



College of Liberal Arts & Sciences  
Office of the Dean

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February 21, 2011

Bernard Mair, Associate Provost and Chair of University Curriculum Committee  
University of Florida  
Gainesville, FL 32611-3175

Dear Dr. Mair:

Please accept this letter as support for the Bachelor of Arts in International Studies (INS) to be offered in the College of Liberal Arts and Sciences (CLAS). Given the growth and potential in the field and UF's campus-wide initiatives, particularly its focus on internationalization for the 2013 SACS review, the proposed major is timely. The College of Liberal Arts and Sciences would like to provide students with an academically rigorous interdisciplinary program major that provides basic knowledge and skill development in International Studies. The central premise of the Quality Enhancement Plan (QEP), a component to be developed for the SACS review, is that international experiences can substantially enrich a liberal arts education. The CLAS proposed major in International Studies is centered on this premise.

Undergraduate degrees in International Studies are increasingly common across the nation and increasingly demanded by students. Not a week goes in which I am not approached by an undergraduate asking about a major in international studies. Many of these students have good foreign language skills, and are eager to complement them with a cross-disciplinary curriculum in international studies. It has become commonplace to assert that we need more students well-trained in global issues to lead us in an increasingly globalized world, and we constantly lament the trouble our country has run into due to the shortage of qualified international affairs specialists. Yet we offer no simple option for them. Students with an education in international studies are in demand by government, industry, and the non-profit sector. There is also a burgeoning of graduate programs in international studies for which this program would prepare students. The international studies degree will fit into the goals laid out in the University's Strategic Work Plan, and the CLAS strategic plan currently in place.

The College of Liberal Arts and Sciences has committed resources to support a Faculty Advisor for the major with a course release as well as dedicating 0.10 FTE of Associate Dean Milagros Peña's duties to support oversight of the major. In addition, CLAS will commit an Academic Advisor from the CLAS Advising Center at 0.25 FTE, and a 0.10 FTE staff person in our office for assisting with advising and the administration of the major, as well as a teaching assistant to support expected enrollments in the proposed introductory course for the major. We will commit additional resources to meet instructional and administrative demand as the major grows. In addition, we will support demonstrated additional OPS needs with adjunct faculty instruction to departments to support faculty teaching the required courses associated with the major.

I look forward to your and the University Curriculum Committee's endorsement of the College of Liberal Arts and Sciences Bachelor of Arts in International Studies.

Yours truly,

A handwritten signature in cursive script, reading "Paul D'Anieri".

Paul D'Anieri, Dean

College of Liberal Arts and Sciences

**Florida Board of Governors  
Request to Offer a New Degree Program  
13 June 2008 – University of Florida**

<u>University of Florida</u>	<u>August 2011</u>
University Submitting Proposal	Proposed Implementation Date
<u>College of Liberal Arts and Sciences</u>	<u>College of Liberal Arts and Sciences</u>
Name of College or School	Name of Department(s)
<u>International Studies</u>	<u>Bachelor of Arts in International Studies</u> <u>(CIP Code: 30.2001)</u>
Academic Specialty or Field	Complete Name of Degree

**The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program.**

Date Approved by the University Board of Trustees	President	Date
Signature of Chair, Board of Trustees	Date	Vice President for Academic Affairs
		Date

Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

**FORM C**

Implementation  
Timeframe

Projected Student Enrollment  
(From Table 1)

Projected Program Costs  
(From Table 2)

	HC	FTE	Total E&G Funding	Contract & Grants Funding	E&G Cost per FTE
Year 1	23	20.01	\$88,274		\$4,411
Year 2	29	25.23			
Year 3	57	49.59			
Year 4	81	70.47			
Year 5	100	87.00	\$135,494		\$1,557

*Note: This outline and the questions pertaining to each section must be reproduced within the body of the proposal to ensure that all sections have been satisfactorily addressed.*

## **INTRODUCTION**

### **I. Program Description and Relationship to System-Level Goals**

- A. Briefly describe within a few paragraphs the degree program under consideration, including (a) level; (b) emphases, including concentrations, tracks, or specializations; (c) total number of credit hours; and (d) overall purpose, including examples of employment or education opportunities that may be available to program graduates.**

The College of Liberal Arts and Sciences (CLAS) is requesting permission to implement the International Studies (INS) major which will lead to a Bachelor of Arts (BA) degree in INS. The degree is designed to prepare students for life and work in an international arena. By instituting this major, the University of Florida will join other universities throughout the country and in the State of Florida that already have international/global studies programs. The INS program proposed here will offer students the flexibility of working with faculty across disciplines, but within the framework of an established major. This new degree program will require students majoring in INS to: 1) develop a working knowledge of a modern foreign language; 2) experience living and studying abroad or working with an international organization focused on international issues to prepare them for international careers or graduate study; 3) become knowledgeable of at least one major region of the world; 4) become knowledgeable about significant global issues; and 5) conduct research and write a paper on a regional or global issue in conjunction with a senior research seminar or experience.

Students will opt for a focus on global and international issues or may select sets of courses to develop foci or specializations beyond the broad perspectives of the required INS courses, such as: 1) regional and global political economy; 2) comparative cultural and political systems; 3) ethnicity, identity, and belief systems; 4) peace, conflict, and wars; 5) gender, culture and politics; and 6) global science and environmental issues (e.g., water management, etc.)

The major will prepare students for careers as specialists or representatives in: international relations, international publications, cross cultural training in educational and business fields, public affairs, government foreign service, export sales, and international research. International Studies will also prepare students for graduate studies in international law and becoming professors in the fields of international and global studies.

The major consists of the two required INS courses and the Category A and B courses described below and study abroad or service learning experience or senior seminar tied to a research focused senior project for a total of 36 hours. In addition, the major requires to between 12 -20 foreign language credit hours (depending on the language and level selected by the student). Overall a total of 120 credits are required for the degree.

**B. Describe how the proposed program is consistent with the current State University System (SUS) Strategic Planning Goals. Identify which goals the program will directly support and which goals the program will indirectly support. (See the SUS Strategic Plan at <http://www.flbog.org/about/strategicplan/>)**

International Studies is not specifically mentioned in the current Board of Governors (BOG) SUS of Florida State Strategic Plan for 2005-2013 (adopted June 9, 2005). However, in this document, the BOG established goals that focus on providing access, meeting the workforce needs of the state, and building world-class academic programs and research capacity. The proposed International Studies major directly addresses at least two of the four goals emphasized in the SUS Strategic Plan, particularly Goal 2: Meeting statewide professional and workforce needs; and, Goal 4: Meeting community needs and fulfilling unique institutional responsibilities.

The International Studies major will prepare students to meet present and future workforce demands in the State of Florida. Enterprise Florida Inc. (EFI), a public-private organization devoted to statewide economic development has identified Florida as a central international business hub (see <http://www.eflorida.com/ContentSubpage.aspx?id=348> accessed January 3, 2011). EFI notes that: "No other site in the Western Hemisphere can match Florida's unique combination of strategic geographic location, state-of-the-art infrastructure, multilingual workforce, and concentration of corporate and financial resources. All of these factors combined make Florida a leader in international trade and foreign direct investment. From Florida, companies can do business globally with great ease, both virtually and in the real world. Florida is host to some 300 regional and hemispheric headquarters of companies from all over the world, making it a pillar of international business and trade. Many international firms base other facilities, such as those for warehousing, distribution and manufacturing, in Florida to take advantage of its easy access to global markets." Given this reality, as stated previously the INS major will prepare students for careers in Florida's internationalizing economic environment as specialists or representatives particularly in: cross cultural training and teaching, public affairs, publishing, government service positions, export sales, and international research.

Indirectly, the International Studies major will help the University of Florida fulfill goal 4 of the SUS strategic plan in meeting community needs and fulfilling unique institutional responsibilities. Four UF Title VI Centers funded with U.S. Department of Education grants provide language and international cultural training. More broadly, Title VI centers and international studies foster greater international awareness in the broader community by creating and expanding related resources and activities for K-12 teachers and students, postsecondary audiences, business, media, state and local government, and the general public.

The INS program also will strengthen the international component of undergraduate teaching at UF by complementing the teaching and research interests of UF faculty. Units that benefit from international efforts in CLAS include: the Center for African Studies, the Center for Women's Studies and Gender Research, the France-Florida Research Institute, the Center for European Studies, the Center for Greek Studies, the Program in Medieval and Early Modern Studies, the Center for Film Studies, the Center for Modern German Studies, and the Land Use and Environmental Change Institute (LUECI) among others. There are others outside of CLAS, such as Center for International Business Education and Research (CIBER) in the College of Business, the Center for Latin American Studies and the Colleges of Education, Medicine, Agriculture and Life Sciences, Fine Arts, Law, and other colleges that contribute to the goal of enhancing international studies at UF.

**INSTITUTIONAL AND STATE LEVEL ACCOUNTABILITY****II. Need and Demand**

- A. Need:** Describe national, state, and/or local data that support the need for more people to be prepared in this program at this level. Reference national, state, and/or local plans or reports that support the need for this program and requests for the proposed program which have emanated from a perceived need by agencies or industries in your service area. Cite any specific need for research and service that the program would fulfill.

According to a 2006 U.S. Department of Education report titled "Teaching Language for National Security and American Competitiveness," less than 8% of U.S. undergraduates take a foreign language and fewer than 2% study abroad (U.S. Department of Education, see <http://www2.ed.gov/teachers/how/academic/foreign-language/teaching-language.html>, accessed December 22, 2010). The federal government states that for reasons of national security and global competitiveness, the U.S. must do a better job of educating students in international areas including foreign languages (see <http://www2.ed.gov/teachers/how/academic/foreign-language/teaching-language.pdf>, accessed December 22, 2010). The 2006 Presidential Initiative (National Security Language Initiative, see <http://merln.ndu.edu/archivepdf/nss/state/58733.pdf> accessed December 22, 2010), called for the Departments of State, Education and Defense, to expand the number of Americans studying a foreign language so as to increase the number of advanced foreign language teachers and speakers to grow the nation's cultural competence particularly in critical regions of the world of interest to the U.S. Significant federal dollars to support Foreign Language and Area Studies Fellowship (FLAS) and Foreign Language Assistance Program (FLAP) grants, as reported in the 2006 U.S. Department of Education report, is an indicator of critical need for foreign language and cultural competency. The U.S. government initiatives as highlighted in the 2006 report began with a \$57 million initiative for expanding critical language teaching, and support continues and has expanded to other initiatives, certainly a key indicator of national need in international studies.

The Enterprise Florida Inc. report notes that: "Florida is the strategic and economic center of the Americas. Geographic location, combined with economic and political stability, put Florida at the center of trade and finance throughout the hemisphere" (see <http://www.eflorida.com/International.aspx?id=1476>, accessed March 22, 2011). This reality underscores the need for a trained professional workforce in the field of international studies in the State of Florida. The Enterprise Florida report calls for a trained workforce focused on Florida's international economy, particularly employment in professional services supporting the industries associated with international affairs and business. "Florida has nearly 900,000 workers in the financial/professional services sector. This sector includes more than 117,000 companies, ranging from the financial and insurance services, to those in engineering, accounting and law. Continuous growth in this sector will allow Florida to maintain its competitive edge as a knowledge-based state in this New Economy" (see <http://www.eflorida.com/International.aspx?id=1488>, accessed March 22, 2011). The INS major will provide Florida's workforce with skills and training in languages, analytical thinking and writing, and research with expertise in regions of the world needed in international affairs and business.

In addition, the number of scholarships and fellowships that are available to undergraduate students is yet another indication of the importance accorded to training in international studies. See the attached

list of fellowships (Appendix F) for the breadth of opportunities that are available to undergraduate students interested in pursuing international studies. In addition to these, Fulbright Scholarships are made available for graduating seniors to study abroad for one year and still other opportunities include the Foreign Language and Area Studies (FLAS) Fellowships. The FLAS Fellowships program provides allocations of academic year and summer fellowships to institutions of higher education or consortia of institutions of higher education to assist meritorious undergraduate students and graduate students undergoing training in modern foreign languages and related area or international studies. Currently, UFs Title VI Centers (Centers for African Studies, European, and Latin American Studies) offer these fellowship opportunities. Eligible students apply for these fellowships directly to the centers. INS students would be well positioned to compete for the FLAS fellowships.

