



UNIVERSITY OF
MARYLAND

OFFICE OF THE PRESIDENT

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May 8, 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 Culture and Thought. 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
Stephanie Shonekan, Dean, College of Arts and Humanities



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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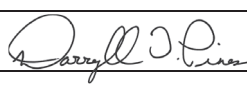
Each action below requires a separate proposal and cover sheet.

- | | |
|---|---|
| <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 Amount: 850	Date Submitted: 4/25/2025
Submitted: <input type="radio"/> No	Type: <input type="radio"/> Check # JJ551994		

Department Proposing Program	School of Languages, Literatures, and Cultures		
Degree Level and Degree Type	Bachelor's; Bachelor of Arts		
Title of Proposed Program	Global Culture and Thought		
Total Number of Credits	120		
Suggested Codes	HEGIS: 119900		CIP: 09.0907
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 submission 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: 05/08/2025
	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 Culture and Thought**. This program will be housed within the College of Arts and Humanities' School of Languages, Literatures, and Cultures. The Global Culture and Thought program will foster the multilingual study of the cultures of the globalized world through classroom and experiential learning. The program will enable students to explore and interpret the histories, institutions, values, practices, varieties, and intersections of global cultures as they are produced and received across national and regional boundaries. Unlike traditional language bachelor's programs, which separate language acquisition from cultural study, this BA program allows students to explore culture alongside or prior to language study, engage in the advanced study of more than one language—including heritage and third-language options—and connect with faculty around their interests early in their academic careers.

Relation to Strategic Goals. As Maryland's flagship campus and a national leader in higher education, UMD strives to provide exceptional and affordable instruction for the state's most promising students, regardless of income. As one of the country's first land-grant institutions, UMD uses its research, educational, cultural, and technological strengths in partnership with state, federal, private, and non-profit sectors to promote economic development and improve the quality of life in the state and the region. One of the commitments listed in UMD's [2022 Strategic Plan](#), "Fearlessly Forward in Pursuit of the Public Good," is to "accelerate solutions to humanity's grand challenges—within our communities and around the globe." The BA program in Global Culture and Thought is designed to prepare students for the opportunities and challenges of citizenship, employment, and intellectual life in the globalized world. Cultivating multilingualism and critical awareness of humanity's grand challenges—including climate change, migration, transformations in media culture, medicine and health, and social justice issues—the curriculum develops students' knowledge of the interpretive methods of the liberal arts and humanities, while also offering the chance to apply this knowledge through internships, practicums, service-learning, and approved education abroad.

Funding. The program will draw on the physical facilities, administrative infrastructure and instructional resources already available within the School of Languages, Literatures, and Cultures and the College of Arts and Humanities.

Institutional Commitment. The program will be administered by the School of Languages, Literatures, and Cultures, which has the administrative infrastructure and faculty resources to shift some of its resources for this new program. As designed, the program will be a good fit for students who want to double-major with other programs across campus and world language programs in particular.

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

Need. The Global Culture and Thought program addresses a compelling statewide societal need for globally competent, culturally literate, and multilingual graduates prepared to navigate an increasingly interconnected world. As Maryland's population diversifies and its

economic and civic sectors deepen their engagement with global communities, the demand for professionals with strong intercultural understanding and communication skills grows more urgent. This program responds to that need by preparing students to think critically about global movements, cultural intersections, and social justice across national and regional boundaries.

The Global Culture and Thought BA integrates core interpretive methods of the humanities—such as textual analysis, historical contextualization, critical theory, and cross-cultural comparison—to help students analyze global texts, media, and cultural practices. These methods not only cultivate ethical reflection and critical thinking, but also develop the skills necessary for effective intercultural communication by teaching students to understand diverse worldviews, navigate cultural difference, and articulate ideas with sensitivity and clarity across linguistic and cultural boundaries. In doing so, the program equips students to engage thoughtfully and responsibly in a globally connected world.

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. Grounded in the humanities, the program reimagines cultural and language education through a flexible, interdisciplinary curriculum that emphasizes experiential learning, multilingualism, and critical engagement with global challenges. Rather than creating a new program with an entirely new set of courses, the program builds on the School of Languages, Literatures, and Cultures’ extensive language offerings to allow students to integrate their interests in language and communication with specialized courses in global cultural studies. The program also follows action items listed under the State Plan’s Priority 8: “Promote culture of risk-taking.” It breaks from traditional disciplinary models by allowing students to study culture alongside or even before intensive language study, incorporates flexible curriculum designed to accommodate double majors, and embeds experiential learning directly into the degree requirements. This adaptive, student-centered design exemplifies the kind of thoughtful innovation the State Plan calls for—offering new academic pathways that reflect how students learn best and how they will engage the world beyond graduation.

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

Market demand data does not lend itself to liberal arts programs such as this in a straightforward way. We expect many students to double major with other academic programs. The program will provide added value to any career where strong intercultural communication skills, global awareness, and the ability to analyze complex cultural and social issues are an asset. According to the Maryland Department of Labor, several relevant occupational categories were projected to grow significantly between 2022-2032, including community health (17%), public relations specialists (9%) and postsecondary teaching in area and cultural

studies (14%).¹ These are just a few of the fields that would benefit from the linguistic proficiency, cultural literacy, and analytical capabilities that the Global Culture and Thought BA develops.

Employer surveys conducted by the American Council on the Teaching of Foreign Languages (ACTFL) have identified an urgent and growing demand for multilingual employees, with 90% of U.S. employers relying on workers who speak languages other than English and 32% reporting high dependency. Many employers report difficulty finding candidates with sufficient language skills—an issue this program is designed to address. As Maryland continues to diversify, the Global Culture and Thought BA directly responds to the regional workforce need for graduates who can navigate cross-cultural contexts and contribute meaningfully to multilingual, globalized work environments. The program expects to graduate approximately 15–20 students annually at steady state, a modest number that will help meet this demand without duplicating existing programs in the state.

