Guest lecturers drawn from Washington policy-making and foreign service communities will visit class and participate in discussion.

FGSM370 Science Diplomacy: Foreign Policy & Science, Technology, and Innovation

An exploration of the critical roles scientific knowledge and technological innovation play in the formation and implementation of foreign policy issues, including energy and climate change, public health, space and innovation, and economic development.

ISRL283 The Israeli/Palestinian Conflict: Fundamental Questions

As has become evident virtually every year, the Palestinian-Israeli conflict retains its capacity to mobilize both sides against each other. Why are Palestinian Arabs and Israeli Jews unable to resolve their differences? This course uncovers some of the deeper explanations as to why the conflict persists, even as it changes over the decades.

ISRL 329 Special Topics in Israel Studies

[Students may petition for credit for thematically-appropriate courses such as 329P - Israeli Foreign and Security Policy]

ISRL349 Investigating Topics in Israel Studies

[Students may petition for credit for thematically-appropriate courses such as 349F - U.S Foreign Policy and the Arab-Israeli Conflict]

ISRL350 The End of the Israel-Arab Conflict?

Violence between Jews/Israelis and Arabs/Palestinians on both an inter-communal and inter-state level has been pervasive in the Holy Land for over a century. However, in the past few years, Israel has signed treaties with several Arab countries and more are likely in the near future. Is the larger Israel-Arab conflict ended, or nearly so? This course will examine the last 30 years to understand what has changed about these conflicts and what remains, and then explore different scenarios as to how peace may be possible and what it might look like.

NAVY100 Introduction to Naval Science

Introduction to the naval profession and concepts of sea power. Major topics explored are the mission, strategy, organization, and descriptions of the U.S. Navy and Marine Corps. Students will gain a basic understanding of warfighting capabilities, required leadership skills, training and education, and the duties and responsibilities of a U.S. Navy and Marine Corps Junior Officer. The student will learn Naval courtesy and customs, military justice, and nomenclature as well as the professional competencies required to become a naval officer.

NAVY101 Sea Power and Maritime Affairs

Introduces the student to the key themes of naval and maritime history. Curriculum presents an analysis through lectures, reading, and student discussion of the relationship of sea power to American history. Classical concepts and contemporary employment of sea power are examined by viewing historic and current naval and maritime developments.

NAVY302 Evolution of Warfare

Traces the development of warfare, from earliest recorded history to the present, with focus on the impact of major military theorists, strategists, tacticians, and technological developments. The student acquires an intermediate sense of strategy and develops an understanding of military alternatives and the impact of historical precedent on military thought and actions.

ARAB341 Filming War Zones: Representations of Wars in Iraq & Chechnya

Comparative study of ideological and cultural discourses in war films covering military conflicts in Iraq and Chechnya in late 20th-early 21st centuries. Materials include American, Middle Eastern, and Russian feature films and documentaries; theories of propaganda, ideology and popular culture. Taught in English.

GER3383 The 'Warrior' in German Culture: From Valiant Knights to Brazen Terrorists
Acknowledging the nexus between acts of military aggression and political apparatuses, this course examines the semiotic significance of literary and cinematic manifestations of the warrior at critical junctures in German history. Taking the warrior as its focal point, this course explores the intricate web connecting various forms of military conflict, political systems of power, and social conventions within Western civilization from Antiquity to today. Taught in English.

JAPN425 The Atomic Bomb in Literature and Memory

Study of declassified documents and commentary on the United States decision to use the bomb in 1945, the many ways Japanese writers have attempted to express their indescribable experiences in Hiroshima and Nagasaki, and the shaping of historical narratives and national identities in post-war Japan and the U.S. Taught in English.

PHIL446 Law, Morality, and War

An exploration of fundamental moral and legal issues concerning war.

GVPT411 Conflict in the International System

In this course, we will examine conflict, peace, and conflict resolution in contemporary international politics. We will interrogate what we mean by concepts such as peace, conflict, and violence, the different forms that these phenomena can take, and how we can measure their occurrence. We will discuss theoretical explanations for why individuals and groups have disputes, why these actors choose to use violence (or not) in these disputes, and ways in which violent disputes can be resolved peacefully. We will examine these arguments in a detailed study of conflicts in the Middle East, as well as by evaluating published articles that examine the effectiveness of conflict management strategies such as peacekeeping.

