

**UNIVERSITY OF MASSACHUSETTS AMHERST
OFFICE OF THE SECRETARY
THE FACULTY SENATE**

PROGRAM REVISION APPROVAL FORM

35 COPIES REQUIRED

PROGRAM TITLE: International Scholars Program Certificate

PLEASE CHECK: GRADUATE

UNDERGRADUATE

DEPARTMENT _____

HEAD/CHAIR: _____

SCHOOL OR COLLEGE: Commonwealth Honors College

DEAN: Priscilla Clarkson

Submission Date: November 2011

Proposed Starting Date: September 2012

I. PROPOSAL DEVELOPMENT

A. Describe the Proposal.

The following proposal describes an undergraduate certificate that will recognize students who have completed the International Scholars Program.

The International Scholars Program (ISP) is a collaborative effort of Commonwealth Honors College (CHC) and the International Programs Office (IPO). An Advisory Board representing both partners as well as a cross-section of the UMass faculty oversees the program. Current board members include Brian O'Connor (Biology), Anne Cieccko (Communication), Luis Marentes (Spanish and Portuguese), Jane Miller (ISOM), Laura Reed (Political Science), William Moebius (Comparative Literature), John Tobiason (Civil and Environmental Engineering), Glendene Lemard (School of Public Health), Cory Pols (CHC), Meredith Lind (CHC), Jack Ahern (IPO), Erika Schluntz (IPO), and Delsey Thomas (CHC). Founded in 2000, ISP has been a part of the university's honors curriculum for over ten years.

ISP is a selective program that provides an academic context for students who plan to spend their junior year studying abroad. The program currently accepts 15 to 20 students each year. It is open to all honors students so long as they are in good academic standing. Non-honors students with overall GPAs of 3.400 or higher may be considered on a space-available basis. Interested students apply to ISP during their first year and, if accepted, take two preparatory courses as sophomores: seminars in International Issues (Honors 251) and Cross-Cultural Communication (Honors 252). Participants then study abroad as juniors for one or two semesters on any IPO approved program. A Cross-Cultural Reentry Seminar (Honors 451), taken during the senior year, provides the program's culminating experience.¹

The proposed certificate combines these three ISP courses with three supplementary courses and with the activities that an ISP student pursues while abroad. The supplementary courses must be drawn from the fields of international studies and cross-cultural communication (including language study). Together these make a coherent program of study that enhances a student's study abroad experience while meeting the University's requirement for a certificate. All students who successfully complete this course work and who study abroad for one or two semesters will fulfill the ISP certificate requirements, providing they maintain an overall GPA at or above 3.400 through graduation.

The certificate requires at least 18 credits distributed as follows:

Sophomore-year core curriculum:

Honors 251 (3 credits): International Issues Seminar

Honors 252 (3 credits): Cross-Cultural Preparation Seminar

Junior-year study abroad:

Students must spend at least one semester on an IPO approved study abroad program, though they are encouraged to spend two semesters.

Senior-year core curriculum:

Honors 451 (3 credits): Cross-Cultural Re-Entry Seminar and Project

¹ In the past these courses have been designated Honors 2911, 291J and 491G. CHC is now applying for the permanent course numbers Honors 251, 252, 451.

Supplemental curriculum:

Students must complete three additional courses, each worth 3 credits or more, drawn from the program's main academic disciplines: international studies or cross-cultural communication (including language study). Students may fulfill this requirement either during their period of study abroad or on campus. Only one of these courses may satisfy a requirement in the primary major. These supplemental courses must comprise a coherent program related to the student's academic goals and plans for study abroad.

To accomplish its goals, the proposed ISP certificate is firmly grounded in two long-established and complementary disciplinary traditions—international studies and cross-cultural communication. International studies emerged as a field of inquiry following the Second World War as scholars sought to understand the international system in all its complexity. It distinguished itself from the study of international relations, which concentrates on the interactions between states, by bringing cultural issues within its purview. The founding of the International Studies Association in 1959 and its journal, the *International Studies Quarterly* (since 1967), marks the institutionalization of the field. Today international studies programs can be found at most of America's research universities and liberal arts colleges. These programs are multidisciplinary, bringing together the latest research in political science, history, economics, anthropology and cultural studies. Most international studies majors encourage study abroad, while some absolutely require it. The decision of CHC, through ISP, to contextualize study abroad with work in international studies and to inform a student's work in international studies with an overseas field experience conforms to the best practices of America's finest and most forward-looking universities and colleges.