D. Reasonableness of Program Duplication

The BA in Global Culture and Thought is distinct from other programs in Maryland and does not present an unreasonable duplication of existing offerings. While a small number of institutions in the state offer degrees in global or international studies, these programs are typically situated within political science or social science departments and emphasize international relations, economics, or policy. In contrast, the Global Culture and Thought BA is firmly grounded in the humanities, with a curriculum centered on language study, literary and cultural analysis, and interpretive methods drawn from fields such as history, media studies, and cultural theory. The curriculum draws entirely from within the School of Languages, Literatures, and Cultures, ensuring coherence and depth while enabling cross-cultural engagement across a wide array of languages and regional perspectives. Thus, intercultural communication is really the focus of the program.

Given the program’s distinctive structure, emphasis on the humanities, and modest projected enrollment (15–20 graduates per year), the Global Culture and Thought BA complements rather than competes with existing programs in the state and contributes meaningfully to the diversity of Maryland’s higher education landscape.

E. Relevance to Historically Black Institutions (HBIs)

The Global Culture and Thought BA is not anticipated to negatively impact programs at Maryland’s Historically Black Institutions (HBIs). While some HBIs offer programs with related themes, such as global studies or interdisciplinary perspectives, the Global Culture and Thought program is uniquely focused on the humanities, with a strong emphasis on language learning, literary and cultural analysis, and interpretive methods grounded in fields such as history,

¹ Maryland State Department of Labor: Maryland Long Term Occupational Projections (2022-2032): <https://labor.maryland.gov/lmi/iandoproj/maryland.shtml>

media studies, and cultural theory. It also includes a robust experiential learning component and is housed entirely within the School of Languages, Literatures, and Cultures.

For example, Coppin State University offers a BA in Global Studies, but its curriculum focuses more heavily on international affairs and does not have a comparable emphasis on multilingualism or humanities-based inquiry. Similarly, Morgan State University's BS in Interdisciplinary Global Perspectives and Practices is situated in a social science framework and does not require language study.

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

We do not anticipate any negative impacts on the identities of Maryland's Historically Black Institutions. As noted above, the proposed Global Culture and Thought program is rooted in the humanities and housed within the School of Languages, Literatures, and Cultures, drawing on existing language and culture courses. The curricular design—centered on multilingualism, cultural theory, and experiential learning—does not overlap with the focus of existing HBI programs. Given its distinctive emphasis and modest projected enrollment, the Global Culture and Thought BA enriches the state's higher education landscape while fully respecting the uniqueness and mission of Maryland's HBIs.

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

Curricular Development. The Global Culture and Thought curriculum was developed in response to both external and internal drivers. A 2018 ACTFL survey found that 90% of U.S. employers rely on employees with language skills beyond English, but many face a language skills gap—highlighting the urgent need for culturally competent, multilingual professionals. Internally, a 2017 survey of nearly 1,900 students in language courses revealed strong interest in language learning for professional purposes, but many cited scheduling conflicts as a barrier to majoring in a language. The Global Culture and Thought BA addresses these challenges with a flexible, interdisciplinary program to better accommodate double majors. The curriculum was collaboratively developed and refined by an interdisciplinary faculty committee to ensure academic rigor and alignment with evolving student needs and institutional priorities.

Faculty Oversight. The School of Languages, Literatures, and Cultures will provide academic direction and oversight for the program. Appendix A has a list of faculty who will teach in the program.

Educational Objectives and Learning Outcomes. The major in Global Culture and Thought is designed to prepare students for the opportunities and challenges of citizenship, employment, and intellectual life in the globalized world. With an emphasis on intercultural communication, multilingualism, and critical approaches to understanding diversity, Global Culture and Thought teaches fundamental skills required for a range of professional careers: critical thinking; historical awareness; research; information and media literacy; cogent development of ideas; analysis and argumentation; ability to work individually and as part of a team; and effective

communication in written, oral, and digital contexts. The learning outcomes for the program are as follows:

1. Demonstrate knowledge of the histories, institutions, values, practices, varieties, and intersections of global cultures as they are produced and received across national and regional boundaries.
2. Use the terminology and interpretive methods of humanities disciplines, including cultural theory, to interpret and analyze global movements and literary, cultural, and media texts.
3. Critically analyze issues of power related to gender, sexuality, class, race/ethnicity, and/or mental and physical disability with attention to differences across time, geography, and culture and with critical awareness of one's own worldview, values, and biases.
4. Critically interpret literary, cultural, and media texts reflecting a diversity of perspectives in a variety of genres with specific attention to their social, historical, and linguistic contexts, and formulate original arguments with reference to appropriate evidence and secondary sources.
5. Communicate effectively in written, oral, and digital forms, with the academic community and with the broader public.
6. Demonstrate an appropriate level of proficiency in at least one language other than English.

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

Course requirements. The Bachelor of Arts in Global Culture and Thought program will require 39 credits and will draw from existing world language courses. A list of courses and descriptions is included in Appendix B. Please note that GLBC will be a new course prefix and does not yet exist in the current academic catalog.