GVPT409. Seminar in International Relations and World Politics

Reading, writing, and research on topics in international relations and world politics. Both substantive issues and methodological approaches will be considered.

[Students may petition for credit for a thematically-appropriate course such as 409N: Nonviolent Resistance in the International System]

GVPT 414 International Relations of East Asia

An examination of international relations in East Asia, focusing mostly on Northeast Asia. The course will provide some background on the evolution of international politics in the region over the past several decades, and will examine several contemporary issues--including the North Korean nuclear issue, the relationship across the Taiwan Strait, and maritime disputes in the East and South China Seas--in depth.

Track 2: Human Security and Migration

ANTH210 Introduction to Medical Anthropology and Global Health

An introduction to the central concepts in medical anthropology and the anthropology of global health. This course is a survey of anthropological notions of health, disease, and the body in cross-cultural and global contexts, including classic and contemporary texts. It will provide an

examination of systems of knowledge and practice with regard to illness, healing, and global health inequities.

ANTH264 Immigration Policy, Immigrant Lives / IMMR219C Immigration Policy, Immigrant Lives

An examination of the phenomenon of international migration, or immigration. Students develop awareness of how immigration has been framed in the general public and examined by social science disciplines, most prominently anthropology. Examination of case studies of different immigrant groups in distinct geographic contexts will illuminate the varied incorporation experiences of immigrants into U.S. society.

ANTH265 Anthropology of Global Health

An overview of the growing field of global health including health care systems, medical practices, ideas about illness in cross-cultural contexts, issues of health development, global health inequity, and human rights issues. The course will focus on the history of global health, the critique of major international health agencies and their development paradigms, and the political economy of social inequalities and health.

ANTH323 Plagues, Pathogens and Public Policy

The impact of diseases on populations from prehistoric times through the present will be examined, along with public perceptions of disease, scientific breakthroughs on treatment and prevention, and the ways that politics and public health policies can enhance or impede the advancement of disease treatment. The natural history of disease, population structure, and immunity will be discussed. The class will address emerging and re-emerging diseases and the ways that first responders, researchers, and policy makers may affect the outcome of an outbreak.

ANTH402 - Politics of Humanitarianism

Explores the various political and moral considerations of humanitarianism and humanitarian thought. Analyzes "humanism," "aid," "rescue," "emergency," and "refugees" in the context of 20th and 21st century humanitarian crises and interventions, through ethnographic and historical research.

ANTH411 Global Migration and Health

The United Nations estimates that some 230 million people around the world are migrants who live outside their country of birth. This course focuses on these migrant populations, considering the implications of movement across borders and settlement in new societies on their health and well-being. We will investigate the social, political, and economic structures that shape disease and illness and produce differential access to health care for migrants. Within that context, we will explore the health effects of migration itself and particular health conditions from which

migrants suffer. We will also examine how migrants interface with differently configured health care systems as well as strategies they and their advocates use to promote health and well-being.

ANTH415 - Critical Global Health

Extends understandings of diverse health conditions facing world populations today and the science being made around them. Critically examines key issues in global aid and public health, with an emphasis on the theories, concepts, and methods of anthropology.

ANTH416 Anthropology of Global Violence

An examination of anthropological approaches to the study of violence, drawing from key texts to analyze how violence operates along a continuum: from routine, sometimes invisible forms of violence embedded in everyday life, to more overt and exceptional forms. Consideration of the role of ethnography in elucidating both the subjective experiences of violence and the ways in which violence is embedded in institutions, structures, and global political-economic processes. Analysis of the specific relationships between violence, health, mental health, and trauma in local and global contexts. Jointly offered with ANTH616.

Hist 220 - Atlantic World in Age of Exploration, Conquest, and Settlement

Study of encounters, exchanges, and clashes between Native Americans, Europeans, and Africans in the early modern Atlantic World. Examines conquest and colonial systems; movement of men and women and mixing of peoples, and the persistence of native folkways.