The sub-discipline of cross-cultural communication emerged alongside international studies. It investigates how culture works as a medium of communication and specifically highlights the difficulties one might encounter communicating across diverse cultures. Its goals are often practical, teaching a set of skills that enable the practitioner to perform and communicate effectively across cultural boundaries. These skills have proved essential in training, among others, Foreign Service personnel, international business men and women, healthcare providers, Peace Corps volunteers, and professionals involved in international conflict mediation. Both the National Communication Association and the International Communication Association have sections dedicated to research and scholarly publication in the field. As a sub-discipline, cross-cultural communication courses are typically located in communications, linguistics or anthropology departments, including those at UMass. Cross-cultural courses are also appearing with increased frequency in medical and business schools, including the Isenberg School of Management.

The ISP certificate, with its emphasis on study abroad, provides students with a unique opportunity to bring these two disciplines together in a way that distinguishes it from all other certificates offered through UMass or the Five Colleges. While UMass participates in the Five College International Relations Program and while it has certificates in numerous area studies, there is no certificate that places international experience at its pedagogical center by requiring study abroad. The ISP certificate, with its unique combination of knowledge and practice, thus represents a new curricular departure.

The ISP Advisory Board, CHC and IPO believe this certificate will serve UMass and CHC in a number of important ways. Above all, an ISP certificate will contribute to current efforts to internationalize the UMass campus:

- In its most recent strategic plan, CHC has highlighted international education as one of its long-range goals and has identified ISP as the program to carry this through.² An ISP certificate has the potential to provide honors students from all majors with a dedicated study abroad track. In conformity with the nation's top universities and colleges, CHC understands the importance of encouraging study abroad within an academic context that enables students to integrate their overseas accomplishments with their other academic course work. An ISP certificate will provide the incentive for honors students to engage in this preferred approach to study abroad.
- CHC's decision to highlight international education is consistent with the university's vision of its future, which emphasizes the importance of establishing international connections. *UMass Rising*, for example, which sets the agenda for the coming capital campaign, states explicitly that the university intends to provide an international experience for every appropriately prepared student who wants one: "Any UMass Amherst student wanting to pursue studies overseas should not be denied that opportunity, for many of today's graduates will have careers that transcend national boundaries."³ Not only will an ISP certificate help realize this goal, not least by preparing honors students for study abroad, but it will do so in a way that helps realize the university's vision of a rigorous undergraduate education.
- A number of recent studies have shown that employers in both the private and governmental sectors are looking for graduates who combine deep learning with practical skills. In our globalized world, this means they are seeking students with verifiable international competencies. And yet, according to the LEAP

² Commonwealth Honors College, Strategic Plan 2011 (draft), slides 4, 8, 9.

³ *UMass Rising*, 5-6.

report on *High-Impact Educational Practices*, global knowledge represents one area where employers routinely find students underprepared.⁴ The ISP certificate will acknowledge that a student has acquired the international expertise that employers desire from the kind of real-world experiences they so highly value.

- Finally, an ISP certificate will meet the needs of the coming generation of students and will help recruit the best of them into CHC and UMass. Veteran pollster John Zogby has recently noted that these students comprise the most internationally minded generation in American history: “They have passports and have travelled abroad...,” he writes. “They are the least likely to say that American culture is superior to other cultures of the world, and they are by far the most likely of any age cohort to call themselves ‘citizens of the planet Earth.’ They are multi-cultural ... and 40% say they expect (not hope or wish, but expect) to live and work in a foreign capital in their lives.”⁵ An ISP certificate will appeal directly to this generation, providing the knowledge, skills and experience needed to realize these global expectations.

In *Cultivating Humanity*, a “classical defense” of liberal education, the philosopher Martha Nussbaum argues that America’s universities have the obligation to educate students who can “operate as world citizens with sensitivity and understanding.” World citizens, she continues, must have the “imaginative capacity” to empathize with people from different backgrounds and to understand world cultures from the inside.⁶ These are ISP’s explicit goals and, as Nussbaum shows, they have been recognized as central to western conceptions of a liberal arts education since the age of Socrates, Plato and Aristotle.

B. Provide a brief overview of the process for developing the Proposal.

After a recent review of ISP, the program’s Advisory Board concluded that students who successfully complete the program should be recognized with an official academic certificate. Subsequently, an ad hoc committee of the ISP advisory board drafted a concept proposal, which was strongly endorsed by CHC, IPO, and the board. The CHC Program Committee then reviewed the concept and recommended that it be developed into a complete proposal for eventual submission to the Faculty Senate.