Course	Course Title	Credits
Core Courses		
GLBC200	Global Movements	3
GLBC360	Cultural Theory in a Global Age	3
Language Study (select one of the following options)		12
One language: 12 credits at the 200-level or above	(12 Credits in one language; see list below)	
or		
Two languages: 6 credits in each language at the 200-level or above	(6 credits in one language and 6 credits in another; see list below)	
Experiential Learning (choose from the following to total 6 credits)		6

Various	Education abroad, internships, on-campus learning communities (e.g., Language House, Language Partner Program), or experiential courses (e.g., ARAB386, CHIN369)	
Upper-Division Electives (select one of the following options)		15
One language: 15 credits at the 300-level or above in one language	(15 credits in one language program or in Cinema and Media Studies; see list below)	
or		
Two languages: 9 credits in one language, 6 in another language, all at 300-level or above	(9 credits in one language and 6 credits in another language; see list below; Cinema and Media Studies may also be used)	
Optional course (may be used to complete the 15-credit Upper-Division Elective requirement)		
GLBC350	Translation in Global Context (3 credits)	

List of approved languages:

Arabic	Hebrew	Persian
Chinese	Italian	Portuguese
French	Japanese	Russian
German	Korean	Spanish

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 Languages, Literatures, and Cultures is not planning to contract with another institution or non-collegiate organization for this program.

Student Support. Students enrolled in this program will have access to all the resources necessary to succeed in the program and make the most of the learning opportunity. Students entering the university as either first-time college students or transfer students will learn about the program through their orientation program. The School of Languages, Literatures, and Cultures’ existing advising staff will support the students in this program. The School does not

anticipate the proposed program placing significant additional burdens on the department's administrative infrastructure.

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. Because the program leverages existing course offerings in the School of Languages, Literatures, and Cultures, a core group of faculty is already in place.

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 1):

This table assumes an enrollment of 20 full-time students and 5 part-time students per year. The reallocated resources reflect that (1) some funds will be shifted from within the College of Arts and Humanities and School of Languages, Literatures, and Cultures to support new courses and (b) existing language courses have the capacity to handle students in the major.

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 2):

The administrative staff and faculty are already in place to operate this program. A small number of new courses will be offered for the major, but we expect no significant additional expenditures for the program.

1. Line 1 reflects the faculty who will teach the new courses in the program as well as the faculty who will continue their activities within their School of Languages, Literatures, and Cultures unit (e.g., French, Spanish, etc.).
2. Line 2 reflects the administrative support, which is also already in place in the School of Languages, Literatures, and Cultures.
3. 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 Culture and Thought BA is deeply aligned with the goals of promoting access, inclusion, and success for minority students. Issues regarding race, equity, and justice are prominent within the curriculum. The program fosters critical engagement with global cultures, identities, and power structures. The program also builds on the School of Languages, Literatures, and Cultures' long-standing commitment to inclusive pedagogy, diverse faculty hiring, and multilingual education. Advising and mentoring are designed to support students from a wide range of backgrounds, and outreach efforts—such as recruitment through Maryland Day, the Language House, and collaborations with ARHU and the Office of Undergraduate Admissions—prioritize engaging underrepresented student populations. In all these ways, the Global Culture and Thought BA directly contributes to the University of Maryland's strategic commitment to excellence through diversity and student achievement.

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 1: Resources

Resources Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$175,000	\$180,250	\$185,658	\$191,227	\$196,964
2. Tuition/Fee Revenue (c+g below)	\$0	\$0	\$0	\$0	\$0
a. #FT Students	10	20	20	20	20
b. Annual Tuition/Fee Rate	\$23,025	\$23,716	\$24,428	\$25,160	\$25,915
c. Annual FT Revenue (a x b)	\$230,254	\$474,323	\$488,553	\$503,210	\$518,306
d. # PT Students	5	5	5	5	5
e. Credit Hour Rate	\$910.25	\$937.56	\$965.68	\$994.65	\$1,024.49
f. Annual Credit Hours	12	12	12	12	12
g. Total Part Time Revenue (d x e x f)	\$54,615	\$56,253	\$57,941	\$59,679	\$61,470
3. Grants, Contracts, & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 - 4)	\$175,000	\$180,250	\$185,658	\$191,227	\$196,964

Table 2: Expenditures

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b+c below)	\$133,000	\$136,990	\$141,100	\$145,333	\$149,693
a. #FTE	1	1	1	1	1
b. Total Salary	\$100,000	\$103,000	\$106,090	\$109,273	\$112,551
c. Total Benefits	\$33,000	\$33,990	\$35,010	\$36,060	\$37,142
2. Admin. Staff (b+c below)	\$30,377	\$31,289	\$32,227	\$33,194	\$34,190
a. #FTE	0.25	0.25	0.25	0.25	0.25
b. Total Salary	\$22,840	\$23,525	\$24,231	\$24,958	\$25,707
c. Total Benefits	\$7,537	\$7,763	\$7,996	\$8,236	\$8,483
3. Total Support Staff (b+c below)	\$0	\$0	\$0	\$0	\$0
a. #FTE	0	0	0	0	0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
4. Graduate Assistants (b+c)	\$0	\$0	\$0	\$0	\$0
a. #FTE	0	0	0	0	0
b. Stipend	\$0	\$0	\$0	\$0	\$0
c. Tuition Remission	\$0	\$0	\$0	\$0	\$0
d. Benefits	\$0	\$0	\$0	\$0	\$0
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)	\$163,377	\$168,279	\$173,327	\$178,527	\$183,882

Appendix A: Core Faculty

The following faculty members are projected to teach in the program. All faculty are full-time unless otherwise indicated.