HIST222 Immigration and Ethnicity in America

The history of immigration and the development of diverse populations in the United States are examined. Topics include related political controversies, the social experiences of immigrants, ethnicity, generations, migration, inter-group relations, race, and diversity in American culture.

HIST2890 Lawlessness: From Pirates to Body-snatchers, Exploring the Legitimacy of Illicit Activity

Explores motives of and responses to the lawless behavior of pirates, body snatchers, bandits, vigilantes, smugglers and others worldwide from the 1500s to today.

Hist 290 - Can Jews Be Arabs?

For centuries, Jews inhabited the Islamic lands of the Middle East and North Africa. Their population has dropped from nearly one million a century ago to several tens of thousands today, mostly in Turkey and Iran. The vibrant and ancient Jewish communities of Iraq, Egypt, Syria, Morocco, Algeria, Libya, and several other countries were practically gone by 1970. One popular explanation for this exodus is that an "age-old schism between Jews and Muslims," in the words of the prominent historian Martin Gilbert, drove Jewish men and women to leave their historic homelands in the years following the first Arab-Israeli war of 1948. However, recent research

into these communities offers a more complex picture of their lives in Islamic lands in the 19th and 20th centuries and subsequent departure.

HIST428 Selected Topics in History

[Students may petition for credit for thematically-appropriate courses]

HIST466 Immigration and Ethnicity in the U.S.

Seminar exploring historical problems relating to US immigration, race, and ethnicity since 1848, with emphasis on cultural impacts of migration on immigrants, their children, and U.S. society.

Hist 329 Special Topics in History

[Students may petition for credit for thematically-appropriate courses such as 329O Lawlessness: From Pirates to Body-snatchers, Exploring the Legitimacy of Illicit Activity]

SOCY222 - Immigration and Ethnicity in America/SOCY322 - Immigration and Ethnicity in the US

The history of immigration and the development of diverse populations in the United States are examined. Topics include related political controversies, the social experiences of immigrants, ethnicity, generations, migration, inter-group relations, race and diversity in American culture.

SOCY398G Global Migration and the Israeli Case Study

Over 70% of Israel's population is made of first, second or third generation immigrants, who came from over 70 countries, making Israel an ultimate immigrant society. This course will focus on the history of Israel as a case study for the understanding of the historical phenomena of modern immigration.

SOCY415 Environmental Sociology

Overview of the field and theoretical themes within the area of environmental sociology and technology. Current issues are explored, including: environmental attitudes; environmental movements; environmental justice; globalization; global climate change; and garbage and food.

ISRL448R - Seminar in Israel Studies

[Students may petition for credit for thematically-appropriate courses such as 448R Introduction to Human Rights in Israel]

PLCY388 Special Topics in Public Policy

[Students may petition for credit for thematically-appropriate courses such as 388G Special Topics in Public Policy, Global Perspectives on Leading and Investing in Social Change]

PLCY 401 Contemporary Issues in Public Policy

[Students may petition for credit for thematically-appropriate course such as 401 Global Disease]

AREC365 World Hunger, Population, and Food Supplies

An introduction to the problem of world hunger and possible solutions to it. World demand, supply, and distribution of food. Alternatives for leveling off world food demand, increasing the supply of food, and improving its distribution. Environmental limitations to increasing world food production.

BSST337 Ideology and Social Conditions in the Making of Terrorism

This class focuses on the relations of ideology with social conditions in the historical context of the Middle East and North Africa in order to explain the process of the rise and domination of Islamist extremism and suicide terrorism as a dominant oppositional discourse in the region. Resting on a cognitive conception of ideology, this class focuses on the process in which ideological discourses shape the making of the terrorist mind.

BSST375 Violent Non-State Actors in Latin America: Terrorism, Cartels, and Crime

Examines why non-state actors resort to violence and crime, what tactics and strategies they use, how they fund their existence, and what can be done to counter them. Throughout the course, students will be introduced to many different types of violent non-state actors, including terrorist organizations and criminal organizations. This will all be done in the context of Latin America and students will gain an in-depth understanding of the problems that plague individual countries, as well as which issues afflict the region as a whole.