**B. Demand: Describe data that support the assumption that students will enroll in the proposed program. Include descriptions of surveys or other communications with prospective students.**

College of Liberal Arts and Sciences Dean, Dr. Paul D'Anieri notes: "Undergraduate degrees in International Studies are increasingly common across the nation and increasingly demanded by students. Not a week goes in which I am not approached by an undergraduate asking about a major in international studies. Many of these students have good foreign language skills, and are eager to complement them with a cross-disciplinary curriculum in international studies. It has become commonplace to assert that we need more students well-trained in global issues to lead us in an increasingly globalized world, and we constantly lament the trouble our country has run into due to the shortage of qualified international affairs specialists. Yet we offer no simple option for them. Students with an education in international studies are in demand by government, industry, and the non-profit sector. There is also a burgeoning of graduate programs in international studies for which this program would prepare students. The international studies degree will fit into the goals laid out in the University's Strategic Work Plan, and the CLAS strategic plan currently in place."

Student interest in the Department of Political Science's Certificate of International Relations (INR) indicates demand for the major at the University of Florida.

Certificates in International Relations, 2004-2009	
Year	Number of Certificates Awarded
2004-05	45
2005-06	56
2006-07	67
2007-08	45
2008-09	40
2009-10	54

In addition, the two Florida state institutions that offer the proposed International Studies major show steady growth and demand for the major. The University of North Florida International Studies major instituted in 2003 has grown from 48 in 2003 to 46, 61, 97, 103, and 104 in subsequent years with 123 majors as of 2010. At the University of Central Florida, the major has grown dramatically from 23 students enrolled in 2008 when it was instituted to 93 in 2009 and 161 in 2010.



- C. If similar programs (either private or public) exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of any communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). Provide data that support the need for an additional program.**

Presently there are only two institutions (the University of North Florida and University of Central Florida) that are listed with the CIP Code 30.2001 in International/Global Studies. See Appendix B for related programs. The University of Central Florida (UCF) is located in Orlando, Florida. In communicating by telephone and emails with the program coordinator, department chair, and associate chair in the Political Science Department at UCF, all agreed in a letter sent by Dr. Jewett, Associate Chair of the Political Science Department (see Appendix G) that the UF proposed International Studies major complements rather than competes with the major offered at UCF. The UCF website (<http://politicalscience.cos.ucf.edu/content/index.html#loader=http%3A//politicalscience.cos.ucf.edu/content/undergraduate/index.html>, accessed January 6, 2011) notes that with its degree in International & Global Studies: "The Department of Political Science seeks to (1) provide a broad background for careers in foreign and domestic public service and in the private sector where a knowledge of government and politics is necessary; (2) provide a broad background for and facilitate admission to law school through the prelaw emphasis; (3) prepare students for teaching, research, and graduate study in Political Science; (4) provide a broad background for careers in politics; and (5) educate citizens and promote their active interest in public affairs."

Similarly, Dr. Pamela A. Zeiser, International Studies Program Director, at the University of North Florida, located in Jacksonville, Florida communicated by telephone and the attached supporting letter (see Appendix G) that she sees no problem for the program at UNF, if the University of Florida were to have a BA in International Studies. The UNF International Studies Program notes that: "The mission of the International Studies Program is to endow students with knowledge of interdisciplinary international studies and with the skills necessary to become effective global citizens" (website: <http://www.unf.edu/coas/intlstudies/>, accessed March 20, 2011).

Both Drs. Zeiser and Jewett noted that the proposed UF program is structured sufficiently different than theirs. In fact, Dr. Jewett noted in his letter of support (see Appendix G) that: "we believe that there is enough demand for this type of program in the state of Florida to warrant several state universities offering International Studies." As noted above, the UCF major in the last two years grew from 93 in 2009 to 161 in 2010. UF would join UCF and UNF in offering a major that is growing in popularity, particularly given job opportunities in the areas of international business as well as in government and non-government agencies.

The University of Florida International Center (UFIC) facilitates collaborations with other Florida institutions through co-sponsored events and study abroad programs.

- D. Use Table 1 (A for undergraduate and B for graduate) to categorize projected student headcount (HC) and Full Time Equivalents (FTE) according to primary sources. Generally undergraduate FTE will be calculated as 40 credit hours per year and graduate FTE will be calculated as 32 credit hours per year. Describe the rationale underlying enrollment projections. If, initially, students within the institution are expected to change majors to**

**enroll in the proposed program, describe the shifts from disciplines that will likely occur.**

Initially, students who are already at UF will comprise the first year's cohort of students. It will take time to get the word out. The INS major will initially most likely attract students from Anthropology, Political Science, Sociology and others who would normally pursue the Interdisciplinary Studies (IDS) major option. The projected students attracted to INS from these majors in year 1 will likely be approximately 15 students. Also in year 1, it is expected that only a few transfer student will enter the major given the major will only just be coming online. In total, for year 1 given existing interest, upper-level students transferring from other majors, together with first time in college (FTIC), and transfer students, it is expect there will be 23 students who enroll as INS majors. As the major becomes more publicly known, these numbers will increase particularly among FTIC students. By years 4 and 5, as Table 1-A shows, it is expected that the bulk of the major will come from among FTIC students.

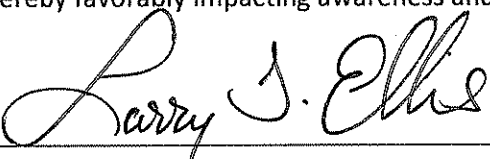
As projected, it is expected that there will be as many as 100 majors by Year Five. The semester course plan for the major as planned below supports this plan and also accommodates transfer students by counting courses available under the same SUS course numbering for the major.

- E. Indicate what steps will be taken to achieve a diverse student body in this program, and identify any minority groups that will be favorably or unfavorably impacted. The university's Equal Opportunity Officer should read this section and then sign and date in the area below.**


In order to ensure that a diverse student population is aware of the new major, the Faculty Advisor for the INS major as well as other faculty members teaching for the major will make presentations at venues such as La Casita and the Black Student Union. Presentations will also be made to McNair Scholars, the Upward Bound program for middle and high school students, and classes that are known to have high student diversity. Flyers and other materials will be readily available. Additionally, information about the INS major will be provided to students entering UF from the Alliance High Schools and the Lombardi Fellows (all of whom receive study abroad scholarships).

The academic advisors in the College of Liberal Arts and Sciences Academic Advising Center are trained to advance multicultural education. These academic advisors will advise students on the availability and attractiveness of the International Studies major for their careers. Because the major will attract a diverse student population, including international students, all the students will be exposed to a multicultural learning experience both in the classroom and in engaging each other.

The proposed INS B.A. requires in its curriculum that students become familiar with other cultures and interact with them, including spending time abroad, and it will above all demand that they address global and transnational issues. This major will serve to break down intellectual and cultural insularity thereby favorably impacting awareness and sensitivity to diverse and minority group cultures.

  
\_\_\_\_\_

Equal Opportunity Officer

  
\_\_\_\_\_

Date

### III. Budget

- A. Use Table 2 to display projected costs and associated funding sources for Year 1 and Year 5 of program operation. Use Table 3 to show how existing Education & General funds will be shifted to support the new program in Year 1. In narrative form, summarize the contents of both tables, identifying the source of both current and new resources to be devoted to the proposed program. (Data for Year 1 and Year 5 reflect snapshots in time rather than cumulative costs.)**

The INS major will have a Faculty Advisor appointed from within the College of Arts and Sciences at 0.25 faculty advising effort for a three-year rotating term and will report to the CLAS Associate Dean (currently Dr. Milagros Peña) who handles International Affairs. Dr. Tamir Sorek from the Department of Sociology and Criminology & Law has agreed to serve as the first faculty advisor for the major. Associate Dean, Dr. Milagros Peña, will contribute 0.10 of her effort to assist Dr. Sorek and provide additional oversight of the major. Dr. Constance Shehan, Chair of the Department of Sociology and Criminology & Law, has agreed to appoint Dr. Sorek to teach International Studies Perspectives the first year of the International Studies major as part of his teaching assignment in the Department of Sociology and Criminology & Law. Dr. Constance Shehan endorses the overall plan for the major (see Dr. Shehan's letter of support in Appendix G). Dr. Shehan notes that the major complements teaching needs in the department. The Department of Sociology and Criminology & Law in the last four years reorganized its specialty area in race and ethnic relations from an explicitly U.S. focus to one now titled Race and Ethnicity in a U.S. and Global Context. Dr. Shehan has expressed in follow-up conversations regarding the INS major that Dr. Sorek serving as faculty advisor and teaching International Studies Perspectives, the gateway course for the International Studies major, will enhance the Race and Ethnicity in a U.S. and Global Context course offerings in Sociology. Table 2 shows a funding plan where the College will provide OPS and teaching assistantship support as needed to replace Dr. Sorek's and other faculty advising and teaching efforts directed to the INS major.

Additional faculty FTE is expected in order to teach the introductory course and the senior research seminar by Year 5. Dr. Mary Watt, Chair of Languages, Literatures, and Culture and Dr. Aida Hozic, a member of the Political Science Department have agreed to provide support for the additional INS courses projected for year 5. The INS major assumes a growth from 23 majors to 100 majors within five years. Based on those projections, administrative and teaching needs are summarized as follows:

Year 1 will include a Faculty Advisor, a CLAS Academic Advisor, an Associate Dean to support the faculty advisor, and administrative support staff. The Faculty Advisor would administer, advise majors and work in collaboration with Academic Advising and other directors and department chairs to coordinate the program, supervise TAs, and handle other duties related to the major. Dr. Tamir Sorek will also teach for the program as part of his regular sociology teaching assignment;

By year 5, two CLAS faculty members will be added to teach the required courses for the major (International Studies Perspectives and the Senior Research Seminar in International Studies).

Currently, there are no plans to have the International Studies Perspectives course offered on-line.

- B. If other programs will be impacted by a reallocation of resources for the proposed program, identify the program and provide a justification for reallocating resources. Specifically address the potential negative impacts that implementation of the proposed program will have on related undergraduate programs (i.e., shift in faculty effort, reallocation of instructional resources, reduced enrollment rates, greater use of adjunct faculty and teaching assistants). Explain what steps will be taken to mitigate any such impacts. Also, discuss the potential positive impacts that the proposed program might have on related undergraduate programs (i.e., increased undergraduate research opportunities, improved quality of instruction associated with cutting-edge research, improved labs and library resources).**

As the attached supporting letters (see Appendix G) from department and center chairs and directors note, they welcome the proposed INS major. These departments and centers include: African Studies; Anthropology; European Studies; Languages, Literatures, and Cultures; Latin American Studies; Political Science; Sociology; and Spanish and Portuguese, among others. The INS major will have a positive impact on these departments and centers because it will help support course offerings in these departments and centers and as well meet institutional commitments to internationalizing UF's curriculum. Internationalizing the curriculum also will improve the College's undergraduate quality of instruction given the opportunities to increase knowledge in international affairs.

The INS major is structured in such a way that except for the two INS courses, all other courses required for the major are already offered by departments and other programs. Approximately 384 courses have been identified for the major that will fulfill either the category A or category B courses identified for the major. See appendix A for the full list. Given the extensive list of courses that fulfill the requirement for the major, including language offerings, it is expected that there will be minimal to no impact on existing courses taught. Both Dr. Mary Watt, Chair of the Department of Languages, Literatures, and Cultures and Dr. Gillian Lord, Chair of the Department of Spanish and Portuguese have noted that the breadth of options for students and the fact that students already taking courses in their departments are likely to be attracted to the International Studies major. These departments both can handle and welcome the increased number of new students. If the language offerings do experience oversubscription in any given semester, the College will allocate OPS resources to address the demand.

Initially there is no expectation to replace Dr. Tamir Sorek's teaching the INS International Studies Perspectives gateway course to the INS major. Dr. Constance Shehan, Chair of the Department of Sociology and Criminology & Law, sees Dr. Tamir Sorek's teaching International Studies Perspectives attracting sociology majors to the course. Because the Sociology and Criminology & Law Department offers a subspecialty area in race and ethnic relations in the global context, the INS International Perspectives would count as a sociology offering as well. Dr. Sorek's regular teaching assignments in Sociology are in this subspecialty. Consequently, Dr. Sorek's contribution to the INS major will not negatively impact his sociology offerings but rather enhance the department's course offerings as well as serve the College INS major.