Name	Highest Degree/Institution	UMD Position	Possible Courses
Accilien, Cécile	Ph.D., French and Francophone Studies, Tulane University	Professor	FREN 242, FREN 313, FREN 482
Abasi, Ali	Ph.D., Second Language Teaching and Learning, University of Ottawa	Associate Professor	PERS 298, PERS 398, PERS 498
Akbari-Saneh, Nahal	Ph.D, Second Language Teaching, University of Ottawa	Assistant Professor	PERS 301, PERS 302
Alvizu, Josh	Ph.D., Germanic Languages and Literatures, Yale University	Assistant Professor	GERS 322, GERS 489
Anishchenkova, Valerie	Ph.D., Near Eastern Studies, University of Michigan	Associate Professor	ARAB 208, ARAB 325, ARAB 410, CINE 429
Arsenjuk, Luka	Ph.D., Literature, Duke University	Associate Professor	CINE 342, CINE 459, GLBC 360
Baer, Hester	Ph.D., German, Washington University Saint Louis	Professor	GLBC 200, GLBC 360
Benharrech, Sarah	Ph.D., Romance Languages, Princeton University	Associate Professor	FREN 301
Beliaeva Solomon, Maria	Ph.D., French Literature, New York University	Assistant Professor	FREN 488
Browne, Jyana	Ph.D., Theatre History and Criticism, University of Washington, Seattle	Assistant Professor	JAPN 311, JAPN 345, JAPN 401, JAPN 447
Eades, Caroline	Ph.D., Film Studies, Université de la Sorbonne	Professor	FREN 243, FREN 480, CINE 280, CINE 420
Falvo, Guiseppe	Ph.D., Italian, Johns Hopkins University	Professor	ITAL 203, ITAL 207, ITAL 441
Frisch, Andrea	Ph.D., Romance Languages and Literatures, University of California, Berkeley	Professor	FREN 352, FREN 429
Gaul, Anny	Ph.D., Arabic and Islamic Studies, Georgetown University	Assistant Professor	ARAB 317, ARAB 499
Haag, Regina	Ph.D., German Cultural Studies, UMD	Associate Clinical Professor	GERS 204, GERS 248, GERS 249

Hidalgo, Chila	Ph.D., Spanish Language and Literature, UMD	Senior Lecturer	SPAN 204, SPAN 207
Hu, Guiling	Ph.D., Applied Linguistics, Georgia State University	Senior Lecturer	CHIN 201, CHIN 202
Karpman, Avital	Ph.D., Education, York University	Associate Clinical Professor	HEBR 206, HEBR 207, HEBR 298, HEBR 498
Keshavarz, Fatemeh	Ph.D., Near Eastern and Persian Studies, University of London	Professor	PERS 353
Koh, Seong Minne	Ph.D., Korean Studies, Yonsei University	Lecturer	KORA 201, KORA 202, KORA 203, KORA 398
Koser, Julie	Ph.D., German Literature and Culture, University of California, Berkeley	Associate Professor	GLBC 350, GERS 255
Lavery, Michael	Ph.D., Slavic Languages and Literatures, University of California, Los Angeles	Assistant Professor	RUSS 301, RUSS 302, RUSS 409
Lewis, Chris	Ph.D., Spanish Language and Literature, UMD	Assistant Clinical professor	SPAN 301
Lima, Thayse	Ph.D., Portuguese and Brazilian Studies, Brown University	Associate Professor	PORT 388, PORT 332, PORT 405
Long, Ryan	Ph.D., Spanish, Duke University	Professor	GLBC 200, GLBC 360
Magro, José	Ph.D., Hispanic Linguistics, The CUNY Graduate Center	Assistant Clinical Professor	SPAN 203, SPAN 204
Mason, Michele M.	Ph.D., Modern Japanese Literature, University of California, Irvine	Associate Professor	GLBC 350, JAPN 325, JAPN 407, JAPN 424
Matar, Marylin	Ph.D., Modern French Studies, University of Maryland, College Park	Clinical Assistant Professor	FREN 313
Merediz, Eyda	Ph.D., Spanish, Princeton University	Associate Professor	SPAN 303, SPAN 361
Miller, Matthew	Ph.D., Comparative Literature, Washington University	Assistant Professor	PERS 371, PERS 498
Muravchik, Madeline	Ph.D., Modern French Studies, University of Maryland, College Park	Lecturer	FREN 203, FREN 204
Papazian, Elizabeth	Ph.D., Slavic Languages and Literatures, Yale University	Associate Professor	CINE 336, RUSS 321, RUSS 336, RUSS 439
Penrose, Mehl	Ph.D., Hispanic Languages and Literatures, University of California, Los Angeles	Associate Professor	SPAN 333, SPAN 460

Resmini, Mauro	Ph.D., Italian Studies/Modern Culture and Media, Brown University	Associate Professor	CINE 302, GLBC 200, GLBC 360, ITAL 436, ITAL 478
Schine, Rachel	Ph.D., Arabic Language and Literature, University of Chicago	Assistant Professor	ARAB 499
Schonebaum, Andrew	Ph.D., East Asian Languages and Cultures, Columbia University	Associate Professor	CHIN 441
Vaglio, Mirella	Ph.D, Political Theory, University College of Swansea	Lecturer	ITAL 203, ITAL 204, ITAL 207
Zakim, Eric	Ph.D., Comparative Literature, University of California, Berkeley	Associate Professor	CINE 359, CINE 469
Zhou, Minglang	Ph.D., Linguistics, Michigan State University	Professor	CHIN 307, CHIN 425
Zocal Da Silva, Barbara	Ph.D., Spanish, University of Sao Paulo	Assistant Clinical Professor	SPAN 203, SPAN 204, PORT 203, PORT 205, PORT 207

Appendix B: Course Descriptions

The list of sample course descriptions can be found in Appendix F.

Core Sequence

The core sequence consists of six credits, taken in this order:

- a. GLBC 200: Global Movements (3 credits)
- b. GLBC 360: Cultural Theory in a Global Age (3 credits)

GLBC 200: Global Movements (3) is a required gateway course team-taught by faculty with varied cultural and linguistic expertise. The course, which focuses on a special topic with global relevance (e.g. migration; climate change; new authoritarianisms; democracy and citizenship) and includes a service-learning component, also serves as an introduction to the interpretive methods of the humanities. The course will be offered each semester, with each faculty team offering an incarnation that draws on their particular research and teaching interests.

GLBC 360: Cultural Theory in a Global Age (3) is a required advanced course that will develop students' knowledge of the theories and methodologies of humanities study while also cultivating their ability to interpret cultural texts. Prerequisite: GLBC 200.