GEOG140 Natural Disasters: Earthquakes, Floods, and Fires

Catastrophic Environmental Events (CCE) that are becoming more common in this time of global environmental change and it is essential that today's students be equipped with the knowledge and skills to be leaders as we, as a society, understand the upheaval that these CCEs are causing. Students will examine how CCEs shape human society and ecosystem from the interdisciplinary perspective afforded by the field of Geography. Students will use the latest geographic science concepts and techniques in exploring these events. Using satellite imagery they will gain a multi-scale perspective of the ecological and societal aspects of the events.

GEOG 202 - Introduction to Human Geography

Introduction to what geographers do and how they do it. Systematic study of issues regarding social and cultural systems from a global to a local scale. Looks at the distribution of these variables and answers the question "Why here, and not there"?

GEOG330 As the World Turns: Society and Sustainability in a Time of Great Change

Cultural geography course on society and sustainability. Culture is the basic building block that is key to sustainability of societies. Course will cover sustainability of societies on different scales, examining local, regional, and worldwide issues. Sustainability will be examined as a key element of environmental sustainability. How societies adjust to rapid world change will be examined as a positive and/or negative factor in sustainability.

GEOG331 Introduction to Human Dimensions of Global Change

Introduction to global-scale interrelationship between human beings and the environment. The development of global issues including but not limited to the environment, food, energy, technology, population, and policy.

ISRL283 The Israeli/Palestinian Conflict: Fundamental Questions

As has become evident virtually every year, the Palestinian-Israeli conflict retains its capacity to mobilize both sides against each other. Why are Palestinian Arabs and Israeli Jews unable to resolve their differences? This course uncovers some of the deeper explanations as to why the conflict persists, even as it changes over the decades.

ISRL350 The End of the Israel-Arab Conflict?

Violence between Jews/Israelis and Arabs/Palestinians on both an inter-communal and inter-state level has been pervasive in the Holy Land for over a century. However, in the past few years, Israel has signed treaties with several Arab countries and more are likely in the near future. Is the larger Israel-Arab conflict ended, or nearly so? This course will examine the last 30 years to understand what has changed about these conflicts and what remains, and then explore different scenarios as to how peace may be possible and what it might look like.

ARAB341 Filming War Zones: Representations of Wars in Iraq & Chechnya

Comparative study of ideological and cultural discourses in war films covering military conflicts in Iraq and Chechnya in late 20th-early 21st centuries. Materials include American, Middle Eastern, and Russian feature films and documentaries; theories of propaganda, ideology and popular culture. Taught in English.

ARAB410 Ideology of Stereotyping: American and Middle Eastern Film and Television

Exploration of cultural stereotyping, using examples from American and Middle Eastern cinema and television. Students will examine ideological constructs of Otherness and its history, including Orientalism; propaganda techniques; and audiovisual aspects of stereotyping. While the focus is on American and Middle Eastern cultural production, the course will engage broader issues of stereotyping in contemporary society and media. Readings include theories of propaganda and cultural ideology.

CHIN425 Ethnic and Cultural Diversity in China

This course looks into ethnic and cultural diversity in China. It examines the evolution of the People's Republic of China's (PRC) ethnic policies in relation to nation-state building over the last six decades. Specifically, it studies how the PRC has categorized the Chinese people into 56 ethnic groups, how it has made affirmative action policies to accommodate ethnic diversity, and what problems its approaches have experienced and what solutions it has proposed in its accommodation of ethnicity and diversity in the 21st century. To examine the above issues, the course introduces and applies the concepts of ethnicity, nationality, ethnic nationalism, civic nationalism, identity, social Darwinism, the Soviet model of multinational state building, the Chinese model of inclusive Chinese nation state building, citizenship, individual rights, group rights, equality, and diversity.

FREN387 Critical Writing on France and the French-Speaking World

Intensive writing course based on focused study of issues and concerns drawn from French and Francophone literatures, films, and cultures. Elements of style, review of grammar. Taught in French.