The only department that is currently stressed with regard to students interested in international studies courses is Political Science. With this in mind, the International Studies major is structure so that the administration of the major and the requirements for the major will in fact draw students away from Political Science by offering an alternative major that requires none of the International Relations courses in Political Science. The International Studies major would however recognize courses taken in Political Science that focus on international studies whether at UF or another institution. Counting such

courses will be particularly important for transfer students. In addition, when a faculty member teaches a course for the INS major, the College will allocate, as needed, OPS and TA support to the department to replace the teaching.

In summary, the major has been designed to have minimal impact on existing departments that offer international content courses identified for students in the INS major. Given the number of courses available to meet the requirements listed in Appendix A and language choices from among 24 languages taught in CLAS, the impact of the INS major to departments will be minimal.

**C. Describe other potential impacts on related programs or departments (e.g., increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the proposed major).**

One of the potential impacts of the INS major would be in creating greater demand for study abroad courses, internships, or work abroad programs offered by UF's International Center. However, Dr. David Sammons, Dean of the UF International Center, notes in his letter of support (see Appendix G) for the major that he welcomes the new students given the breadth of study abroad opportunities already available at the International Center. He attaches with his letter (see Appendix G) a long list of study abroad and related opportunities that are available for students who would major in International Studies. Dr. Sammons notes in that the UF International Center welcomes growth to their study abroad programs.

**D. Describe what steps have been taken to obtain information regarding resources (financial and in-kind) available outside the institution (businesses, industrial organizations, governmental entities, etc.). Describe the external resources that appear to be available to support the proposed program.**

Outside resources to support the proposed INS major are not required. However, the funds secured by the four federally funded, Title VI centers at UF provide a nexus for international programming on the UF campus through courses, speakers, workshops and conferences, research, and study abroad opportunities. The Title VI centers are linked to information provided by the Department of Education on the availability of Title VI funding. The Centers provide web-site links to external funding opportunities. Students can avail themselves of these resources.

Additionally, of the literally dozens of faculty who teach courses with international content, a significant portion of these also obtain funding for their research and curriculum development from outside UF grant agencies. Attached (Appendix F) is a listing of government and private fellowship programs that support students interested in international studies. This information will be available to students via the website dedicated to the major in International Studies.

**IV. Projected Benefit of the Program to the University, Local Community, and State**

**Use information from Table 1, Table 2, and the supporting narrative for "Need and Demand" to prepare a concise statement that describes the projected benefit to the university, local community, and the state if the program is implemented. The projected benefits can be both quantitative and qualitative in nature, but there needs to be a clear distinction made between the two in the narrative.**

The students who major in INS will benefit the University of Florida by helping the institution fulfill its mission to internationalize the UF curriculum, a goal for UF and its SACS accreditation. One of the University of Florida's expectations for internationalizing the curriculum is to integrate intercultural and global competencies into student learning. Faculty supporting the major will help accomplish this goal by increasing competencies in language and cross-cultural communication skills, and advancing academic knowledge in a variety of subjects related to international studies.

The State of Florida will benefit by having an increased pool of trained and educated professionals available to work in the State's international banking, diplomatic Consular Corps, trade, tourism, schools and government sectors. The INS major offers students the opportunity to be competitive in seeking employment in the State's business, educational, and government sectors requiring training in international affairs.

Given Gainesville's culturally diverse population, local employers including city government agencies, the University of Florida, Santa Fe College, Shand's Hospital, Nationwide Insurance Company, import companies, among others, stand to gain from INS majors. INS majors can be employed in Gainesville as community outreach coordinators, public affairs specialists in the health or education fields, and executive assistants or market researchers in local businesses involved in international trade or banking.

#### V. Access and Articulation – Bachelor's Degrees Only

- A. If the total number of credit hours to earn a degree exceeds 120, provide a justification for an exception to the policy of a 120 maximum and submit a request to the BOG for an exception along with notification of the program's approval. (See criteria in BOG Regulation 6C-8.014)

Not Applicable

- B. List program prerequisites and provide assurance that they are the same as the approved common prerequisites for other such degree programs within the SUS (see Common Prerequisite Manual <http://www.facts.org>). The courses in the Common Prerequisite Counseling Manual are intended to be those that are required of both native and transfer students prior to entrance to the major program, not simply lower-level courses that are required prior to graduation. The common prerequisites and substitute courses are mandatory for all institution programs listed, and must be approved by the Articulation Coordinating Committee (ACC). This requirement includes those programs designated as "limited access."

If the proposed prerequisites are not listed in the Manual, provide a rationale for a request for exception to the policy of common prerequisites. NOTE: Typically, all lower-division courses required for admission into the major will be considered prerequisites. The curriculum can require lower-division courses that are not prerequisites for admission into the major, as long as those courses are built into the curriculum for the upper-level 60 credit hours. If there are already common prerequisites for other degree programs with the same proposed CIP, every effort must be made to utilize the previously approved prerequisites instead of recommending an additional "track" of prerequisites for that CIP. Additional tracks may not be approved by the ACC, thereby holding up the full approval of

the degree program. Programs will not be entered into the State University System Inventory until any exceptions to the approved common prerequisites are approved by the ACC.

The prerequisites for admission into the International/Global Studies (CIP 30.2001) is designed to count common CIP prerequisites and courses taken at other SUS institutions, which is consistent with UF policy.

The University of Florida subscribes to the articulation agreement between the state universities and public community colleges in Florida: "Any graduate of a state-approved Florida public community college is eligible for admission to a state university if the student has completed the prerequisites of their intended major as specified in the Common Prerequisite Manual and received the Associate of Arts degree" (see <http://www.admissions.ufl.edu/ugrad/trapprocess.html>, accessed April 1, 2011).

- C. If the university intends to seek formal Limited Access status for the proposed program, provide a rationale that includes an analysis of diversity issues with respect to such a designation. Explain how the university will ensure that community college transfer students are not disadvantaged by the Limited Access status. NOTE: The policy and criteria for Limited Access are identified in BOG Regulation 6C-8.013. Submit the Limited Access Program Request form along with this document.

The program will not seek to have limited access status.

- D. If the proposed program is an AS-to-BS capstone, ensure that it adheres to the guidelines approved by the Articulation Coordinating Committee for such programs, as set forth in Rule 6A-10.024 (see Statewide Articulation Manual <http://www.facts.org>). List the prerequisites, if any, including the specific AS degrees which may transfer into the program.

Not Applicable.

### **INSTITUTIONAL READINESS**

#### **VI. Related Institutional Mission and Strength**

- A. Describe how the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan.

As noted previously, the International Studies major will prepare students to meet present and future workforce demands in the State of Florida which addresses goal 2 of the SUS Strategic Plan focused on meeting statewide professional and workforce needs. Florida has become a leader in international trade and foreign direct investment. From Florida, companies can do business globally with great ease, both virtually and in the real world. Florida is host to some 300 regional and hemispheric headquarters of companies from all over the world, making it a pillar of international business and trade. Many international firms base other facilities, such as those for warehousing, distribution and manufacturing,

in Florida to take advantage of its easy access to global markets. Having an International Studies major at UF addresses the SUS Strategic goal to meet statewide professional and workforce needs by providing the state with educating graduates ready to compete in the state's economic future.

International Studies also supports the University of Florida strategic work plan under the area of "Strategies for Maximum Impact" wherein "internationalization" is considered to be an important strategy that cuts across the entire university. This goal and the INS major is in line with meeting goal 4 of the SUS Strategic Plan focused on meeting community needs and fulfilling unique institutional responsibilities. Two goals underlie the internationalization objective: (1) enhance existing and develop new programs to promote international research, teaching, and study abroad and exchange programs as part of training students; and, (2) support Title VI centers in making competitive grant applications to secure extramural funding. The INS major will become an integral part of the efforts to internationalize the University and its programs of study, which UF has chosen as a focus for SACS accreditation in 2013.

**B. Describe how the proposed program specifically relates to existing institutional strengths, such as programs of emphasis, other academic programs, and/or institutes and centers.**

The INS degree would provide opportunities for interaction between colleges, faculty, and students teaching and conducting research in international area studies and on globalization.

The major is structured around existing strengths in CLAS departments and associated international centers. Departments and center programs directly relate to the major as they offer the array of courses that will be available to students majoring in INS. See courses listed in Appendix A.

Because of its diverse collective faculty expertise in over twenty cultural, linguistic, and literary traditions, the Department of Languages, Literatures, and Cultures brings unique transnational insight and perspectives to broader issues in a variety of sub-disciplines, including: Culture/Cultural Studies; Film and Media Studies; Language Pedagogy; Linguistics; Literature; Medieval & Early Modern Studies; Translation Studies. The Department of Languages, Literatures, and Cultures also offers courses teaching 22 languages. Given the number of languages offered in Languages, Literatures, and Cultures in addition to those offered in the Department of Spanish and Portuguese, students in the INS major will have many language options for the INS major.

The INS major senior research seminar, period of work, internship or study abroad that will produce a final senior research project is supported by the strength and array of study abroad offerings available through UF's International Center. UF's International Center presently supports over 112 UF-sponsored overseas study programs and has dozens of exchange and cooperative agreements with overseas universities as the attached supporting documents (see Appendix G, Dr. David Sammons) show.

The INS major is strengthened by the presence of 4 Title VI Centers at the University of Florida: the Centers for African, European, Latin American, and International Business Education and Research (CIBER). The Centers disseminate knowledge about global issues to the wider community through an integrated outreach program to schools, colleges, community groups, and businesses. INS majors will be able to participate in the programs and events associated with the Title VI centers.

**C. Provide a narrative of the planning process leading up to submission of this proposal. Include a chronology (table) of activities, listing both university personnel directly involved and external individuals who participated in planning. Provide a timetable of events necessary for the implementation of the proposed program.**



From 2000 to 2002, a subcommittee of the CLAS International Committee prepared a study of international studies major programs within Florida's State University System and across the U.S., along with a preliminary listing of courses, and proposed that an INS major be offered at the University of Florida. With approval from the Provost to pursue a formal proposal, from 2003 to 2005 the CLAS International Committee proceeded in developing a proposal for the major. In 2005, a final draft of a proposal for an INS major was completed and submitted to the CLAS Curriculum Committee for review and approval. The proposal received College approval and was forwarded to the University Curriculum Committee and approved in March 2006. Soon after, the INS proposal was withdrawn prior to going to the faculty senate for approval due to unexpected financial hardships in the college.

In Fall 2009, CLAS Associate Dean Milagros Peña was charged by Dean Paul D'Anieri to pursue the major with the funding plan that appears in Table 2. Throughout 2010, Peña met with Dr. Sandra Russo to revise the proposal. After implementing recommendation for changes by Dr. Bernard Mair, Associate Provost for Undergraduate Affairs, the proposal was revised and updated to conform to revised BOG forms. Dr. Albert Matheny, Associate Dean for CLAS Academic Advising, provided a current listing of international course electives (Appendix A) for the INS major. In addition, Dr. Milagros Peña, Associate Dean for International Affairs, revised the Academic Learning Compact and Student Learning Outcomes to conform to current requirements. Peña also drafted a grading rubric for the senior research project. The CLAS International Committee approved the grading rubric on February 15, 2011. The current INS proposal was presented to the University Curriculum Committee for approval in March 2011.