Acting on this recommendation, the ISP director drafted a Form RR, which the ISP Advisory Board and the Commonwealth Honors College Council have reviewed and approved for submission to the Faculty Senate.

II. PURPOSE AND GOALS

Describe the Proposal’s purpose and the particular knowledge and skills to be acquired.

The ISP certificate is awarded in recognition that its participants have integrated appropriate course work in international studies and cross-cultural communication with a substantial period (defined as at least one semester) of study abroad. Its main purpose is to enable students, regardless of major, to develop a concentration in international studies and cross-cultural communication as a supplement to their regular disciplinary studies. ISP’s most distinctive feature is that it recognizes the importance of combining academic and experiential learning by providing students with an academic framework that enables them to make the most of the actual overseas experience required of all ISP students. We believe that this concentration will prove helpful in preparing students for international careers in the business, government, and non-governmental sectors. It should help them compete successfully for major fellowships (such as the Fulbright) that reward candidates with demonstrated global competencies. It should also prepare students who wish to pursue graduate degrees in related fields.

Study abroad occupies the certificate’s pedagogical center. It provides a practical field of activity in which students bring together the certificate’s two bodies of knowledge, assessing them critically against a real international experience while perfecting their cross-cultural competencies. Recent studies have emphasized the need for students to learn in such real-world contexts, whether through internships, community service or other kinds of fieldwork.⁷ Studying in these contexts allows students to apply what they are learning to real-life situations and gives them firsthand experience with the issues they are investigating. The certificate’s carefully designed curriculum guarantees that this overseas experience will be meaningful. The sophomore seminars prepare students for their fieldwork abroad, while the re-entry seminar encourages them to reflect on what they have learned and to integrate it with their other academic work. The supplemental curriculum supplies an academic context tailored to each student’s individual needs. The certificate guarantees that the field experience will be sufficiently rich by requiring at least one semester of

⁴ George D. Kuh, *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter* (Washington, DC: American Association of Colleges and Universities, 2008), 5.

⁵ John Zogby, “The American Dream Redefined,” BBC, 29 March 2011. <<http://www.bbc.co.uk/news/world-us-canada-12839437>>.

⁶ Martha Nussbaum, *Cultivating Humanity: A Classical Defense of Reform in Liberal Education* (Cambridge: Harvard University Press, 1997), 50-52.

⁷ Kuh, *High-Impact Educational Practices*, 10-11.

study abroad and encouraging two, while it ensures that the programs students choose, because they have been approved by IPO, meet the highest academic standards.

We should note that study abroad comes in many varieties. Some students enroll directly in foreign universities, while others engage in supervised internships or conduct research in the field. Some students experience a complete cultural immersion, working continuously in a foreign language, while others enroll in English language institutions that are set in overseas locations. These programs are designed to meet the different needs and interests of students, and the ISP certificate accommodates them in all their variety. Indeed, ensuring that students choose the best program for their purposes is one of the goals of ISP.

Although the ISP certificate is focused on study abroad, it does not give credit for the overseas experience. Rather, it acknowledges that such an experience provides raw material that a student must process. The ISP certificate employs a core curriculum designed to help them do precisely this. The sophomore courses in particular are intended to prepare students for the study abroad experience:

- The International Issues Seminar (Honors 251) provides students with a theoretical and practical understanding of the international system that will enable them to evaluate critically events on the national, regional and international levels. It introduces them to a number of theoretical interpretations of how the international system works and requires them to complete a research project in which they explore a current issue that is important for the country or region where they intend to study.
- The Cross-Cultural Preparation Seminar (Honors 252) introduces students to some of the key concepts in the field of intercultural communication and explores how these concepts might be applied to the study abroad experience. It asks students to view critically their own culture, to identify its core values and communication styles, and to determine how and to what extent that culture has shaped who they are. Students also read some of the theoretical literature on intercultural communication, and analyze how culture functions as a medium of communication. Finally, they explore what it means to cross cultural borders and what ethical responsibilities that crossing entails.

The supplemental curriculum must constitute a coherent program that establishes connections between a student's academic goals and study abroad plans. There is no single formula here because students have different needs depending on where they intend to study and what their expectations are. The ISP director must therefore work closely with each student to design a supplemental curriculum that meets individual needs. International studies programs typically allow for two tracks: (1) cultural immersion, or (2) concentration on a particular theme, such as conflict mediation, international governance, world health, the environment, social justice and human rights. A comprehensive and flexible supplemental curriculum allows the ISP certificate to cover both tracks, depending on each student's interests.