FREN421 Francophone African Film

Imaginary and Memory in the reality of Francophone African Film from 1960-present. Taught in English.

GERS441 Border Crossings and Cultural Transfers

Border Crossings and Cultural Transfers emphasizes the transnational and global dimensions of German culture, analyzing the interrelationship of dominant and minority cultures within Germany and/or the impact of German cultures abroad. Topics include migration, exile, (post)colonialism, and globalization. Taught in German.

GERS444 The German-Jewish Experience

Focuses on the German-Jewish experience as a key dimension of European history, literature, and culture. Topics include Heinrich Heine, German-Jewish authors and texts, and the Holocaust in literature and film.

RUSS287 The Power of the Word: Freedom of Speech in the U.S. and Russia

The central theme is the abiding human propensity to ask questions, to use language to pursue inquiry. To be a "critical thinker," one must develop the habit and discipline of asking questions and challenging assumptions. Through a comparative approach to the US and Russian experiences, we will explore the role of language and its power in different political and social systems. We will explore such questions as: Why is free speech so fiercely defended in a democracy and such a threat to totalitarianism? What is the relationship between free speech, political power and dissent? Is the pen still mightier than the sword, even in the nuclear age? What has shaped our current attitudes toward freedom of expression? How has the concept of

political free speech been extended to include freedom of expression in general, such as in the creative arts? What role do new technologies play in the arena of free speech debates? We will explore how freedom of speech and expression has been defended or its suppression justified in the US and Russia. We will practice the art of questioning and constructing counter-arguments throughout the course.

RUSS336 Soviet Cinema and Empire

Examination of the concepts of "empire" and "nation" through their representation in Soviet cinema. Taught in English.

SPAN222 Cultural Difference in Contemporary Latin America

Introduction to representations and expressions in Latin America: cultural stereotypes, representations of difference, forms of discrimination, sublimation of difference into national identity, and the staging of the other. Taught in English.

SPAN225 Cultures of the Contact Zones - Seville, Al-Andalus and the Atlantic World

Content is broad enough to deal with issues of multiculturalism in Spain but also specific enough to center on the city of Seville and the Andalusian region.

SPAN405 North American Neomedievalism: the U.S. East Coast and 16th-Century Spain

The fall of the Roman Empire certainly did not affect North America, but the European Middle Ages created several patterns of expansion that, with considerable transformations, are present in North America and all over the world. Through the study of Neomedievalism, students will be able to better understand today's national and international relations. We will read scholarship that helps us understand that it is not an accident that we have replicas of medieval villas and that we are increasingly interested in developing games and producing movies that replicate medieval life. We will also study why the failure and success of social and economic systems of the past have influenced modern civilizations and why the loaded concepts of "barbarian" and "foreign" have not disappeared. Taught in Spanish.

SPAN407 Early Modern US and Early Modern Spain: A Common History

The impact of Spanish early modern literature, cartography and architecture in the US Atlantic Coast (Labrador Peninsula to Florida). The class will start with readings that will provide a general overview of the Spanish presence in the US and its role in the early history of this country. We will continue reading about the voyages of exploration to the US East Coast of 1521-1526, which were sponsored by a Spaniard, Lucas Vazquez de Ayllon. These voyages subsequently resulted in a territory named "Tierras de Ayllon" (from Florida to the Chesapeake Bay). These Lands of Ayllon were located on the settlement of Chicora and the Missions of Ajacan and San Miguel de Gualdape. We will focus on the history and the geographical location of these Spanish establishments; they paralleled geographically and anteceded chronologically those of the British

colony at Roanoke (1585) and the eventual establishment of Jamestown (1607). Taught in Spanish.

SPAN422 Intercultural Communication and Negotiation

Focuses on the relationship of language and culture of those operating in world markets. Particular attention will be given to intercultural communication, linguistic systems, culture specific perceptions of, and negotiation with, the Spanish-speaking world. Taught in Spanish.