Language Study

Students must take 12 credits at the 200-level or above in any language taught in SLLC. This requirement is satisfied through one of two paths:

- a. 12 credits at the 200-level or above in one language other than English.
- b. 6 credits at the 200-level or above in each of two languages other than English.

Please note that the languages taught in SLLC fall under these program prefixes: ARAB, CHIN, FREN, GERS, HEBR, ITAL, JAPN, KORA, PERS, PORT, RUSS, and SPAN.

Experiential Learning

This requirement may be satisfied through study abroad; domestic or international internships; and/or participation in on-campus learning communities, including the Language Partner Program or the Language House Living-Learning Program (up to 3 credits).

Any existing experiential learning course, such as ARAB 386 or CHIN 369, can also help fulfill this requirement.

Upper-Division Electives

Electives are to be selected from the existing course offerings of one, or a maximum of two, SLLC programs offered under the following prefixes: ARAB, CHIN, CINE, FREN, GERS, HEBR, ITAL, JAPN, KORA, PERS, PORT, RUSS, and SPAN. Students may therefore select:

a. Five courses at the 300-level or above in one SLLC program (e.g. ARAB 302: Arab Culture and Society II, ARAB 317: Key Moments in the History of the Middle East, ARAB 398M: Making of Middle Eastern Identities, ARAB 499Z: Moroccan Society and Culture, ARAB 410: Ideology of Stereotyping: American and Middle Eastern Film and Television).

b. Three courses at the 300-level or above in one SLLC program (e.g. ARAB 302: Arab Culture and Society II, ARAB 317: Key Moments in the History of the Middle East, ARAB 398M: Making of Middle Eastern Identities) and two courses in a second SLLC program (e.g. FREN 313: Current Issues in the French-Speaking World, FREN 498G: Gender, Identity, and Race in France and the Francophone World).

The major elective GLBC 350: Translation in a Global Context may substitute for any of the courses with the prefixes noted above, and is strongly encouraged:

GLBC 350: Translation in a Global Context (3) examines the theory and practice of translation in a globalized and multilingual world. In addition to studying concepts, strategies, and problems of translation with a special focus on literary translation, students will undertake a guided translation project and produce a commentary and reflection on the process. Prerequisite: 6 credits at the 200-level or above in any language taught in SLLC, or permission of the advisor.

Microcourses

An innovation of the Global Culture and Thought major will be the introduction of microcourses, 1-credit courses that may be combined by students for credit toward the Experiential Learning and Upper-Division Elective requirements. These courses will facilitate curricular innovation in the major while also offering flexibility for students, who may enroll in one or more microcourses per semester. Microcourses may be used to offer supplemental language instruction (tied to a course held in English); as standalone short or block-format courses related to current events or relevant topics; as practicums focused on skills and professionalization; and as service-learning opportunities, among other possibilities.

Existing SLLC Course Offerings, Including Language Courses, Electives, and Courses in Experiential Learning

The complete listing of SLLC offerings can be found in UMD's catalog, [here](#).

Appendix C: Plan for Learning Outcomes Assessment

GLBC Learning Outcomes Assessment Plan		AY 25-26		AY 26-27		AY 27-28		AY 28-29	
Goal	Goal Description	Fall '25	Spr '26	Fall '26	Spr '27	Fall '27	Spr '28	Fall '28	Spr '29
LO1	Demonstrate knowledge of the histories, institutions, values, practices, varieties, and intersections of global cultures as they are produced and received across national and regional boundaries.		C A				C A		
LO2	Use the terminology and interpretive methods of humanities disciplines, including cultural theory, to interpret and analyze global movements and literary, cultural, and media texts.			C A					
LO3	Critically analyze issues of power related to gender, sexuality, class, race/ethnicity, and/or mental and physical disability with attention to differences across time, geography, and culture and with critical awareness of one's own worldview, values, and biases.					C A			
LO4	Critically interpret literary, cultural, and media texts reflecting a diversity of perspectives in a variety of genres with specific attention to their social, historical, and linguistic contexts, and formulate original arguments with reference to appropriate evidence and secondary sources.		C A						
LO5	Communicate effectively in written, oral, and digital forms, with the academic community and with the broader public.				C A				
LO6	Demonstrate an appropriate level of proficiency in at least one language other than English.							C A	C A
Collect		0	2	1	1	1	1	1	1
Analyze		0	2	1	1	1	1	1	1

Note. C = collect; A = Analyze

The above chart outlines the four-year plan for assessing learning outcomes for the Global Culture and Thought BA program. Each semester (beginning with the implementation of the major in Spring 2025), the LOA committee will collect data to assess student progress toward one or two of the major's learning outcomes. Data collection for LOs 1-5 will occur primarily in the core courses for the major, GLBC 2xxx: Global Movements and GLBC 3xxx: Cultural Theory in a Global Age; data may also be collected from the major elective GLBC 3xxx: Translation in a Global Context and/or from any elective course in which a significant group of majors enrolls. The committee will consult with course instructors to collect an appropriate sample of student assignments to assess for each LO (these may include papers, exams, digital assignments, audiovisual recordings, and more). Because the major allows students to pursue proficiency in a broad array of languages – meaning that enrollments will be distributed across a broad array of courses - LO6 will need to be assessed using a different process. The committee will work with the GLBC major advisor to create a tool that allows for assessment of students' language proficiency in consultation with the instructors of major electives held in the target language.