ISP recognizes that foreign languages are essential tools for cross-cultural communication and important fields of inquiry. Thus the study of languages is central to the certificate. But in setting requirements, the certificate takes into account both practical limitations—UMass does not offer instruction in all languages—and the needs of individual students: some will require extensive language instruction, some will not. An example will make this clear. Consider students traveling to the Hague in order to pursue internships with the International Court of Justice. Though they would obviously benefit from instruction in Dutch, they might be better served by supplemental courses on international law, universal human rights and global governance, especially since English is one of the ICJ's two working languages. A student traveling to the Hague in order to experience a total immersion in Dutch culture, on the other hand, should have the greatest possible exposure to its language. But even here the possibilities are limited since UMass no longer offers instruction in Dutch. As with the rest of the supplemental curriculum, there can be no single formula regarding foreign language study, and flexibility under the director's guidance is necessary.

The Cross-Cultural Re-Entry Seminar (Honors 452) represents the certificate's culmination and has all the characteristics of an integrative experience. Students return from the four corners of the globe, bringing with them the rewards of their time abroad: the knowledge gained from their overseas study and supplemental courses, the preparatory work of the two sophomore seminars now tested in a real-world situation, the insights gathered from living and working in a foreign environment. They meet in the senior seminar, which provides them with a structured opportunity to reflect on their ISP experiences as a whole. Students will have had done different things, depending on where they have studied, and the seminar will encourage them to bring together these diverse points of view and apply them to real-world problems. The seminar requires students to complete research projects linking their study abroad experiences to their larger academic goals. More often than not, study abroad remains on the margins, unconnected to other work a student is doing. The ISP senior project provides a remedy for this, since it encourages students to make connections between their study abroad experiences, advanced work in their majors, and the two primary ISP fields, international studies and cross-cultural communication.

III. RESOURCES

If this proposal requires no additional resources, say so and briefly explain why. If this proposal requires additional resources, explain how they will be paid for. For proposals involving instruction, indicate how many new enrollments are expected and whether the courses have room to accommodate them.

The proposal will require no additional resources.

Teaching: ISP courses are already being taught so will require no new personnel. The certificate will put no additional strain on contributing departments because the program enrollment will be limited to current ISP levels.

Advising: Students in the program will require close advising. The ISP director will need to oversee each student's course selection to ensure that the supplemental curriculum forms a coherent academic program, rather than a grab-bag of courses. The current responsibilities of the ISP director include such advising.

Administration: The ISP director's responsibilities include program administration.

IV. COURSES

This course list demonstrates that the existing curriculum provides ample opportunities for students to complete the certificate without placing undue burdens on particular schools or departments. Its breadth demonstrates that students will be able to design a supplemental curriculum that will meet a wide variety of interests and needs. Experimental courses, special topics and seminars have been omitted, even when their subject matter is appropriate, because the university guidelines stipulate that students can apply no more than 6 credits from these courses to a certificate. They will, however, be considered on a case by case basis so long as their use remains within the 6 credit limit. The same will be true of five college courses.

I. Core Curriculum

HONORS 251 International Issues Seminar
HONORS 252 Cross-Cultural Preparation Seminar
HONORS 451 Cross-Cultural Re-Entry Seminar and Project

II. Cultural Immersion

The following courses are drawn from across the curriculum and concentrate on the history, culture, politics or economics of a specific region or country outside the United States.

Africa

AFROAM 111 Survey African Art
AFROAM 254 Introduction to African Studies
AFROAM 354 Contemporary African Novel

ECON 367 Development of Post-Independence Africa

HISTORY 161 History of Africa since 1500
HISTORY 260 Power and Violence in South Africa

POLISCI 343 Government and Politics of East Africa
POLISCI 346 Government and Politics of West Africa

Asia

CHINESE 136 Introduction to Chinese Cinema
CHINESE 150 Peoples and Languages of China
CHINESE 153 Chinese Literature: Poetry
CHINESE 154 Chinese Literature: Tales, Short Stories, Novels
CHINESE 155 Chinese Myths and Legends
CHINESE 241 Contemporary Chinese Literature
CHINESE 242 Chinese Vernacular Literature

HISTORY 114 History of China I
HISTORY 115 History of China II
HISTORY 116 History of Japan
HISTORY 247 Empire, Race, and the Philippines
HISTORY 253 Asian-Pacific American History: 1850 - Present