#### Planning Process

Date	Participants	Planning Activity
2000-2002	Dr. Leann Brown, Political Science	Prepare Study Supporting the INS major
2000-2002	Dr. Aida Bamia, African and Asian Languages and Literatures	Prepare Study Supporting the INS major
2000-2002	Dr. Colin Chapman, Zoology	Prepare Study Supporting the INS major
2000-2002	Dr. Yumiko Hulvey, African and Asian Languages and Literatures	Prepare Study Supporting the INS major
2003-2005	Dr. Yumiko Hulvey, CLAS Associate Dean	Draft INS Proposal
2003-2005	Dr. Allan Burns, Anthropology	Draft INS Proposal
2003-2005	Dr. Paul Magnarella, Anthropology	Draft INS Proposal
2003-2005	Dr. Keith Bullivant, Germanic and Slavic Studies	Draft INS Proposal
2003-2005	Dr. Diana Boxer, Linguistics	Draft INS Proposal
2003-2005	Dr. Jack Sabin, Physics	Draft INS Proposal
2003-2005	Dr. Todd Leedy, Center for African	Draft INS Proposal

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	Studies	
2003-2005	Dr. Amie Kreppel, Political Science and the Center for European Studies	Draft INS Proposal
2003-2005	Dr. David Pharies, Romance Languages and Literatures	Draft INS Proposal
2005	Dr. Angel Kwolek-Folland	Finalize and submit INS Major Proposal for Approval
2005	Dr. David Pharies, Romance Languages and Literatures	Finalize and submit INS Major Proposal for Approval
2005	Dr. Todd Leedy, Center for African Studies	Finalize and submit INS Major Proposal for Approval
2005	Dr. Amie Kreppel, Political Science and Center for European Studies	Finalize and submit INS Major Proposal for Approval
2005	Dr. Jack Sabin, Physics	Finalize and submit INS Major Proposal for Approval
2005	Dr. Ido Oren, Political Science	Finalize and submit INS Major Proposal for Approval
2005	Dr. Michael Gorham, Germanic and Slavic Languages	Finalize and submit INS Major Proposal for Approval
2005	Dr. Scott Nygren, English	Finalize and submit INS Major Proposal for Approval
2005	Dr. Sandra Russo, International Center	Finalize and submit INS Major Proposal for Approval
2010	Dr. Milagros Peña, CLAS Associate Dean	Revise INS Proposal for Resubmission
2010	Dr. Sandra Russo, International Center	Revise INS Proposal for Resubmission
February 2011	Dr. Guido Muller, Physics	CLAS International Committee Review and Approve INS Grading Rubric
February 2011	Dr. Conor O'Dwyer, Political Science and Interim Director of the Center for European Studies	CLAS International Committee Review and Approve INS Grading Rubric
February 2011	Dr. Ido Oren, Political Science	CLAS International Committee Review and Approve INS Grading Rubric
February 2011	Dr. Mary Watt, Languages, Literatures,	CLAS International Committee Reviews

	and Cultures	and Approves INS Grading Rubric
February 2011	Dr. Milagros Peña, Associate Dean, CLAS	CLAS International Committee Reviews and Approves INS Grading Rubric

**Events Leading to Implementation**

Date	Implementation Activity
2000-2002	Prepare Study Supporting the INS Major
2003-2005	Draft INS Major Proposal
2005	Finalize and submit INS Major Proposal for Approval
March 2006	University Curriculum Committee Approves INS Proposal
April 2006	INS Proposal Pulled from Further Review for Budgetary Reasons
2010-2011	INS Proposal Revised for Resubmission
March 2011	University Curriculum Committee Approval
April 2011	UF Senate Approval
May 2011	Provost Approval
June 2011	Board of Trustees Approval
July 2011	State Board of Education Approval
August 2011	First Students Accepted to Program

**VII. Program Quality Indicators - Reviews and Accreditation**

**Identify program reviews, accreditation visits, or internal reviews for any university degree programs related to the proposed program, especially any within the same academic unit. List all recommendations and summarize the institution's progress in implementing the recommendations.**

Currently, the Interdisciplinary Studies (IDS) major has a track in International Studies. The International Studies track in the IDS major has not been reviewed. Once the International Studies major is approved, the International Studies track in IDS will be phased out. Related to the proposed International Studies major is the International Relations Certificate offered in the Political Science Department. The International Relations Certificate program has not been reviewed.

## VIII. Curriculum

- A. Describe the specific expected student learning outcomes associated with the proposed program. If a bachelor's degree program, include a web link to the Academic Learning Compact or include the document itself as an appendix.**

Student learning outcomes will include: 1) developing a working knowledge of a modern foreign language; 2) developing cultural knowledge by living abroad or working for an organization focused on international issues; 3) and becoming knowledgeable about at least one major region of the world thus becoming knowledgeable about significant global issues.

See Appendix E for the complete Academic Learning Compact (ALC) and the Student Learning Outcomes (SLOs) for the proposed INS major. A grading rubric was approved by the College of Liberal Arts and Sciences International Committee for the final senior research project and is also included with Appendix E. The ALC, SLOs, and grading rubric will be available to majors on a website once the major is approved.

- B. Describe the admission standards and graduation requirements for the program.**

Students will be admitted to the major when they apply for admission to UF or request a change in major with the Academic Advising Center or the INS Faculty Advisor. New incoming students will be admitted into the major as part of admissions to UF. Transfer students and students changing majors will need to show a minimal 2.0 overall GPA and C or better in general education courses and a language taken that will count toward the major. The INS major will require completion of 2 required courses and 10 electives (15 credits in a primary, and 15 credits in a secondary region of the world). A minimum of 24 credits in elective courses for the major must be completed at the 3000 level. In addition, four semesters of a modern foreign language (12-20 credits) are required for the major. The INS major will not require prerequisites additional to those already required for a B.A. degree at the University of Florida except for International Studies Perspectives and the Senior Research experience required for the major. However, students should be aware that many of the 3000 and 4000-level courses available as electives do have prerequisites. Students in the major will be expected to graduate with a minimum overall 2.0 GPA and a 3.0 GPA in the major.

- C. Describe the curricular framework for the proposed program, including number of credit hours and composition of required core courses, restricted electives, unrestricted electives, thesis requirements, and dissertation requirements. Identify the total numbers of semester credit hours for the degree.**

The requirements for a major in International Studies are:

1. The general requirements for the Bachelor of Arts degree in the College of Liberal Arts and Sciences.

The college has eight requirements to satisfy for award of a degree (see <http://www.registrar.ufl.edu/catalog/programs/las/degree.html>, accessed April 4, 2011). These degree requirements are included in the 120 hours required for graduation.

1. **Hour:** All CLAS students **must** satisfactorily complete a minimum of 120 acceptable semester hours for the degree. Up to 30 hours earned in a UF overseas study or exchange program may

be applied to this requirement. Students may petition to have more hours accepted.

2. **Grade point average:** Students must achieve a minimum overall average of C (2.0) in all work attempted at the university.
3. **Residence:** The last 30 hours applied to the degree must be completed in residence at the University of Florida. In extenuating circumstances, the last three hours may be waived by petition. Participation in a UF-approved study abroad or exchange program is not considered a break in residence. However, students must see an adviser to be sure the degree audit accurately reflects this.
4. **Basic Distribution:** To ensure that students gain a rich and varied general education, the college asks students to complete the following distribution requirements:
  - 36 hours of a general education program: composition (3 credits); mathematical sciences (6 credits); humanities (9 credits); social and behavioral sciences (9 credits); physical or biological sciences (9 credits).
    - The same course may NOT be used to satisfy requirements in two different distribution areas (C, H, S, P/B). Six of the credits for humanities, social sciences or physical and biological sciences also must be designated I (international/diversity). The writing and math requirement must be met.
    - A grade of C or better is required for all courses fulfilling the general education requirement and the writing and math requirement (refer to the academic advising section).
    - Students who fulfill a general education program with fewer than nine credits in each of the three categories — humanities, social and behavioral science, and physical and biological sciences — must achieve a balanced spread of liberal arts and sciences by taking additional credits to total nine credits in each of these three categories. The S-U grade option is not acceptable for these credits.
  - An additional three hours in the physical or biological sciences (selected to provide a total of six hours in **each** of these areas). A grade of C or better is required for these additional three hours. The S-U grade option is not acceptable for these credits.
  - One hour of a science lab with a grade of C or better. Students can elect a laboratory course that is approved for the general education physical or biological sciences requirement, or they can choose from the following: any psychology laboratory or ANT 3514C. The S-U option is not acceptable. (Most labs cannot be taken without prerequisite or co-requisite courses.)
  - An additional composition (C) course (three hours) beyond the general education composition requirement with a grade of C or better. Any course coded C, and at any level, fulfills this requirement. However, students are encouraged to take the *Writing in the Major* course, usually ENC 3254, if available for their major (check with the undergraduate coordinator). The S-U option is not acceptable for this course.

2. International Studies Perspectives. Course description (proposed via UCC1; sample syllabus attached as Appendix C) This will be an introductory level survey lecture course. The course will consist of condensed, well-focused surveys of the geography, demographics, cultures, governments and most significant historical events of Europe, Asia, the Middle East, Africa, and Latin America, and discussions of major transnational and global issues, such as migration, economic and political alliances, major international organizations (e.g., the United Nations, NATO, etc.), global environmental issues, etc. This course will be a prerequisite for Senior Research Seminar in International Studies.

3. Senior Experience – a menu of options. International studies majors must choose one (or more) of

the following options to conclude their degree requirements.

a. Using the attached grading rubric for evaluation, upon completion of their study abroad course(s), the INS major student will complete a research paper for the courses which will be evaluated by the study abroad faculty or faculty advisor for the major. This will be in addition to any of the study abroad course requirements.

b. Using the attached grading rubric for evaluation, upon completion of an internship or work experience abroad, the INS major will complete a paper for the experience and the faculty supervisor of the experience or faculty advisor for the major will evaluate the paper. This will be in addition to any required assignments of the work/internship experience.

c. Using the attached grading rubric for evaluation, the INS major will present a poster presentation at either the Spring Undergraduate Research Conference or at the Fall Graduate Student Research Conference which has a poster section set aside specifically for undergraduate students.

d. The INS major elects to take a service learning project, working with an internationally focused non-governmental organization or governmental organization. Using the attached grading rubric for evaluation, the IS major will complete a paper for the experience and the faculty supervisor of the experience or faculty advisor for the major will evaluate the paper. This will be in addition to any required assignments of the service learning project.

e. The INS major elects to take an independent study course to prepare a research paper on a topic relevant to his/her area of interest in international studies. Using the attached grading rubric for evaluation, the faculty advisor will evaluate the research paper prepared by the student by a grading rubric.

4. By the fifth year, enough students will be enrolled in the INS major that a senior research seminar may be taught. This seminar (Senior Research Seminar in International Studies) would be taken in the senior year. Prerequisite is International Studies Perspectives. Course description (to be proposed via UCC1; sample syllabus) is attached as Appendix D. This course will consist of readings on and discussions of major contemporary international and global issues. It will offer students the opportunity to conduct guided research on international topics of their choice that relates to their track(s) and study or work abroad experiences. Each student will prepare a research paper and present a summary of facts, analysis, and conclusions to the class. The final research paper for the Senior Research seminar will be evaluated by the professor teaching the seminar using the attached grading rubric.

5. A minimum of 15 credits (at least 12 credits hours must be at the 3000-4000 level) in social science, humanities, or professional courses that deal with a single region of the world (e.g., Europe, Asia, the Middle East, Africa, Latin America) of the student's choice. Students may include courses not on this list subject to the INS Advisor's approval. The chosen courses for the single region focus will be referred to as Category A courses (listed in Appendix A). No more than six (6) credits may be taken in courses from a single academic department, and no more than three (3) credits may be taken in courses that focus on a particular country or single national language or literature (in translation). For example, no more than one 3-credit course on Italy or Italian literature in translation may be taken as part of the Category A requirement.

Category B Courses (Courses focusing on other world regions and transnational issues) (Appendix A):

6. A minimum of 15 credits (at least 12 credits hours must be at the 3000-4000 level) in social science, humanities, or professional courses that deal with regions of the world different from the region chosen for Category A and/or with one or more major transcontinental issues (such as demographic dynamics, migration, trade, communications, world history, comparative politics, international human rights, international law, international relations, language, culture, etc.). A minimum of nine (9) credits must include courses focusing on global issues, rather than on a single region.

7. As foreign language is integral to international study, a minimum of four semesters of a single modern foreign language at the university level or demonstrated written or oral fluency sufficient to function successfully abroad, as determined by the IS Advisor. Students who demonstrate written or oral fluency in a foreign language are strongly encouraged to take upper-level courses in that language or to pursue another foreign language. The language studied, or for which proficiency is demonstrated, must be logically linked to the student's course of study based on geographic region (Category A) and or thematic focus (Category B) as determined by the INS Advisor.