Appendix E: B.A. in Global Culture and Thought Four-Year Template (with General Education code)

Year 1	Fall		Spring	
	Course	Credit	Course	Credit
	ENGL101 (AW)	3	Natural Sciences (NS)	3
	Math (MA)	3	Analytic Reasoning (AR)	3
	ARHU158	3	SLLC Language 2xx-4xx	3
	GLBC200 (Benchmark)	3	History/Social Science (HS/UP)	3
	SLLC Language 2xx-4xx	3	Humanities (HU/IS)	3
	Total	16	Total	15
Year 2	Fall		Spring	
	Course	Credit	Course	Credit
	SLLC Language 2xx-4xx	3	SLLC Language 2xx-4xx	3
	Oral Communication (OC)	3	Scholarship in Practice (SP) #1	3
	Humanities (HU/UP)	3	Natural Science Lab (NL)	4
	History/Social Science (HS/IS)	3	Elective 1xx-4xx	3
	Elective 1xx-4xx	3	Elective 1xx-4xx	3
	Total	15	Total	16
Year 3	Fall		Spring	
	Course	Credit	Course	Credit
	GLBC 360	3	Study Abroad or SLLC Experiential Learning (6 credits)	3
	Professional Writing (PW)	3	SLLC Language 2xx-4xx	3
	SLLC Elective 3xx-4xx	3	Elective 1xx-4xx	3
	SLLC Elective 3xx-4xx	3	GLBC 350 (major elective, strongly encouraged)	3
	SLLC Elective 3xx-4xx	3	Elective 3xx-4xx	3
	Total	15	Total	15
Year 4	Fall		Spring	
	Course	Credit	Course	Credit
	Scholarship in Practice (SP) #2**	3	Elective 3xx-4xx	3
	SLLC Elective 3xx-4xx	3	Elective 3xx-4xx	3
	Elective 3xx-4xx	3	Elective 1xx-4xx	3
	Elective 3xx-4xx	3	Elective 1xx-4xx	3
	Elective 1xx-4xx	3	Elective 3xx-4xx	2
	Total	15	Total	14
Total Credits				120

University of Maryland General Education Requirements Overview

Fundamental Studies: 15 Credits

Fundamental Studies Academic Writing	3	AW
Fundamental Studies Professional Writing	3	PW
Fundamental Studies Oral Communication	3	OC
Fundamental Studies Mathematics	3	MA
Fundamental Studies Analytic Reasoning ¹	3	AR

¹ If a student passes an Analytic Reasoning course that requires a Fundamental Studies Math course as a prerequisite, then the Fundamental Studies Math course is considered to be fulfilled (e.g., students who place into and pass a calculus course, which counts for FS-AR, do not need to take a less advanced Math course to fulfill the FS-MA requirement).

Distributive Studies: 25 Credits

Distributive Studies Natural Sciences	3	NS
Distributive Studies Natural Science Lab Course ²	4	NL
Distributive Studies History and Social Sciences	6	HS
Distributive Studies Humanities	6	HU
Distributive Studies Scholarship in Practice ³	6	SP

² A second DS-NL course can fulfill the DS-NS course requirement.

³ Students learn and practice skills of critical evaluation and participate in the process of applying knowledge in the pursuit of a tangible goal. At least one course must be outside of the major.

Big Question Courses: 6 Credits⁴

The signature courses of the UMD General Education program, Big Question courses investigate a significant issue in depth and demonstrate how particular disciplines and fields of study address problems.

Big Question Course	6	IS
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⁴ Big Question credits may be double-counted with courses taken for the Distributive Studies requirement.

Diversity: 4-6 Credits⁵

Diversity Understanding Plural Societies ⁶		
Courses examine how diverse cultural and ethnic groups co-exist.	3-6	UP
Diversity Cultural Competence		
Courses help students develop skills to succeed in a diverse world.	0-3	CC

⁵ These credits may be double-counted with courses taken for the Distributive Studies requirement.

⁶ Students may take either two DV-UP courses or one DV-UP course and one DV-CC course.

Appendix F. List of sample SLLC course descriptions

ARAB208 Colloquial Arabic and Popular Culture

Offers an immersive introduction to spoken Arabic through popular culture, including film, music, television, and social media. Students will develop practical communication skills in a regional colloquial variety of Arabic while engaging with everyday language use. In addition to language acquisition, the course explores cultural traditions, daily life, holidays and celebrations, as well as broader cultural and social issues reflected in popular media. Emphasis is placed on authentic materials and culturally embedded speech practices, including idiomatic expressions, proverbs, register shifts, gestures and nonverbal communication, and socially appropriate language and behaviors. Regional focus varies by semester.

ARAB317 Key Moments in the History of the Middle East (3 Credits)

Provides students with an overview of major political and social events in the history of the Middle East and North Africa, with a focus on Arabic-speaking regions in the modern period. Makes use of a range of source materials and secondary readings (in Arabic and English) to illuminate how major events and changes impacted everyday life for different groups across the region. Assessments are intended to develop linguistic competence in Arabic and to guide students to become self-directed language learners and to conduct and present research on a topic of their choosing in modern Arab history.

ARAB325 Structure and Function of the Arabic Language (3 Credits)

Facilitates logic-based understanding of Arabic grammar and syntax. Explores different grammatical structures and related elements, including through writing and translation.

ARAB410 Ideology of Stereotyping: American and Middle Eastern Film and Television (3 Credits)

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.

ARAB499 Special Topics in Arabic Studies (3 Credits)

In-depth study of particular aspect of Arabic culture, literature and language. Specific topic to be announced when course is offered.

CHIN201 Intermediate Spoken Chinese I (3 Credits)

Emphasis on development of conversational skills with vocabulary build-up and controlled conversation.

CHIN202 Intermediate Written Chinese I (3 Credits)

Reading and writing skills with emphasis on grammar and Chinese characters.

CHIN307 Linguistic Landscape of China (3 Credits)

Comprehensive introduction to Chinese and other major languages in the Sino-Tibetan, Altaic, Austroasiatic, and Austronesian families, all of which are spoken in China. Taught in English.