HISTORY	269	The American War in Vietnam
HISTORY	345	China in the 19th Century
HISTORY	346	Modern China in the 20th Century
JAPAN	135	Japanese Arts and Culture
JAPAN	143	Courtly Romance and Warrior Epic
JAPAN	144	Japanese Literature — Modern
JAPAN	235	Performing Arts of Japan
GEOSCI	330	East Asia
GEOSCI	332	Southeast Asia
COMPLIT	384	Vietnam: Literature and Film
ECON	177	Comparison of US and Japanese Economy
SOCIOL	332	Social Change in China

Latin America and the Caribbean

ANTHRO	382	Cultures of the Caribbean
GEOSCI	320	Latin America
HISTORY	120	Latin American Civilization: Colonial Period
HISTORY	121	Modern Latin America
HISTORY	355	The Caribbean
HISTORY	359	Modern Brazil
HISTORY	354	History of Mexico
POLISCI	245	Government and Politics of the English Speaking Caribbean
POLISCI	340	Latin American Politics
POLISCI	341	Government and Politics of Central America and the Caribbean
POLISCI	345	Revolutionary Nationalism and Imperialism in the Caribbean
PORTUG	309	Brazilian Women: A Multidisciplinary Approach
PORTUG	316	Brazilian Civilization
PORTUG	322	Introduction to Brazilian Literature
PORTUG	408	Brazil in Film and Fiction
PORTUG	450	Brazilian Literature to Romanticism
PORTUG	451	19th-Century Brazilian Literature
PORTUG	456	20th-Century Brazilian Literature
SPANISH	322	Spanish American Literature I
SPANISH	323	Spanish American Literature II
SPANISH	397	Latin American Cinema
SPANISH	417	Culture and Civilization of Spanish America

Middle East

ARABIC	391	Modern Arabic Literature in Translation
ART	347	History of Islamic Art and Architecture I
ART	348	History of Islamic Art and Architecture II
JUDAIC	101	The Jewish People I
JUDAIC	102	The Jewish People II
JUDAIC	305	Judaism and Christianity in the Ancient World
JUDAIC	313	Transformation and the Jews: Jewish History through Biography
JUDAIC	319	Representing the Holocaust
JUDAIC	323	Jewish Utopia/Dystopia
JUDAIC	325	Jews, Christians and Islam in the Middle Ages
JUDAIC	333	Jewish Philosophers of the 20th Century
JUDAIC	344	Film and Society in Israel
JUDAIC	345	The Making of Modern Jewry
JUDAIC	350	Jewish Law and Society
JUDAIC	354	Jewish Theatre and Film
JUDAIC	363	Negotiating Religion and State
JUDAIC	365	Antisemitism in Historical Perspective

JUDAIC	366	Modern Israel: History, Society, and Change
JUDAIC	374	Culture and Immigration in Israel
JUDAIC	376	Post-Holocaust Thought
JUDAIC	383	Women, Gender, Judaism
HISTORY	130	Middle East History I
HISTORY	131	Middle East History II
HISTORY	340	Civilization of Islam I
HISTORY	341	Ottoman Empire
HISTORY	342	Civilization of Islam II
HISTORY	343	Modern Middle East
POLISCI	333	Government and Politics of the Middle East

Western Europe

ART	100	Survey of Art: Ancient to Renaissance
ART	110	Survey of Art: Renaissance to Modern
ART	302	Evaluating Greek Art
ART	303	Roman Art
ART	305	Early Medieval Art
ART	307	Romanesque and Gothic Art
ART	310	Art and the City-State in Early Renaissance Italy
ART	313	High Renaissance Art and Mannerism in Italy
ART	314	Sexuality, Drama and Invention: The Baroque Artist in Italy
ART	318	The Play of Realism in the Northern Renaissance
ART	319	Court, Church and Community in Northern Baroque Art
ART	320	Aspects of the Baroque
ART	323	European Art, 1780-1880
ART	324	Modern Art, 1880-1980
CLASSIC	100	Greek Civilization
CLASSIC	102	Roman Civilization
CLASSIC	224	Greek Mythology
CLASSIC	300	Greek Archaeology
CLASSIC	301	Roman Archaeology
CLASSIC	330	Magic in Antiquity
CLASSIC	335	Women in Antiquity
CLASSIC	365	Greek Drama
COMPLIT	319	Representing the Holocaust
COMPLIT	350	French Film
ECON	361	European Economic History
ENGLISH	201	Major British Writers I
ENGLISH	202	Major British Writers II
ENGLISH	221	Shakespeare
ENGLISH	222	Shakespeare
ENGLISH	314	Middle English Literature
ENGLISH	326	Elizabethan and Jacobean Drama
ENGLISH	343	The English Epic Tradition
ENGLISH	348	Rise of the Novel
ENGLISH	349	Nineteenth-Century British Fiction
ENGLISH	358	The Romantic Poets
ENGLISH	361	The Modern Novel, 1900-1945
ENGLISH	363	Modern British Drama
ENGLISH	365	20-Century Literature of Ireland
ENGLISH	416	Chaucer's Canterbury Tale
ENGLISH	437	Milton
ENGLISH	468	James Joyce
FRENCH	280	Love and Sex in French Culture
FRENCH	345	Introduction to Medieval Studies
FRENCH	350	French Film
FRENCH	384	Themes in French Intellectual and Literary History
FRENCH	386	French Civilization, Origins to 1945
FRENCH	387	Contemporary France
FRENCH	401	Literary Movements I