8. Six weeks of study, internship or work in a foreign country typically where the student's foreign language is spoken. However, students wishing to study, work, or participate in an internship in an English-speaking country (e.g., India, South Africa, Ireland, etc.) or in a country where the student's foreign language is not spoken may petition the Advisor for permission to do so. Students who are unable, for whatever reason, to spend time abroad, may substitute an internship or work experience at a US government agency or institution with a substantial global or international agenda. The IS Advisor must approve the alternate option.

Credits required for the major:

International Studies Perspectives 3 credits

Senior Research Seminar in International Studies 3

Category A courses 15

Category B courses 15

Four semesters of a modern foreign language 12

Study abroad or service learning project with focus on international issues 6

See Critical Tracking and Recommended Semester Plan below under section D.

Students should be aware that many of the 3000 and 4000-level courses do have prerequisites.

Total credits required for the Bachelors in International Studies 120

**D. Provide a sequenced course of study for all majors, concentrations, or areas of emphasis within the proposed program.**

**Bachelor of Arts in International Studies**

**Critical Tracking and Recommended Semester Plan**

Equivalent critical tracking courses as determined by the State of Florida [Common Course Prerequisites](#) may be used for transfer students; Minimum foreign language 12 credit hours required for the major

**Semester 1**

- 2.0 UF GPA required for semester 1
- Complete: 1 Foreign Language course and 1 International Studies Course from the INS major list of approved courses with a C or better in semester 1 with a 2.0 GPA on all critical-tracking courses.

**Semester 2**

- 2.0 UF GPA required for semester 2
- Complete 2 additional International Studies Courses 1 each from Category A and B list with a 2.5 GPA on all critical-tracking courses.

**Semester 3**

- 2.0 UF GPA required for semester 3
- Complete 2 additional International Studies Courses 1 each from Category A and B list with a 2.75 GPA on all critical-tracking courses

**Semester 4**

- 2.0 UF GPA required for semester 4
- Complete: 2 additional International Studies Courses 1 each from Category A and B list with a 3.0 GPA on all critical-tracking courses.

**Semester 5**

- 2.0 UF GPA required for semester 5
- Complete: INS3xxx International Studies Perspectives with a 3.0 GPA on all critical-tracking courses.

**Recommended Semester Plan**

Students are expected to complete the writing and math requirement while in the process of taking the courses below. Students are also expected to complete the general education international (GE-N) and diversity (GE-D) requirements concurrently with another general education requirement (typically, GE-C, H or S). A minimum of 120 credits are required for graduation.

Semester 1	Credits
Composition (GE-C, WR)	3
Foreign language	3-5
Science Laboratory (GE-P or B)	1
Biological Science (GE-B)*	3



INS Major Elective/AFS 2002/EUS 2001/GEA 1000/GEO 2500/LAS 2001/REL 2300/ HUM 2420/HUM 2424	3
Total	13-15
<b>Semester 2</b>	<b>Credits</b>
Biological Science (GE-B)*	3
Composition (GE-C, WR)	3
Foreign Language	3-5
Humanities (GE) may also fulfill INS Major Elective	3
INS Major Elective	3
Total	15-17
<b>Semester 3</b>	<b>Credits</b>
Humanities (GE) may also fulfill INS Major Elective	3
Mathematics (GE)	3
Foreign Language	3-5
Physical Science (GE)	3
INS Major Elective	3
Total	15-17
<b>Semester 4</b>	<b>Credits</b>
Foreign Language	3-5
Mathematics (GE)	3
Humanities (GE) may also fulfill INS Major Elective	3
Physical Science (GE)*	3
INS Major Elective	3
Total	15-17

Semester 5	Credits
International Studies Perspectives (GE-S)	3
International Studies: Category A (GE-S)	3
International Studies: Category B (Global issues only)	3
INS Major Elective	3
Elective	3
Total	15
Semester 6	Credits
Elective (3000 level or above, not in major if needed) **	3
International Studies: Category A	3
International Studies: Category B (Global issues only)	3
Study Abroad /Internship	6
Total	15
Semester 7	Credits
INS Major Elective**	3
Electives (3000 level or above, not in major if needed) **	3
International Studies: Category A (2)	6
International Studies: Category B (Global issues only)	3
International Studies: Category B (GE-S) (Single region or Global issues)	3
Total	15-18
Semester 8	Credits
Senior Research Seminar/Capstone Experience	3
International Studies: Category A	3

International Studies: Category B (Single region or Global issues)	3
Elective	3
INS Major Electives (if needed)**	3
Total	15
<b>Grand Total (must equal 120 credits minimum for degree)</b>	<b>120</b>

\* Assuming these will have corresponding GE-B, GE-P, GE-S, and GE-H status. Depending upon the B/P International Studies core course chosen, substitute general elective credit for the GE-B/P credits earned.

\*\* Electives: Majors are encouraged to use some of their electives to pursue a minor, combined degree, dual degree or double major.

**E. Provide a one- or two-sentence description of each required or elective course.**

International Studies Perspectives is the gateway course for the International Studies major. The course will be problem-focused and problem-solving, examining current international issues from an interdisciplinary perspective.

Senior Research Seminar in International Studies provides an opportunity for four years of coursework to culminate in a substantial independent research project that synthesizes the student's academic experiences and critically evaluates the broad area of international studies. The class will explore the state of the field by examining research and materials in international studies as related specifically to each student's track(s), by utilizing the international study abroad experience or internship to enrich the examinations, and by synthesizing these into a research paper that makes an original contribution to the field. The course will enable students to develop, research, and write an original essay (approximately 15-20 pages). The specific content of the course will be driven by the students themselves and will revolve around (1) research methods and (2) international issues of interest to the students taking the class.

Course electives are numerous and varied. Students will be encouraged to specialize in a region of the world that they will identify as category A classes for this region of the world. In addition, they will take another set of classes from outside their chosen region of the world which they will define for category B. The array of courses students can choose from for categories A and B are available in Appendix A. These were chosen because they focus on international issues from a humanities or social science perspective allowing students to also pursue interests with particular cultural or social issues given their interests for their planned careers.

**F. For degree programs in the science and technology disciplines, discuss how industry-driven competencies were identified and incorporated into the curriculum and identify if any industry advisory council exists to provide input for curriculum development and student assessment.**

Not Applicable.

- G. For all programs, list the specialized accreditation agencies and learned societies that would be concerned with the proposed program. Will the university seek accreditation for the program if it is available? If not, why? Provide a brief timeline for seeking accreditation, if appropriate.**

The University of Florida is accredited by the Southern Association of Colleges and Schools. No other specific accreditation will be sought for this program.

- H. For doctoral programs, list the accreditation agencies and learned societies that would be concerned with corresponding bachelor's or master's programs associated with the proposed program. Are the programs accredited? If not, why?**

Not Applicable

- I. Briefly describe the anticipated delivery system for the proposed program (e.g., traditional delivery on main campus; traditional delivery at branch campuses or centers; or nontraditional delivery such as distance or distributed learning, self-paced instruction, or external degree programs). If the proposed delivery system will require specialized services or greater than normal financial support, include projected costs in Table 2. Provide a narrative describing the feasibility of delivering the proposed program through collaboration with other universities, both public and private. Cite specific queries made of other institutions with respect to shared courses, distance/distributed learning technologies, and joint-use facilities for research or internships.**

Most instruction in INS program courses will be delivered on-campus utilizing classrooms, audio-visual, computer, language laboratories and other instructional enhancing equipment. Faculty continue to develop distance education courses so it is possible that some of the courses will be taught through distance learning technologies but the core INS courses will not be taught by distance .

The overseas component may involve field learning in the form of study abroad, internships, and work experiences. In 2008-09, 2209 UF students participated in study abroad courses. CLAS offered 39 study abroad courses in 2008-09.

The following table shows annual enrollment by term.

Study Abroad Increase, 2005-2009				
	2005-06	2006-07	2007-08	2008-09
Fall	334	168	185	220
Spring	527	367	395	410
Summer	1206	1260	1257	1114
Academic Year	31	38	37	25
Fall (short term)		134	156	218
Spring (short term)		232	192	222
Total	2098	2199	2222	2209

Dr. David Sammons, Dean of the University of Florida International Center (UFIC), in his supporting letter (see Appendix G) for the major provides details on the opportunities and locations abroad that would be available to International Studies majors.

#### IX. Faculty Participation

- A. Use Table 4 to identify existing and anticipated ranked (not visiting or adjunct) faculty who will participate in the proposed program through Year 5. Include (a) faculty code associated with the source of funding for the position; (b) name; (c) highest degree held; (d) academic discipline or specialization; (e) contract status (tenure, tenure-earning, or multi-year annual [MYA]); (f) contract length in months; and (g) percent of annual effort that will be directed toward the proposed program (instruction, advising, supervising internships and practica, and supervising thesis or dissertation hours).**

The faculty advisor for the major will be Dr. Tamir Sorek from the Sociology, Criminology & Law Department. In the first year of the program, Dr. Sorek will: be the Faculty Advisor at .25 FTE (release time from teaching) responsible for the administration of the program; and assigned from his remaining course load in sociology to .25 FTE to teach the International Studies Perspectives course. In the first and fifth year, there will be a .25 FTE academic advisor assigned from the College of Arts and Sciences Academic Advising Center to support the major. By the fifth year of the program, two additional faculty members, Dr. Mary Watt of the Department of Languages, Literatures, and culture, and Dr. Aida Hozic of the Department of Political Science will be added to support teaching (International Studies Perspectives and Senior Research Seminar in International Studies) each at .25 FTE. Associate Dean, Milagros Peña will be assigned .10 of her effort to oversee the administration of the major. The teaching of the required core courses and grading of senior projects for the INS major are expected to rotate initially from faculty identified in table 4.

- B. Use Table 2 to display the costs and associated funding resources for existing and anticipated ranked faculty (as identified in Table 2). Costs for visiting and adjunct faculty should be included in the category of Other Personnel Services (OPS). Provide a narrative summarizing projected costs and funding sources.**

For years one through five of the program, under projected student numbers, the faculty required are as summarized above: with .25 advising effort assignment for the Faculty Advisor for the major, adjunct faculty instructor assigned as needed to the major to match expected needs for the major and replacement for teaching needs in departments where faculty are teaching the core courses for the INS major, a .25 advisor from Academic Advising, .10 for staff support, and a teaching assistant to support International Studies Perspectives. Two additional faculty are added to year five to support expected growth in the major and teaching Senior Research Seminar in International Studies. The financial support for the major will come from the College of Liberal Arts and Sciences budget categories identified in Table 2.

- C. Provide the number of master's theses and/or doctoral dissertations directed, and the number and type of professional publications for each existing faculty member (do not include information for visiting or adjunct faculty).**

The following is provided for the four faculty identified to teach the core courses in the proposed International Studies major. There are another approximately 384 faculty offering courses identified as electives that will count for fulfilling requirements for the proposed International Studies major.

Faculty Name	Theses	Dissertations	Professional Publications
Aida Hozic	6	3	1 book, 13 articles
Milagros Peña	7	4	4 books, 34 articles
Tamir Sorek	0	1	3 books, 19 articles
Mary Watt	0	0	1 book, 14 articles

- D. Provide evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service. Such evidence may include trends over time for average course load, FTE productivity, student HC in major or service courses, degrees granted, external funding attracted, as well as qualitative indicators of excellence.**

Determining the appropriate associated academic units for the proposed major was done based on the top 20 courses that INS students would be most likely to take. The courses are in: Anthropology; History; Political Science; Economics; Languages, Literatures and Cultures; Religion; and, Sociology. Student headcounts and instructors were surveyed for 2001-2005.

Over 6000 students took these 20 courses. Of the 22 faculty teaching these courses, 21 were at the associate or full professor level. The faculty members teaching these courses are also highly productive in teaching and service. For example, Dr. Amie Kreppel, in Political Science, is also director of the Center for European Studies and the Center for European Union Studies, a federally funded National Resource Center that has received over one million dollars in external funding with the Title VI grant renewed in 2010. Two other Title VI Centers where INS students will take courses also have received over one million dollars in grants have also had their Title VI grants renewed in 2010. The faculty members teaching for the INS major are also affiliate members of the Title VI centers. All faculty members teaching for the INS major have had numerous publications (journal articles, books). In addition, Drs. Amie Kreppel, Leann Brown, Jerry Murray, Ido Oren, and Mary Watt have taken students on study abroad or research programs internationally.