GLBC 360: Cultural Theory in a Global Age

Examines the need to think beyond established frameworks, including the national-cultural paradigm, for apprehending literature, cinema, and other forms of cultural production in a global age. We will read and discuss theories that respond to and engage with the increased flow of ideas, bodies, and texts in an era characterized by globalization, migration, and neoliberal capitalism. We will also analyze literary texts, films, and cultural movements that emerge from and address the geopolitical transformations and challenges of the present. Students are expected

to address topics comparatively across different languages, as appropriate for their level of linguistic proficiency. The range of connections between language and cultural expression and understanding is a central topic of the course.

GVPT406 International Organizations

A basic introduction to the full range of international organizations that have come into being over the past century and one-half, including those that aspire to be universal or global, those with a geopolitical or regional focus, and those that address specific structural or functional areas of human endeavor or issue areas.

GVPT409: Seminar in International Relations and World Politics

Reading, writing, and research on topics in international relations and world politics. Both substantive issues and methodological approaches will be considered.

[Students may petition for credit for a thematically-appropriate course such as 409N: Nonviolent Resistance in the International System]

Track 3: Development and Sustainability

PLCY 388 Special Topics in Public Policy

[Students may petition for credit for thematically-appropriate course such as 388G Special Topics in Public Policy, Global Perspectives on Leading and Investing in Social Change]

PLCY 488 Advanced Topics in Public Policy

[Students may petition for credit for thematically-appropriate course such as 488B - Advanced Special Topics in Public Policy; Disease and Disaster as Challenges to Development]

PLCY 401 Contemporary Issues in Public Policy

[Students may petition for credit for thematically-appropriate course such as 401 - Global Development]

ANTH210 Introduction to Medical Anthropology and Global Health

An introduction to the central concepts in medical anthropology and the anthropology of global health. This course is a survey of anthropological notions of health, disease, and the body in cross-cultural and global contexts, including classic and contemporary texts. It will provide an examination of systems of knowledge and practice with regard to illness, healing, and global health inequities.

ANTH242 Fire, Farming and Climate Change: An Archaeology Take on the History of Human Impacts on our Planet

An examination of why climate changes, the methods for recording climate change, and case studies of the varied responses of past human societies to climate change in different geographic regions and time periods with varying socio-political and economic systems.

ANTH 265 Anthropology of Global Health

An overview of the growing field of global health including health care systems, medical practices, ideas about illness in cross-cultural contexts, issues of health development, global health inequity, and human rights issues. The course will focus on the history of global health, the critique of major international health agencies and their development paradigms, and the political economy of social inequalities and health.

ANTH266 Changing Climate, Changing Cultures

Explore past, present, and future interactions between humans and climate. Discussions, methods-oriented activities, and case study analyses provide students a foundation for appreciating the role of anthropology in understanding, responding to, and preparing for climate change.

ANTH415 - Critical Global Health

Extends understandings of diverse health conditions facing world populations today and the science being made around them. Critically examines key issues in global aid and public health, with an emphasis on the theories, concepts, and methods of anthropology.

HIST205 Environmental History

An exploration of the way different societies have used, imagined, and managed nature. Includes examination of questions of land use, pollution, conservation, and the ideology of nature, especially but not exclusively in Europe and North America.

HIST405 Environmental History

An introduction to the key issues and methods of environmental history. The scope of the subject is discussed, as well as its relationship with other disciplines, such as ecology, anthropology, and geography. A primary focus is environmental change in history with emphasis on the American experience.

Hist 329 Special Topics in History

[Students may petition for credit for thematically-appropriate courses such as 329O Lawlessness: From Pirates to Body-snatchers, Exploring the Legitimacy of Illicit Activity]

HIST429 Special Topics in History

[Students may petition for credit for thematically-appropriate courses such as 429V - History of Global Warming]

ISRL349 Investigating Topics in Israel Studies

[Students may petition for credit for thematically-appropriate courses]

AREC210 The Food Chain: What Happens As Your Food Goes From Farm to Table

How can we feed a growing global population, reduce farming's environmental damage, and provide a healthier diet, all in the face of climate change? The course explores these global food system challenges in the context of the food supply chains that link farms, input providers, traders, food processors, retailers, consumers, and governments. We assess how supply chains are organized; how they use technologies; and how they can create organizations, develop new technologies, and adapt food production practices to meet these four major challenges facing the global food system.