FRENCH	402	Literary Movements II
FRENCH	409	Women in Modern French Society: The Novelist and Her Fictions
FRENCH	411	Introduction to Medieval French Literature
FRENCH	424	Renaissance Prose
FRENCH	433	French Classicism 1660-1700
FRENCH	441	French Enlightenment
FRENCH	444	18th-Century Theater and Novel
FRENCH	455	19th-Century Novel
FRENCH	456	Fictions of the Grail in Literature and Film
FRENCH	465	20th-Century Novel
FRENCH	467	20th-Century Poetry
FRENCH	469	20th-Century Theater
GERMAN	270	From Grimm to Disney: The German Folktale
GERMAN	304	German Film: From Berlin to Hollywood
GERMAN	341	Early German Culture
GERMAN	363	Witches: Myth and Reality
GERMAN	370	19th-Century German Thought
GERMAN	372	Vienna 1890-1914
GERMAN	375	Hitler's Myth
GERMAN	377	Politics and Culture
GERMAN	379	Germany Today
GERMAN	380	Weimar Germany Society and Culture
GERMAN	402	Goethe
GERMAN	413	German Romanticism
GERMAN	421	19th-Century German Literature
GERMAN	432	Brecht and Modern Drama
GERMAN	433	20th-Century German Prose
HISTORY	140	European History, 1500-1815
HISTORY	141	European History, 1815 to the Present
HISTORY	241	The Irish Experience
HISTORY	300	Ancient Greece
HISTORY	302	Early Middle Ages, 300-1100
HISTORY	304	Middle Ages and the Renaissance, 1300-1494
HISTORY	305	Renaissance and Reformation Europe
HISTORY	307	European Enlightenment, 1685-1789
HISTORY	313	19th-Century European Intellectual History
HISTORY	321	Modern Scandinavia
HISTORY	323	Modern Germany
HISTORY	330	English History to 1688
HISTORY	331	English History, 1688 to the Present
HISTORY	337	Victorian England
HISTORY	387	The Holocaust
ITALIAN	285	Introduction to Italian Studies
ITALIAN	324	Introduction to Italian Literature
ITALIAN	325	Survey of Modern Italian Literature
ITALIAN	350	Italian Film
ITALIAN	487	Contemporary Italian Culture and Society
POLISCI	239	Government and Politics of Western Europe
POLISCI	335	Government and Politics of Eastern and Central Europe
POLISCI	344	Political Systems of Spain and Portugal
SCANDIN	276	Vikings and Their Stories: Saga Literature
SCANDIN	365	Scandinavian Mythology
PORTUG	315	Portuguese Civilization
PORTUG	320	Introduction to Portuguese Literature I
PORTUG	321	Introduction to Portuguese Literature II
PORTUG	425	Medieval and Renaissance Portuguese Literature
PORTUG	426	Portuguese Literature from Camões through the 18th Century
PORTUG	427	Literature of the Portuguese Overseas Expansion
PORTUG	440	19th-Century Portuguese Literature
PORTUG	446	20th-Century Portuguese Literature
SPANISH	320	Literature of Spain I
SPANISH	321	Literature of Spain II

SPANISH	397	Spanish Film: From Buñuel to Almodóvar
SPANISH	415	Culture and Civilization of Spain: From Dictatorship to Democracy
JUDAIC	353	Sephardic Cultures and Literatures of the Spanish Diaspora

Russia and Eastern Europe

COMPLIT	385	Russian Themes in World Cinema
JUDAIC	385	The Jews of Eastern Europe
HISTORY	315	Tsarist Russia
HISTORY	316	Soviet Russia
HISTORY	317	The Russian Revolution
POLISCI	236	Russian Politics
POLISCI	335	Government and Politics of Eastern and Central Europe
RUSSIAN	250	Russian Culture
RUSSIAN	251	Modern Russian Culture

III. Thematic Concentration

The following courses are drawn from across the curriculum and concentrate on developments, processes and issues that are global in scope. These include: world health and hunger; environmental change and conservation; urbanization and the built environment; development and the global economy; westernization; comparative and international politics; cultures of the diaspora; the global production of culture.