The initial core faculty identified to serve the INS major in years 1 and 5 are among the best accomplished scholars in the College of Arts and Sciences. They have published books and articles in highly visible university presses and journals. One of Dr. Milagros Peña's books received the 2008 distinguished book award from the Latino Section of the American Sociological Association and Dr. Mary Watt had her book nominated for the Howard R. Marraro Prize in 2006. Drs. Aida Hozic, Tamir Sorek, and Milagros Peña have received the prestigious Fulbright Research Scholar and Lecturing awards. These faculty come from highly productive departments. In 2009-10, the Department of Sociology and Criminology & Law served 955 undergraduate majors and produced 24,794 undergraduate student count hours (SCHs) with 22.50 faculty; Languages, Literatures, and Cultures which was created as a

department in 2008 from the merger of several departments and programs produced 25,075 undergraduate SCHs and served 162 undergraduate majors with 38 faculty; and, Political Science served 1,007 majors and produced 18,930 undergraduate SCHs.

#### **X. Non-Faculty Resources**

- A. Describe library resources currently available to implement and/or sustain the proposed program through Year 5. Provide the total number of volumes and serials available in this discipline and related fields. List major journals that are available to the university's students. Include a signed statement from the Library Director that this subsection and subsection B have been reviewed and approved for all doctoral level proposals.**

The nine libraries that make up the University of Florida Library system comprise the largest information resource system in Florida. Most holdings are available to faculty and students on-line; items not directly available are accessible through interlibrary loan.

A member of the prestigious Association of Research Libraries, UF ranks among the top 35 public research libraries in North America. The libraries hold more than 4.28 million books; 27,148 print journals; 7.9 million microforms; 1.24 million government documents; 853,546 maps and images; 45,188 online journals, 874 electronic databases, 280,238 e-books, and 44,765 films and videos. With the support of the Title VI centers, the libraries continue to add materials with international studies content which we estimate to be more than 3 million volumes; 3.2 million microforms; 750,000 documents; 412,500 maps and images; 15,000 online journals; and 337 databases with at least 75 percent international studies content.

UF has particularly strong holdings in government documents, including having depository status and/or housing comprehensive collections for the European Union, the United Nations, World Bank, and World Trade Organization. The Libraries provide access to thousands of data sets through membership or subscription to the ICPSR, FAOStat, and Source OECD databases including those dealing with energy, science and technology, development aid, and global economic concerns. The Libraries subscribe to the World Bank e-Library, World Development Indicators and Global Development Finance Online. Additionally, UF subscribes to the EIU databases including EIU Viewswire with up-to-date country reports spanning the globe. The Law Library has particular strengths in the areas of British Commonwealth Law and international treaties.

UF collections for area studies provide the basis for pursuing research and curriculum development. Library resources in anthropology include particularly robust research material on caste, refugee resettlement and disaster recovery, and women and gender issues. UF subscription databases that support these areas include AnthroSource, eHRAF and Anthropology Plus. The theme of transnational feminisms is also strongly supported with subscription databases such as GenderWatch, Women's Resources International, and Contemporary Women's Issues. The African Studies Collection has broad holdings in languages, literature, human rights and women's issues. The Arabic Studies Collection supports an interdisciplinary major in Near Eastern Languages and Cultures, as well as folklore, the Arab woman, and the Maghreb and its peoples. Over 64,000 volumes constitute the Price Library of Judaica, eight percent of which relates to the Holocaust, among only ten libraries in the U.S. to house this unique material. The Zora Neale Hurston Collection, one of only four such archival repositories, supports our existing Diaspora Studies Program. Several special collections are available relevant to this theme, including rare manuscripts; the Carter, Cohen, Lemarchand and Fortune collections in Africana; and 450

rare memorial books of extinguished Jewish communities. UF has very deep holdings in Latin American and Caribbean studies, most noteworthy being the Miguel Gonzalez-Pando collection and archives from the Cuban Living History Project (available on-line from Florida International University), that provide an excellent resource for the study of exile communities.

The Marston Science Library is the primary source for international information in the sciences; its collections include materials relating to agriculture, biology, the physical and earth sciences, engineering, mathematics and statistics. In addition, the Map and Imagery Library is the largest academic map collection in the southeastern United States, and contains more than 513,000 maps; 278,000 aerial photographs and remote sensing images; and 7,215 atlases and reference books. UF has a Geographic Information Sciences laboratory with technical support staff to provide both the hardware and software necessary to portray and analyze geospatial data. In addition, numerous databases support specific areas of global science, such as Aquatic Pollution and Environmental Quality Abstracts, Ecology Abstracts, Human Population & Natural Resource Management Abstracts, Sustainability Science Abstracts, Water Resources Abstracts, Oceanic Abstracts and the World Bank databases.

The Libraries have a significant number of videos and DVDs related to international issues in the collections.

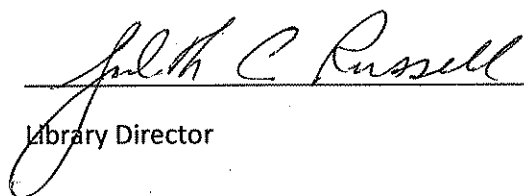
UF is currently one of only two Florida public university members of the prestigious Association of Research Libraries (ARL), comprised of the leading research libraries in North America. The ARL promotes equitable access to and effective use of recorded knowledge in support of teaching, research, scholarship, and community service. The Libraries are members of the Research Libraries Group, the Center for Research Libraries, and other organizations that give faculty and students access to many major scholarly collections. The libraries are linked to major national and international databases and software such as RLIN, ILLiad and OCLC that help locate and acquire materials for students and faculty. Special privileges are extended to faculty and students among the State University Libraries and Community Colleges throughout the state. In addition, Government Information departments have legal obligations to serve the general public, including foreign requests for information, or other non-university patrons.

Renovations to UF's Smathers Library include substantial facilities for student and faculty research and teaching. Smathers Libraries renovations are completed, with a new building constructed that is adjacent to Library West. Together the buildings house 1.5 million volumes as well as a microforms and other formats. Among the many amenities for faculty and students are seating for 1,500 library patrons, two new electronic classrooms, an information commons including 150 workstations, and multiple group study rooms for both undergraduates and graduate students. More than 50 subject specialists and reference librarians across the sciences, social sciences and humanities are available for both individual consultations and hands-on instruction in electronic classrooms. Reference service is provided at each of the nine library locations as well as by telephone, by email (UF was one of the first libraries to offer email reference in 1989) and a live chat service (initiated in 2001). Extensive Web-based subject guides provide immediate access to hundreds of subscription databases with tens of thousands of online information sources including scholarly journals, U.S. and international newspapers and news services, reference works, research reports, electronic books, data sets, and other resources.

- B. Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources in Table 3.**



Not Applicable.

  
Library Director

3/24/11  
Date

**C. Describe classroom, teaching laboratory, research laboratory, office, and other types of space that are necessary and currently available to implement the proposed program through Year 5.**

Classroom and language laboratory space will be provided by CLAS from current inventory of classrooms and laboratories. Academic buildings and classrooms are designed to facilitate the use of technology in teaching and learning. Classrooms include audiovisual equipment, computers, chalk boards, and classroom furniture.

The Language Learning Center is available for language instruction. The Center serves as the commons for the UF language departments, centers, and institutes, and a resource for the technological needs of language instructors. It offers a venue for speaking and listening examinations to the UF community and the Florida Department of Education.

The Language Learning Center is located in Turlington Hall 1317, with labs for classes in Turlington 1341, Little 215, and Little 225. It is part of the College of Liberal Arts and Sciences and receives computing support from CLASnet. The Office of Academic Technology provides Language Learning Center services such as streaming media and satellite TV. The Turlington 1341 lab seats up to 30 students at computer stations.

No additional special facilities are necessary with this degree program.

**D. Describe additional classroom, teaching laboratory, research laboratory, office, and other space needed to implement and/or maintain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Table 2. Do not include costs for new construction because that information should be provided in response to X (J) below.**

Not Applicable.

**E. Describe specialized equipment that is currently available to implement the proposed program through Year 5. Focus primarily on instructional and research requirements.**

The Language Learning Center has a videoconferencing unit. This unit combines a single camera, a conference phone/microphone, and a connection for a laptop computer. There is a large TV monitor for viewing the distant site. Faculty members wishing to connect students with students or experts abroad may opt to use videoconferencing. Videoconferencing is also available at the UF Digital Worlds Institute.

- F. Describe additional specialized equipment that will be needed to implement and/or sustain the proposed program through Year 5. Include projected costs of additional equipment in Table 2.**

Not Applicable.

- G. Describe any additional special categories of resources needed to implement the program through Year 5 (access to proprietary research facilities, specialized services, extended travel, etc.). Include projected costs of special resources in Table 2.**

Not applicable.

- H. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5. Include the projected costs in Table 2.**

One teaching assistantship has been allocated by the College of Liberal Arts and Sciences to support the major from year 1 through year 5.

- I. Describe currently available sites for internship and practicum experiences, if appropriate to the program. Describe plans to seek additional sites in Years 1 through 5.**

The University of Florida International Center website, <http://www.ufic.ufl.edu>, has resources and links regarding international internships. There are more than 50 links to government sites, search engines, non-profit organizations, and other non-traditional sources. UFIC arranges and monitors on-site logistics and updates information as appropriate.

The UF Career Resource Center (CRC) can also assist students, especially those interning with companies and large multinational and global corporations. More information about the CRC is available on their website, <http://www.crc.ufl.edu>.

- J. If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. Table 2 includes only Instruction and Research (I&R) costs. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase as a result of the program, describe and estimate those expenses in narrative form below. It is expected that high enrollment programs in particular would necessitate increased costs in non-I&R activities.**

Not Applicable.

**TABLE 1-A**  
**PROJECTED HEADCOUNT FROM POTENTIAL SOURCES**  
**(Baccalaureate Degree Program)**

Source of Students (Non-duplicated headcount in any given year)*	Year 1		Year 2		Year 3		Year 4		Year 5	
	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE
Upper-level students who are transferring from other majors within the university**	15	13.05	14	12.18	12	10.44	11	9.57	10	8.7
Students who initially entered the university as FTIC students and who are progressing from the lower to the upper level***	5	4.35	12	10.44	25	21.75	40	34.8	53	46.11
Florida community college transfers to the upper level***	2	1.74	2	1.74	12	10.44	18	15.66	20	17.4
Transfers to the upper level from other Florida colleges and universities***	0	0	0	0	3	2.61	7	6.09	7	6.09
Transfers from out of state colleges and universities***	1	0.87	1	0.87	5	4.35	5	4.35	10	8.7
Other (Explain)***	0	0	0	0	0	0	0	0	0	0
<b>Totals</b>	<b>23</b>	<b>20.01</b>	<b>29</b>	<b>25.23</b>	<b>57</b>	<b>49.59</b>	<b>81</b>	<b>70.47</b>	<b>100</b>	<b>87</b>

\* List projected annual headcount of enrolled students majoring in the program.

\*\* If numbers appear in this category, they should go DOWN in later years.

\*\*\* Do not include individuals counted in any PRIOR CATEGORY in a given COLUMN.