AREC240 Introduction to Economics and the Environment

Costs and social impacts of pollution and human crowding in the modern environment. The economic, legal and institutional causes of these problems. Public policy approaches to solutions and the costs and benefits of alternative solutions.

AREC241 Environment, Economics and Policy

How can economics help us understand modern environmental problems and design better policies to solve them? This course studies the relationship between the economy,

environment and policy. The importance of production, consumption, externalities, property rights and public goods in environmental issues is examined. Technological and incentive-based solutions are considered. Students will apply these concepts to evaluate current controversial environmental problems.

AREC365 World Hunger, Population, and Food Supplies

An introduction to the problem of world hunger and possible solutions to it. World demand, supply, and distribution of food. Alternatives for leveling off world food demand, increasing the supply of food, and improving its distribution. Environmental limitations to increasing world food production.

AREC447 The Economy of China

An introductory survey course of economic development in China with emphasis on understanding the process of economic reform in mainland China since 1978.

AREC454 The Economics of Climate Change

The role of economics in the formation of climate policy; basic concepts of environmental economics including efficiency, externalities, and policy instruments; economic models of intertemporal decisions and decision making in the face of uncertainty. Applied economic analysis of specific issues and current policy initiatives.

AREC456 Energy and Environmental Economics/AREC457 Energy, Climate Change, and Options for a Low-Carbon Economy

Economic theory and empirical methods are used to study problems of energy, the environment, and the economy. It examines the extraction, production, and use of energy and market institutions and regulatory approaches used to correct market failures. Topics covered include: oil and natural gas markets, management and design of electricity markets, renewable energy, non-market valuation, climate change, and transportation policies.

GEOG110 The World Today: Global Perspectives

The most critical issue facing the world today is the sustainability of both human and physical systems in the 21st century. This class uses the context of regions of the world to explore the 21st century issues of climate change, development, politics, economy, and demography. Each region will be used to highlight aspects of sustainability.

GEOG130 Development Geography: Environmental & Social Justice

The geography of economic, social, and environmental well-being and inequality. The course will provide an integrated perspective on the causes, interconnections, and consequences across time and space of, among others, globalization, climate change, poverty, employment,

migration and urban growth, agricultural productivity, rural development, policies and international trade. Portraits of selected countries and regions will be developed.

GEOG330. As the World Turns: Society and Sustainability in a Time of Great Change

Cultural geography course on society and sustainability. Culture is the basic building block that is key to sustainability of societies. Course will cover sustainability of societies on different scales, examining local, regional, and worldwide issues. Sustainability will be examined as a key element of environmental sustainability. How societies adjust to rapid world change will be examined as a positive and/or negative factor in sustainability.

GEOG331 Introduction to Human Dimensions of Global Change

Introduction to global-scale interrelationship between human beings and the environment. The development of global issues including but not limited to the environment, food, energy, technology, population, and policy.

FGSM340 Energy and Environmental Policy

An examination of issues of energy and environmental sustainability through an investigation of policy-making in energy, climate change, and sustainable development.

FGSM390 Global Health Challenges and Water Security

An examination of questions and issues of global health and water security. Expert practitioners will also visit class and participate in discussions.

ENST100 International Crop Production-Issues and Challenges in the 21st Century

Examines the role of crop production in elevating humans out of poverty in developing countries. It will introduce students to the basic principles of plant and soil science underlying the international production of food crops and world food security. The role of multinational agencies such as the World Bank in the promotion of sustainable crop production using environmentally-sound technologies will also be discussed.

ENST233 Introduction to Environmental Health

Examines how humans are affected by the quality of our air, water, soil and food supply as well as how human activities alter these survival necessities. Students will learn how the evolution and prosperity of human populations have resulted in degradation of our environment and the impact of environmental degradation on the health of people. The implications of individual and collective choices for sustainable food production, population management, and resource utilization will be explored.