ANTHRO	312	Medical Anthropology
ANTHRO	313	Nutritional Anthropology
FOODSCI	102	World Food Habits
RESECO	121	Hunger in the Global Economy
BIOLOGY	108	Biodiversity
POLISCI	253	International Environmental Politics and Policy
POLISCI	382	Environmental Policy
GEOSCI	100	Global Environmental Change
GEOSCI	150	The Earth Transformed: World Environmental Issues
GEOSCI	362	Conservation Geography
GEOSCI	420	Political Ecology
GEOSCI	444	Sense of Place and Environmental Behavior
GEOSCI	450	Indigenous Peoples and Conservation
ART	118	Introduction to Architecture and the Built Environment
GEOSCI	102	The Human Landscape
GEOSCI	370	Urban Geography
GEOSCI	372	Urban Issues
GEOSCI	360	Economic Geography
GEOSCI	364	Geography of Development
POLISCI	359	International Political Economy
ECON	321	International Monetary Theory
ECON	322	International Trade
ECON	366	Economic Development
MANAG	448	Management in the International Economy
MARKET	437	International Marketing
HISTORY	100	Western Thought to 1600
HISTORY	101	Western Thought since 1600
HISTORY	111	The World and the Rise of the West, 1450 to the Present
HISTORY	180	History of Western Science and Technology I
HISTORY	181	History of Western Science and Technology II
JOURNAL	310	The Press and the Third World
POLISCI	111	Comparative Politics
POLISCI	121	World Politics
POLISCI	252	Globalization, Governance, and World Order
POLISCI	338	Nationalism, Ethnicity and Identity in Politics
POLISCI	351	International Security Policies

POLISCI	354	International Relations
POLISCI	356	International Law
POLISCI	357	International Organizations
POLISCI	385	Comparative Public Policy
AFROAM	361	Revolution in the Third World
LEGAL	375	Human Rights and Wrongs
LEGAL	470	Indigenous Peoples and Global Issues
LEGAL	475	Gods and Governments
SOCIOL	388	Gender and Globalization
FRENCH	353	Francophone African and Caribbean Film
FRENCH	388	Francophone Civilization Outside of France
AFROAM	113	African Diaspora Arts
AFROAM	151	Literature and Culture

COMM	345	Contemporary World Cinema
COMPLIT	121	International Short Story
COMPLIT	122	Spiritual Autobiography
COMPLIT	133	Introduction to Science Fiction
COMPLIT	141	Good and Evil: East and West
COMPLIT	151	Fiction: East and West
COMPLIT	233	Fantasy and World Literature
COMPLIT	234	Myth, Folktale and Children's Literature
COMPLIT	336	International Graphic Novel
COMPLIT	382	Cinema and Psyche
COMPLIT	387	Myths of the Feminine

IV. Cross-Cultural Communication

ANTHRO	104	Culture Society and People
ANTHRO	105	Language, Culture, and Communication
ANTHRO	106	Culture Through Film
ANTHRO	234	Art in Cross-Cultural Perspective
ANTHRO	306	Visual Anthropology
ANTHRO	360	Language in Culture and Society
COMM	118	Introduction to Interpersonal Communication and Culture
COMM	125	Introduction to Rhetoric and Performance & Social Action
COMM	121	Introduction to Media and Culture
COMM	212	Cultural Codes in Communication
COMM	250	Interpersonal Communication
COMM	320	Culture, Communication and Social Identities
LING	101	People and Their Language

V. Language Study

At one time or another, UMass has offered instruction in Catalan, Danish, Dutch, Finnish, and Polish. Should courses in these languages ever resume, they would count toward the ISP certificate.