**TABLE 2  
PROJECTED COSTS AND FUNDING SOURCES**

Instruction & Research Costs (non-cumulative)	Year 1					Year 5					
	Funding Source					Funding Source					
	Reallocated Base* (E&G)	Enrollment Growth (E&G)	Other New Recurring (E&G)	New Non-Recurring (E&G)	Contracts & Grants (C&G)	Subtotal E&G and C&G	Continuing Base** (E&G)	New Enrollment Growth (E&G)	Other*** (E&G)	Contracts & Grants (C&G)	Subtotal E&G and C&G
Faculty Salaries and Benefits	32,695	0	0	0	0	\$32,695	32,695	0	47,220	0	\$79,915
A & P Salaries and Benefits	0	0	0	0	0	\$0	0	0	0	0	\$0
USPS Salaries and Benefits	5,615	0	0	0	0	\$5,615	5,615	0	0	0	\$5,615
Other Personnel Services	5,500	0	0	0	0	\$5,500	5,500	0	0	0	\$5,500
Assistantships & Fellowships	23,320	0	0	0	0	\$23,320	23,320	0	0	0	\$23,320
Library	0	0	0	0	0	\$0	0	0	0	0	\$0
Expenses	0	0	0	0	0	\$0	0	0	0	0	\$0
Operating Capital Outlay	0	0	0	0	0	\$0	0	0	0	0	\$0
Special Categories	21,144	0	0	0	0	\$21,144	21,144	0	0	0	\$21,144
<b>Total Costs</b>	<b>\$88,274</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$88,274</b>	<b>\$88,274</b>	<b>\$0</b>	<b>\$47,220</b>	<b>\$0</b>	<b>\$135,494</b>

\*Identify reallocation sources in Table 3.

\*\*Includes recurring E&G funded costs ("reallocated base," "enrollment growth," and "other new recurring") from Years 1-4 that continue into Year 5.

\*\*\*Identify if non-recurring.

**Faculty and Staff Summary**

Total Positions (person-years)	Year 1	Year 5
Faculty	1	4
A & P	0	0
USPS	1	1

**Calculated Cost per Student FTE**

	Year 1	Year 5
Total E&G Funding	\$88,274	\$135,494
Annual Student FTE	20.01	87
E&G Cost per FTE	\$4,411	\$1,557

**TABLE 3  
ANTICIPATED REALLOCATION OF EDUCATION & GENERAL FUNDS**

Program and/or E&G account from which current funds will be reallocated during Year 1	Base before reallocation	Amount to be reallocated	Base after reallocation
Soc/Crim Salaries	2,265,627	20,590	\$2,245,037
Academic Advising Salaries	1,230,547	12,105	\$1,218,442
CLAS Dean Salaries	1,309,011	21,144	\$1,287,867
CLAS Staff Salaries	657,273	5,615	\$651,658
CLAS Adjunct Salaries	1,500,000	5,500	\$1,494,500
CLAS TA/GA Assistantships	13,900,000	23,320	\$13,876,680
<b>Totals</b>	\$20,862,458	\$88,274	\$20,774,184



# APPENDIX A: International Studies Courses

Course Title	Department	SS+H	S+T	ECO	POL	BUS	AFR	ASIA	EUR	LA+C	NA
ADV 4400 International and Cross Cultural Advertising	Advertising					X					
AEE 3073 Intercultural Communication	Agricultural Education & Commun	X									
AFS 2002 African Experience	Anthropology	X					X				
AGR 3001 Environment Food and Society	Agronomy		X								
ANT 3241 Anthropology of Religion	Anthropology	X									
ANT 3302 Sex Roles: A Cross-Cultural Perspective	Anthropology	X									
ANT 3364 Peoples and Cultures of China	Anthropology	X					X				
ANT 3428 Food and Culture	Anthropology	X									
ANT 3451 Racial and Cultural Minorities	Anthropology	X									
ANT 3620 Language and Culture	Anthropology	X									
ANT 3930 Migration in Europe	Anthropology	X							X		
ANT 3930 Anthropology of Eastern Europe & Postcom	Anthropology	X							X		
ANT 4266 Economic Anthropology	Anthropology	X		X							
ANT 4273 Anthropology of Law	Anthropology	X									
ANT 4323 People of Mexico and Central America	Anthropology	X								X	
ANT 4331 Peoples of the Andes	Anthropology	X								X	
ANT 4336 The Peoples of Brazil	Anthropology	X								X	
ANT 4352 Peoples of Africa	Anthropology	X					X				
ANT 4354 Anthropology of Modern Africa	Anthropology	X					X				
ANT 4930 Islam in Europe	Anthropology	X							X		
ARH 3525 The Arts of West Africa	Art and Art History	X					X				
ARH 3526 The Arts of Central Africa	Art and Art History	X					X				
ARH 3555 Late Imperial and Modern Chinese Art 1907-	Art and Art History	X						X			
ARH 3585 The Arts of Oceania	Art and Art History	X						X			
ARH 4454 Late Twentieth Century Art	Art and Art History	X									
CLA 3114 Greece Today and Yesterday	Classics	X							X		
CLA 3930 Greece During WWII	Classics	X							X		
CLT 3930 Greece and Turkey	Classics	X							X		
CLT 3930 The Greeks and Others: Greek Identity & EU	Classics	X							X		
GMT 3513 Greece and Its European Context in the 20th	Classics	X							X		
GRK 4300 Modern Greek Literature Since 1830	Classics										
ECO 3704 International Trade	Economics			X							
ECO 4730 The Firm in the Global Economy	Economics			X							

SS+H - Social Science and Humanities  
S+T - Science and Technology  
ECO - Economics

POL - Political Science  
BUS - Business  
AFR - Africa

EUR - Europe  
LA+C - Latin America and Caribbean  
NA - North America





## APPENDIX A: International Studies Courses

EUS 3930 Women from the "Other" Europe: Femininity	European Studies	X						X	
EUS 3930 The Greeks and Others: Greek Identify & EU	European Studies	X						X	
EUS 3930 Greece During WWII	European Studies	X						X	
EUS 3930 Greece & Its European Context in the 20th Cen	European Studies	X						X	
EUS 3930 Anthropology of Eastern Europe & Postcom	European Studies	X						X	
EUS 3930 Avant-Garde	European Studies	X						X	
EUS 3930 Aftermaths of Defeat	European Studies	X						X	
EUS 3930 19th Century Intell & Cultural History	European Studies	X						X	
EUS 3930 Intellectual History of Europe, Renaissance	European Studies	X						X	
EUS 3930 Europe Since 1914	European Studies	X						X	
EUS 3930 Empires and Imperialism	European Studies	X						X	
EUS 3930 History of the Holocaust (Capstone)	European Studies	X						X	
EUS 3930 Magical Realism	European Studies	X						X	
EUS 3930 Eastern European Politics	European Studies	X				X		X	
EUS 3937 Political Readings on Turkey (FLAC)	European Studies	X						X	
EUS 3937 From Dream Factory to Czech Dream: Moder	European Studies	X						X	
EUS 4930 War and Culture	European Studies	X						X	X
EUS 4930 Comparative Migration: US and Europe	European Studies	X						X	
EUS 4130 European Identity	European Studies	X						X	
EUS 4210 Institutions & Politics of EU	European Studies	X				X		X	
EUS 4211 European Union's Enlargement	European Studies	X				X		X	
EUS 4212 EU Economic Integration	European Studies	X				X		X	
EUS 4930 New Europe in Film, Literature and Politics	European Studies	X				X		X	
EUS 4930 African Diasporic Presence in the New Europ	European Studies	X					X	X	
EUS 4930 Terrorism and Political Violence in Post-War	European Studies	X				X		X	
EUS 4930 Islamic Civilization and the Making of Europ	European Studies	X						X	
EUS 4930 European Nationalism and Ethnicity	European Studies	X						X	
EUS 4930 Culture and Identity in Europe	European Studies	X						X	
EUS 4930 EU in Global Economy	European Studies	X						X	
EUS 4930 Turkish Political Affairs: Politics & Governme	European Studies	X				X		X	
EUS 4930 Citizenship and Migration in Europe	European Studies	X						X	
EUS 4931 EU in Comparative Context	European Studies	X						X	
EUS 4931 Domestic Politics of the EU Enlargement	European Studies	X					X	X	
EUS 4931 Politics of the European Union	European Studies	X					X	X	

SSH - Social Science and Humanities  
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## APPENDIX A: International Studies Courses

EUS 4932	Jean Monnet Special Seminar	European Studies	X							X	
EUS 4933	Current Issues in European Studies	European Studies	X							X	
EUS 4950	20th Century Czech Culture/Society(Prague)	European Studies	X							X	
EUS 4950	Polish Cultural Studies (UF in Krakow)	European Studies	X							X	
AEB 3671	Comparative World Agriculture	Food & Resource Economics				X	X				
AEB 4242	International Trade Policy in Agriculture	Food & Resource Economics				X	X				
AEB 4282	International Humanitarian Assistance	Food & Resource Economics				X	X				
AEB 4283	International Development Policy	Food & Resource Economics				X	X				
AEB 4343	International Agribusiness Marketing	Food & Resource Economics				X	X	X			
FOR 4060	International Forestry	Forest Resources & Conservation				X					
FOR 4664	Sustainable Ecotourism Development	Forest Resources & Conservation				X					
GEA 1000	Geography in a Changing World	Geography	X								
GEA 3405	Geography of Latin America	Geography	X								X
GEA 3410	Geography of South America	Geography	X								X
GEA 3500	Geography of Europe	Geography	X							X	
GEA 3600	Geography of Africa	Geography	X					X			
GEA 4465	Amazonia	Geography	X								X
GEO 2500	Global and Regional Economies	Geography	X								
GEO 3250	Climatology	Geography				X					
GEO 3424	Geography of Jewish Population	Geography	X								
GEO 3430	Population Geography	Geography	X								
GEO 3502	Economic Geography	Geography	X			X					
GEO 4554	Regional Development	Geography	X								
GLY 3074	Oceans and Global Climate	Geological Sciences				X					
HSC 4624	Trends in International Health	Health Education and Behavior	X			X					
AFH 3200	Africa Since 1800	History	X					X			
AFH 3342	History of West Africa	History	X					X			
AFH 3405	History of East Africa 1800-2000	History	X					X			
AFH 4253	African Women in the Twentieth Century	History	X					X			
AFH 4293	Politics & Violence in Africa Since 1800	History	X					X			
AFH 4450	Southern Africa	History	X					X			
AMH 3511	American Foreign Relations & Expansion,	History	X								X
AMH 3544	America in Vietnam	History	X						X		X
ASH 3381	Women in Modern South Asia History, 1800	History	X						X		

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 EUR - Europe



## APPENDIX A: International Studies Courses

EUH 4930 World War I	History	X							X	
EUH 4930 Germany and WWII	History	X							X	
EUH 4930 Postwar Britain and France	History	X							X	
EUH 4930 Aftermath of WWII	History	X							X	
HIS 3931 War and Culture	History	X							X	
HIS 3931 19th Century Intelligence & Cultural History	History	X							X	
HIS 3931 Russian Cultural Heritage	History	X							X	
HIS 3931 Cultural Transition in Contemporary Poland	History	X							X	
HIS 4931 Modern Europe Jewish History	History	X							X	
LAH 3100 Emergence of Latin American Nations	History	X								X
LAH 3300 Contemporary Latin America	History	X								X
LAH 3741 Revolution in the Americas	History	X								X
LAH 4433 Modern Mexico	History	X								X
LAH 4472 The Caribbean, Nineteenth and Twentieth	History	X								X
LAH 4473 France in the Caribbean	History	X								X
LAH 4520 Andean Nations	History	X								X
LAH 4602 History of Amazonia	History	X								X
LAH 4630 National Period Brazil	History	X								X
W OH 3043 The World Since 1945	History	X					X			
W OH 4254 Nations and Nationalism	History	X								
JST 3930 Modern European Jewish History	Jewish Studies	X							X	
JST 3930 Honors: History of Antisemitism	Jewish Studies	X							X	
JST 3930 The Literature and Arts of the Holocaust	Jewish Studies	X							X	
JST 3930 European Jewish Literature 1919-1939	Jewish Studies	X							X	
JST 3930 Jews in European Film	Jewish Studies	X							X	
JST 4905 New German Cinema 1945 to Present	Jewish Studies	X							X	
MMC 4302 World Communication Systems	Journalism						X			
LAA 4935 Gardens of the World	Landscape Architecture	X								
ABT 3500 Arabic Culture	Language Literature/Culture	X						X		
CHI 3440 Business Chinese	Language Literature/Culture	X						X		
CHT 3500 Chinese Culture	Language Literature/Culture	X							X	
CHT 3124 Modern Chinese Fiction in Translation	Language Literature/Culture	X							X	
CHW 4130 Readings in Chinese Literature	Language Literature/Culture	X							X	
CHW 4140 Newspaper Chinese	Language Literature/Culture	X							X	