SLLC471 The Cultural Environment of Global Business

The goal of this course is to provide students with an understanding of cultural aspects pertaining to global business, and thereby increasing their awareness of the cultural factors that motivate decisions and behavior in the business world. Students will gain an understanding of how the business cultures in the rest of the world diverge from the American, and develop the cultural understanding, attitudes, and communication skills needed to function appropriately within an increasingly global and multicultural working environment.

SLLC473 European Business Cultures

The goal of this course is to provide students with an understanding of cultural aspects pertaining to European business, and thereby increasing their awareness of the cultural factors that motivate decisions and behavior in the European business world. Students will gain an understanding of how the European business cultures diverge from the American, and develop the cultural understanding, attitudes, and communication skills needed to function appropriately within an increasingly global and multicultural working environment.

CHIN411 Business Chinese

Conversation, reading, and writing applicable to Chinese business transactions, social meetings, and meetings with government organizations, plus background material in English on professional business practices and social customs associated with business.

CHIN425 Ethnic and Cultural Diversity in China

This course looks into ethnic and cultural diversity in China. It examines the evolution of the People's Republic of China's (PRC) ethnic policies in relation to nation-state building over the last six decades. Specifically, it studies how the PRC has categorized the Chinese people into 56 ethnic groups, how it has made affirmative action policies to accommodate ethnic diversity, and what problems its approaches have experienced and what solutions it has proposed in its accommodation of ethnicity and diversity in the 21st century. To examine the above issues, the course introduces and applies the concepts of ethnicity, nationality, ethnic nationalism, civic nationalism, identity, social Darwinism, the Soviet model of multinational state building, the Chinese model of inclusive Chinese nation state building, citizenship, individual rights, group rights, equality, and diversity.

GERS411 German for International Business I

Advanced skills in German for international business, including understanding and writing correspondence, reports, graphics, ads, etc., according to current German commercial style.

ITAL306 Commercial Italian I

An introduction to Italian Business language and culture. Special emphasis on communicative strategies used in business transactions and applications. Reading and discussion of relevant articles relating to business world from on-line newspapers and magazines.

SPAN370 Spanish for Business I

Business Spanish terminology, vocabulary and practices. Emphasis on everyday spoken and written Spanish. Readings and discussions of Spanish commercial topics. May include exposure to Spanish commercial topics. May include exposure to Spanish business environments. Taught in Spanish.

PHIL 261 Philosophy of the Environment

An evaluation of different kinds of arguments for the claim that the natural environment should be preserved. Perspectives cut across the disciplines of philosophy (environmental ethics and philosophies of nature); economics (cost-benefit analysis); and biology (evolution, ecology, environmental studies).

GVPT404 Political Economy of Foreign Aid

The world spends hundreds of billions of dollars on foreign aid every year. The effects of this aid spending are controversial. Research supports both pessimistic and optimistic views of foreign aid's effectiveness, with little consensus. Where does aid money go? What are the motivations of aid donors? Is foreign aid effective at achieving its goals? Why or why not? This course is designed to survey the promise and the challenges of foreign aid as a policy tool. The first half of the course will focus on the motivations and goals of foreign aid. We will consider various foreign aid donors, such as countries, institutions, and individuals, to understand the motivations behind and effects of foreign aid. We will create a typology of foreign aid agendas, motivations, and donors. The second half of the course will consider the challenges specific to foreign aid. This includes both technical challenges and political challenges. We will consider the strategies that aid donors and organizations have taken to try to overcome these challenges.

ECON315 Economic Development of Underdeveloped Areas

Analysis of the economic and social characteristics of underdeveloped areas. Recent theories of economic development, obstacles to development, policies and planning for development.

ECON317 Global Economic Policies

Analysis of policy options and debates on fostering economic growth and development in a global economy where national boundaries are no longer relevant. Topics covered will include real loanable funds markets in both local and international contexts during normal conditions and during financial crises, the design of trade and industrial policies, and the role of the World Bank, IMF, WTO, and other international agencies as well as regional and bilateral trade agreements. Emerging economies will be emphasized.

ECON340 International Economics

Introduces economic models of international trade and finance. Analyzes policies designed to promote and restrict international trade and to manage exchange rates and impact international capital flows.