Arabic

ARABIC	126	Elementary Arabic I
ARABIC	146	Elementary Arabic II
ARABIC	226	Intermediate Arabic I
ARABIC	246	Intermediate Arabic II
ARABIC	326	Advanced Arabic I
ARABIC	346	Advanced Arabic II

Chinese

CHINESE	110	Non-Intensive Elementary Chinese I
CHINESE	120	Non-Intensive Elementary Chinese II
CHINESE	126	Intensive Elementary Chinese I
CHINESE	246	Intensive Elementary Chinese II
CHINESE	326	Intensive Intermediate Chinese I
CHINESE	327	Intensive Intermediate Chinese II
CHINESE	375	Introduction to Chinese Linguistics
CHINESE	426	Advanced Modern Chinese I

CHINESE 427 Advanced Modern Chinese II

French

FRENCH 110 Elementary French I
FRENCH 120 Elementary French II
FRENCH 126 Intensive Elementary French
FRENCH 230 Intermediate French I
FRENCH 240 Intermediate French II
FRENCH 246 Intensive Intermediate French
FRENCH 250 Language and Literature
FRENCH 272 Conversation
FRENCH 273 Advanced Conversation
FRENCH 371 Advanced Grammar

German

GERMAN 110 Elementary German I
GERMAN 120 Elementary German II
GERMAN 126 Intensive Elementary German
GERMAN 230 Intermediate German I
GERMAN 240 Intermediate German II
GERMAN 246 Intensive Intermediate German
GERMAN 310 Advanced German I
GERMAN 311 Reading German Culture
GERMAN 320 Advanced German II

Hebrew

HEBREW 110 Elementary Modern Hebrew I
HEBREW 120 Elementary Modern Hebrew II
HEBREW 126 Intensive Elementary Modern Hebrew I
HEBREW 230 Intermediate Modern Hebrew I
HEBREW 240 Intermediate Modern Hebrew II
HEBREW 246 Intensive Modern Hebrew II
HEBREW 301 Advanced Modern Hebrew I
HEBREW 302 Advanced Modern Hebrew II
HEBREW 351 Readings in Modern Hebrew I
HEBREW 352 Readings in Modern Hebrew II
HEBREW 361 Modern Hebrew Literature I
HEBREW 362 Modern Hebrew Literature II

Italian

ITALIAN 110 Elementary Italian I
ITALIAN 120 Elementary Italian II
ITALIAN 126 Intensive Elementary Italian
ITALIAN 230 Intermediate Italian I
ITALIAN 240 Intermediate Italian II
ITALIAN 246 Intensive Intermediate Italian
ITALIAN 371 Advanced Grammar and Composition

Japanese

JAPAN 110 Non-Intensive Elementary Japanese I
JAPAN 120 Non-Intensive Elementary Japanese II
JAPAN 126 Intensive Elementary Japanese I
JAPAN 246 Intensive Elementary Japanese II
JAPAN 326 Intensive Intermediate Japanese I
JAPAN 327 Intensive Intermediate Japanese II

Portuguese

PORTUG 110 Elementary Portuguese I
PORTUG 120 Elementary Portuguese II
PORTUG 126 Elementary Intensive Portuguese
PORTUG 230 Intermediate Portuguese I
PORTUG 240 Intermediate Portuguese II
PORTUG 246 Intermediate Intensive Portuguese

PORTUG 301 Conversational Portuguese I
PORTUG 311 Advanced Grammar
PORTUG 312 Advanced Composition

Russian

RUSSIAN 110 Elementary Russian I
RUSSIAN 120 Elementary Russian II
RUSSIAN 230 Intermediate Russian I
RUSSIAN 240 Intermediate Russian II
RUSSIAN 301 Advanced Russian I
RUSSIAN 302 Advanced Russian II

Spanish

SPANISH 110 Elementary Spanish I
SPANISH 120 Elementary Spanish II
SPANISH 126 Elementary Intensive Spanish
SPANISH 230 Intermediate Spanish I
SPANISH 240 Intermediate Spanish II
SPANISH 246 Intermediate Intensive
SPANISH 301 Conversational Spanish
SPANISH 311 Advanced Grammar

Swedish

SWEDISH 110 Elementary Swedish I
SWEDISH 120 Elementary Swedish II
SWEDISH 230 Intermediate Swedish I
SWEDISH 240 Intermediate Swedish II

Five-College Center for the Study of World Languages

The Five College Center for the Study of World Languages offers courses in a number of languages that are taught less often in American colleges and universities. In the past, these have included Bulgarian, Czech, Greek, Hungarian, Norwegian, Romanian, Serbo-Croatian, Slovak, Turkish, Ukrainian, Hindi, Indonesian, Malay, Pashto, Persian, Thai, Vietnamese, Urdu, Uzbek, Yoruba, Afrikaans, Shona, Swahili, Twi, Wolof, Zulu.