CHIN425 Ethnic and Cultural Diversity in China (3 Credits)

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.

CHIN441 Traditional Chinese Fiction (3 Credits)

Major works of fiction from the 4th century tales of the marvelous through the 19th century Qing novel. Readings are in classical Chinese and English. Designed for students with advanced language skills. Taught in English.

CINE336 Soviet Cinema and Empire (3 Credits)

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

CINE342 Film Comedy (3 Credits)

Comedy as a specific cinematic genre.

CINE359 Special Topics in Genres/Auteurs/Cinema Movements (3 Credits)

Examine narrative cinema from the perspective of content (themes, issues, structures) and style through the lens of genre, auteurship (a concept of authorship in film studies), and/or historical aesthetic movements that have been influential in the development of cinema as an art and film studies as a field. Content varies.

CINE420 French Cinema: A Cultural Approach (in Translation) (3 Credits)

A study of French culture, civilization, and literature through the medium of film. Taught in English.

CINE429 Special Topics in National/International Cinemas (3 Credits)

Courses in National/International Cinemas may examine one or more national cinematic traditions (including Hollywood cinema), or may look across traditions comparatively, for example at international and/or transnational phenomena. Content varies.

CINE459 Special Topics in Genres/Auteurs/Cinema Movements (3 Credits)
Special topics in genres, auteurs, and cinema movements.

CINE469 Special Topics in Film Theories II (3 Credits)
Special topics in film theories.

FREN203 Intensive Intermediate French (4 Credits)
Covers speaking, reading, writing, listening, and culture of French-speaking world.

FREN204 French Grammar and Composition (3 Credits)
Intensive study of French grammar and composition.

FREN242 Francophone Writers of Africa and the African Diaspora (3 Credits)
An analysis of the works and ideas of 20th and 21st century Francophone writers (Africa, the Caribbeans, France). Taught in English.

FREN243 Masterpieces in French and Francophone Cinemas (3 Credits)
This course, taught in English, will present a large array of films directed by famous French directors (Jean Renoir, Robert Bresson, Jean-Luc Godard, Agnes Varda, etc..) and Francophone filmmakers (Arcand, Sembene) who were internationally known in their time and have had a considerable influence on today's filmmakers in the U.S. (Tarantino, Lynch, Lee, etc..) and abroad (Sissoko, Angelopoulos, VonTrier, ect..).

FREN301 Composition and Style (3 Credits)
Grammatical analysis, elements of style; range of written genres.

FREN313 Current Issues in the French-Speaking World (3 Credits)
Analysis and discussion of current events and institutions in the French-speaking world using various French-language media resources with an emphasis on countries and regions outside of France.

FREN352 From the Age of Epic and Romance to the Enlightenment (3 Credits)
A survey of the chief authors and major movements of French literature from the Middle Ages to the end of the 18th century.

FREN429 Studies in French Literature and Culture of the Renaissance (3 Credits)
Selected topics in French literature of the Renaissance.

FREN480 French Cinema: A Cultural Approach (in Translation) (3 Credits)
A study of French culture, civilization, and literature through the medium of film. Taught in English.

FREN482 Gender and Ethnicity in Modern French Literature (3 Credits)

Literature by women writers of France and other French speaking areas with a focus on the relationship between gender, ethnicity and writing. Taught in English.

FREN488 Special Topics in Francophone Studies (3 Credits)

Topic and language of instruction to be announced when offered.

GERS204 German Grammar Review (3 Credits)

An in-depth study and analysis of selected grammatical topics in a contextualized framework.

GERS248 Germanic Languages Intermediate - I (3 Credits)

Intermediate instruction in a Germanic language other than German. May be repeated in a different language. Subtitle will reflect the language.

GERS249 Germanic Languages - Intermediate II (3 Credits)

Continuation of GERM248. May be repeated in a different language. Subtitle will reflect the language.

GERS322 Highlights of German Literature and Culture (3 Credits)

Selected literary masterworks, social and cultural issues, and historical events in German-speaking countries from the Enlightenment, Romanticism, Junges Deutschland, Realism, Naturalism and its counter currents, Expressionism to the present. Taught in German.

GERS489 Social Issues in German Culture (3 Credits)

Special topics course examining the cultural constructions and representations of important social, political, and linguistic issues, investigating their connection to German values and institutions. Taught in German.

HEBR206 Intermediate Intensive Hebrew I (4 Credits)

Provides a comprehensive review of the fundamentals of Hebrew grammar and oral skills, and introduces new skills in future tense verb conjugation, and communication in reading, writing, listening and speaking.

HEBR207 Intensive Intermediate Hebrew II (4 Credits)

A review of the fundamentals of Hebrew grammar, reading, writing, listening and speaking.

HEBR298 Special Topics in Jewish Studies (3 Credits)

Special topics in Jewish Studies.

HEBR498 Special Topics in Hebrew (3 Credits)

Special topics in Hebrew.

ITAL203 Intensive Intermediate Italian (4 Credits)

Covers speaking, reading, writing, listening, and culture of Italian-speaking world.

ITAL204 Advanced Intermediate Italian (3 Credits)

An intensive study of Italian language and culture. This course completes the sequence of ITAL 103 and 203. After a brief review of important material of Intermediate Italian (ITAL 203), we will cover the last four chapters of *Parliamo italiano* (Unita 9-12). ITAL 204 is designed to reinforce and deepen the students' knowledge of Italian and its idiomatic usage, and to improve their reading and writing skills through a more in-depth study of more complex grammatical forms. Students are encouraged to practice Italian using grammatical concepts in an active manner. There will be oral and written exercises, short readings, and vocabulary expansion. Special attention will be given to readings, oral comprehension and written compositions. To improve their listening and reading comprehension, students will also view and analyze film clips and read short articles in newspapers and magazines on current events and global issues pertaining to Italy and the European Union.

ITAL207 Speaking and Writing in Italian (3 Credits)

An intensive upper intermediate language course that focuses on Italian speaking and writing. The course, which is taught entirely in Italian, is designed to reinforce and deepen the students' knowledge of the Italian language and its idiomatic usage, and to improve their speaking ability and listening comprehension. Students will be given practice both in speaking extemporaneously and giving oral reports written on a wide range of topics dealing with contemporary Italy. One of the main objectives of the course is to prepare students to take upper-level courses (300-400 levels) in Italian language, literature, and culture

ITAL436 Italian Cinema I: Neorealism (3 Credits)

Explores representations of Italy in cinema with special focus on identity formation and the movement of Italian neorealism and post neorealism. Taught in English.

ITAL441 The Dark Side of the Italian Renaissance (3 Credits)

Examines the dark aspects of the Italian Renaissance, focusing on artistic and literary patronage as a strategy of self-promotion and as a means to achieve and preserve power. From the Northern court of Milan to the Southern Kingdom of Naples, we journey through the Italian peninsula, a land that gave birth to illustrious artists and poets in one of the most troubled periods of Italian history, marked by political conflict, bloody rivalries, family betrayals, and wars. What hides beneath the image of some of these benevolent and enlightened patrons of learning, often praised as "ideal rulers" by artists and writers of the Renaissance, are ambitious and crafty politicians, who sought their own interests and goals in their ruthless pursuit of power

ITAL478 Colloquium in Italian (1 Credit)

Colloquium section taught in Italian to accompany 400-level Italian courses taught in English. Discussion, presentations, readings.

JAPN311 Traditional Japanese Language and Culture (3 Credits)

Introduction to classical Japanese language (kobun) through representative texts and genres from the literary traditions of the Heian period (794-1185) to the Early Modern period (1600-1868). Taught in Japanese and English.

JAPN325 Modern Japanese Literature and Film (In Translation) (3 Credits)

Explores and questions the significance of some of modern Japan's most dynamic historical transformations, pressing social issues, and modes of cultural expression. Covers the Meiji period (1868-1912) to the 21st century.

JAPN345 Mapping Premodern Japan (3 Credits)

Mapping Premodern Japan investigates travel in Japan through concentrated study of a key route in the premodern period. We will explore the role travel played in larger social, political, economic, and cultural structures and how stories of travel shaped ideas of identity, place, and national culture. We will analyze scholarship, conduct research, and learn the process for developing authentic scholarship in Cultural Studies. The course will culminate in a digital humanities final project in which students will conduct research on the major site of study and present their findings using digital storytelling. Taught in English.

JAPN401 Readings in Modern Japanese Literature (3 Credits)

Development of advanced reading, vocabulary, grammar, and translation skills through selected readings in Japanese drawn primarily from modern literature.

JAPN407 The Art of Translation (3 Credits)

Theory and practice of translation. Variety of genres. Japanese to English.

JAPN424 Japan From the Margins (3 Credits)

Japan from the Margins takes as its focus the history and representations of various others in Japanese society. They include ethnic Ainu, Okinawans, and Koreans, a historical outcaste group called the Burakumin, and people marginalized for their non-normative gender and sexual practices. Students learn about the historical specificities of each group as well as their common experiences of institutional discrimination as they grapple with larger questions regarding prejudice, nationalism, and social justice. Taught in English.

JAPN447 Technologies of Japanese Performance (3 Credits)

Explores technologies of performance in Japan across the centuries. We will focus on concepts of likeness and liveness as they manifest in performance's mythical origins, the traditions of noh drama, the popular, commercial theatres of kabuki, bunraku, and Takarazuka, and contemporary experiments with robotics, Vocaloids, and other new technologies. Taught in English.

KORA201 Intermediate Korean I (3 Credits)

An intermediate-level course designed for non-Heritage students. It begins the second year of instruction in the University's two-track Korean Program.

KORA202 Intermediate Korean II (3 Credits)

The second stage of an intermediate-level course designed for non-Heritage students. It continues the second year of instruction in the University's two track Korean Program.

KORA203 Intensive Intermediate Korean I (6 Credits)

Builds upon the foundation established in KORA104 or KORA102, further developing students' communicative competence in Korean. This course expands vocabulary and grammatical structures to enable more complex communication. Students will also continue to develop their reading and writing skills, expanding vocabulary and mastering fundamental grammatical structures, including present and past tense conjugations, particles, and sentence patterns. Students will also develop their understanding of Korean culture and etiquette through weekly cultural events.

KORA398 Special Topics in Korean Studies (3 Credits)

Study of particular aspect of Korean language, literature, and/or culture. Topic and language of instruction to be announced when course is offered.

PERS298 Special Topics in Persian Studies (1-3 Credits)

Special topic to be announced when course is offered.

PERS301 Advanced Persian I (3 Credits)

Development of speaking, reading, writing, listening and cultural knowledge through wide variety of activities, especially reading.

PERS302 Advanced Persian II (3 Credits)

Further development of speaking, reading, writing, listening and cultural knowledge, with special focus on reading, in a variety of literary genres.

PERS371 Introduction to Persian Literature in Translation (3 Credits)

Introduction to classical and modern canons of Persian literature in historical, esthetic, and social context. Taught in English.

PERS398 Special Topics in Persian Studies (1-3 Credits)

Special topic to be announced when course is offered. Taught in Persian.

PERS498 Special Topics in Persian Studies (3 Credits)

Topic and language to be announced when offered.

PORT203 Intensive Intermediate Portuguese (4 Credits)

Covers speaking, reading, writing, listening, and culture of Portuguese-speaking world.

PORT205 Intermediate Reading and Conversation in Portuguese I (3 Credits)

Development of spoken Portuguese at intermediate level based on written assignments and exams on readings in a variety of genres.