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## APPENDIX A: International Studies Courses

CHI 3403 Chinese Calligraphy	Language Literature/Culture	X							X	
CZE 4956 Special Topics (UF in Prague)	Language Literature/Culture	X								X
CZT 3520 Czech Cinema	Language Literature/Culture	X								X
CZT 3564 Modern Czech Culture and Society	Language Literature/Culture	X								X
CZT 3930 Twentieth Century Czech Culture/Society/Pragu	Language Literature/Culture	X								X
CZT 3930 Culture in Crisis: The European Avant-Gard	Language Literature/Culture	X								X
FRE 3440 Commercial French	Language Literature/Culture	X						X		X
FRE 3442 Contemporary French Commerce	Language Literature/Culture	X						X		X
FRE 3500 France Through the Ages	Language Literature/Culture	X								X
FRE 3502 Francophone Cultures	Language Literature/Culture	X								X
FRE 3564 Contemporary French Culture	Language Literature/Culture	X								X
FRT 3520 French Cinema	Language Literature/Culture	X								X
FRT 3561 Women in French Literature and/or Cinema	Language Literature/Culture	X								X
FRT 4523 European Identities, European Cinema	Language Literature/Culture	X								X
FRW 3101 Introduction to French Literature 2	Language Literature/Culture	X								X
FRW 4281 Readings in the 20th Century French Novel	Language Literature/Culture	X								X
FRW 4324 Readings in the 20th Century French Theater	Language Literature/Culture	X								X
FRW 4350 Modern French Poetry from Baudelaire to the	Language Literature/Culture	X								X
FRW 4391 Concepts of French Cinema	Language Literature/Culture	X								X
FRW 4552 Introduction to Realism and Naturalism	Language Literature/Culture	X								X
FRW 4762 Readings in Francophone Literatures and	Language Literature/Culture	X								X
FRW 4822 Introduction to French Critical Theory	Language Literature/Culture	X								X
GER 3234 Introduction to Reading German Texts	Language Literature/Culture	X								X
GER 3330 German Language and Culture I	Language Literature/Culture	X								X
GER 3331 German Language and Culture II	Language Literature/Culture	X								X
GER 3332 Topics of Film/Culture (FLAC)	Language Literature/Culture	X								X
GER 3440 German in Business	Language Literature/Culture	X						X		X
GER 4482 Cultural Diversity & Intercultural Comprehensi	Language Literature/Culture	X								X
GET 3501 History, Literature and Arts of Berlin	Language Literature/Culture	X								X
GET 3520 Early German Cinema-1945	Language Literature/Culture	X								X
GET 3580 Representations of War in Literature and	Language Literature/Culture	X								X
GET 3581 Limits of Representation: The Literature and	Language Literature/Culture	X								X
GET 3930 History of Catastrophe	Language Literature/Culture	X								X
GET 3930 German Folk and Fairy Tales	Language Literature/Culture	X								X

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## APPENDIX A: International Studies Courses

GET 3930 Nazism in Film and Literature	Language Literature/Culture	X							X
GET 3930 Turkish/German Cinema	Language Literature/Culture	X							X
GET 4291 Women and German Cinema	Language Literature/Culture	X							X
GET 4293 New German Cinema 1945-Present Day	Language Literature/Culture	X							X
GET 4930 Freud and Judaism	Language Literature/Culture	X							X
GEW 3101 Survey of German Literature 2	Language Literature/Culture	X							X
GEW 4301 Introduction to German Drama and Theater	Language Literature/Culture	X							X
GEW 4730 Modern German Literature	Language Literature/Culture	X							X
GEW 4731 Contemporary German Literature	Language Literature/Culture	X							X
GEW 4750 Women in German Literature	Language Literature/Culture	X							X
GEW 4542 Romantics and Revolutionaries	Language Literature/Culture	X							X
HAT 3564 Haitian Culture and Society	Language Literature/Culture	X							X
HMW 3200 Introduction to Modern Hebrew Literature I	Language Literature/Culture	X					X		
HMW 3201 Introduction to Modern Hebrew Literature II	Language Literature/Culture	X					X		
ITA 3500 Italian Civilization	Language Literature/Culture	X							X
ITA 3564 Contemporary Italian Culture	Language Literature/Culture	X							X
ITT 3431 Italy and Pilgrimages	Language Literature/Culture	X							X
ITT 3521 Italian Cinema	Language Literature/Culture	X							X
ITT 3930 Special Topics in Italian Literature and Culture	Language Literature/Culture	X							X
ITT 4956 Overseas Study in Italian/Italy	Language Literature/Culture	X							X
ITW 3101 Introduction to Italian Literature 2	Language Literature/Culture	X						X	
JPN 3391 Introduction to Japanese Film	Language Literature/Culture	X					X		
JPN 3440 Business Japanese	Language Literature/Culture	X					X		
JPN 3730 Language in Japanese Society	Language Literature/Culture	X					X		
JPT 3120 Modern Japanese Fiction in Translation	Language Literature/Culture	X					X		
JPT 3140 Japanese Women Writers: The Modern Period	Language Literature/Culture	X					X		
JPT 3500 Japanese Culture	Language Literature/Culture	X					X		
JPT 4502 Japanese Folklore	Language Literature/Culture	X					X		
JPW 4130 Readings in Japanese Literature	Language Literature/Culture	X					X		
JPW 4131 Japanese Texts and Contexts	Language Literature/Culture	X					X		
PLT 2560 Screening Polish Culture	Language Literature/Culture	X							X
PLT 3520 Polish Cinema	Language Literature/Culture	X							X
PLT 3564 Modern Polish Culture and Society	Language Literature/Culture	X							X
PLT 3930 Magical Realism	Language Literature/Culture	X							X

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## APPENDIX A: International Studies Courses

PLT 3930 Polish Sci-Fi and Fantasy	Language Literature/Culture	X							X	
PLT 3930 Cultural Transition in Contemporary Poland	Language Literature/Culture	X							X	
PLT 3930 Women from the "Other" Europe: Femininity	Language Literature/Culture	X							X	
PLT 3930 Polish Cultural Studies (UF in Krakow)	Language Literature/Culture	X							X	
RUT 3442 Themes from Russian Literature	Language Literature/Culture	X							X	
RUT 3442 Madmen and Fools	Language Literature/Culture	X							X	
RUT 3442 War and Peace	Language Literature/Culture	X							X	
RUT 3452 Russian Literature of the Twentieth Century	Language Literature/Culture	X							X	
RUT 3500 Russian Cultural History	Language Literature/Culture	X							X	
RUT 3503 Violence and Terror in the Russian Experience	Language Literature/Culture	X							X	
RUT 3504 Russia Today	Language Literature/Culture	X							X	
RUT 3514 Russian Fairy Tales	Language Literature/Culture	X							X	
RUT 3600 The Twentieth Century Through Slavic Eyes	Language Literature/Culture	X							X	
RUW 4301 Russian Drama and Poetry	Language Literature/Culture	X							X	
YOR 3500 Yoruba Diaspora in the New World	Language Literature/Culture	X					X			
YOR 4502 Yoruba Oral Literature	Language Literature/Culture	X					X			
SSA 3730 Language in African Society	Language Literature/Culture	X					X			X
LAS 2001 Introduction to Latin America	Latin American Studies	X								
LIN 4656 Gender and Language	Linguistics	X								
BUL 4443 Ethics in Global Business	Management						X			
MAN 3600 Multinational Business Operations	Management						X			
MAR 4156 International Marketing	Marketing						X			
MUH 3541 Latin American Music	Music	X								X
MUH 3621 Jewish Art Music in Western Culture	Music	X								
MUH 4016 History of Jazz	Music	X								
PHI 4644 Continental Philosophy	Philosophy	X								
CPO 3103 Western European Politics	Political Science					X			X	
CPO 3151 French Politics & Society in the Fifth	Political Science					X			X	
CPO 3204 African Politics	Political Science					X		X		
CPO 3303 Introduction to Latin American Politics	Political Science					X				X
CPO 3403 Politics of the Middle East	Political Science					X		X		
CPO 3614 Eastern European Politics	Political Science					X			X	
CPO 3633 Politics in Russia	Political Science					X			X	
CPO 4034 Politics in Developing Nations	Political Science					X				X

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## APPENDIX A: International Studies Courses

REL 3370 Religions of Africa	Religion	X					X			
REL 3381 Religion in Latin America	Religion	X								X
REL 4141 Religion and Social Change	Religion	X								
REL 4345 Chan/Zen Buddhism	Religion	X						X		
REL 4367 Modern Islam Thought	Religion	X						X		
SYA 4930 Culture and Identity in Europe	Sociology & Criminology and Law	X							X	
SYA 4930 European Population Issues	Sociology & Criminology and Law	X							X	
SYA 4930 Comparative Migration: US and Europe	Sociology & Criminology and Law	X							X	X
SYD 4020 Population	Sociology & Criminology and Law	X								
SYD 4701 European Nationalism and Ethnicity	Sociology & Criminology and Law	X							X	
SYD 4800 Sociology and Gender	Sociology & Criminology and Law	X								
SYD 4820 Men and Masculinities	Sociology & Criminology and Law	X								
SYO 3534 Poverty	Sociology & Criminology and Law	X								
SYO 4200 Sociology of Religion	Sociology & Criminology and Law	X								
POR 3224 Cities in Portuguese Speaking World	Spanish and Portuguese Studies	X					X		X	X
POR 3500 Luso-Brazilian Civilization	Spanish and Portuguese Studies	X					X		X	X
POR 3502 Brazilian Culture	Spanish and Portuguese Studies	X							X	X
POW 3100 Introduction to Literature in Portuguese	Spanish and Portuguese Studies	X							X	X
POW 3131 Introduction to Brazilian Literature 2	Spanish and Portuguese Studies	X								X
POW 4380 Contemporary Brazilian Poetry	Spanish and Portuguese Studies	X								X
POW 4450 The Modernist Movement in Brazilian Lit	Spanish and Portuguese Studies	X								X
POW 4480 Contemporary Brazilian Narrative	Spanish and Portuguese Studies	X								X
PRT 3930 From Empire to Integration	Spanish and Portuguese Studies	X					X		X	X
SPN 3224 Applied Spanish (FLAC)	Spanish and Portuguese Studies	X								
SPN 3440 Commercial Spanish	Spanish and Portuguese Studies	X					X		X	X
SPN 3510 Culture and Civilization of Spain	Spanish and Portuguese Studies	X							X	
SPN 3520 Culture and Civilization of Spanish America	Spanish and Portuguese Studies	X								X
SPW 3031 Survey of Spanish-American Literature From:	Spanish and Portuguese Studies	X								X
SPW 3080 Survey of Spanish-American Literature From:	Spanish and Portuguese Studies	X								X
SPW 3101 Intro to Spanish Literature 2	Spanish and Portuguese Studies	X							X	
SPW 4190 Contemporary Spanish Theater/Film	Spanish and Portuguese Studies	X							X	
SPW 4282 Readings in Contemporary Spanish-American	Spanish and Portuguese Studies	X								X
SPW 4283 Readings in Contemporary Spanish-American	Spanish and Portuguese Studies	X								X
SPW 4304 Readings in Spanish-American Theatre	Spanish and Portuguese Studies	X								X

## APPENDIX A: International Studies Courses

SPW 4353 Readings in Spanish-American Poetry from	Spanish and Portuguese Studies	X							X
SPW 4354 Readings in Contemporary Spanish-American	Spanish and Portuguese Studies	X							X
SPW 4364 Readings in Spanish-American Essay	Spanish and Portuguese Studies	x							X
SPW 4393 Contemporary Spanish Theater and Film	Spanish and Portuguese Studies	X						X	
SPW 4723 Readings in Spanish Literature from the	Spanish and Portuguese Studies	X						X	
SPW 4780 Hispanic Women Writers	Spanish and Portuguese Studies	X							X
URP 3001 Cities of the World	Urban and Regional Planning	X							
WIS 4523 Human Dimensions of Natural Resources	Wildlife Ecology and Conservation		X						
WST 3930 Women in German Literature	Women's Studies	X						X	
WST 3930 Women in Modern Hebrew Fiction	Women's Studies	X					X		
WST 3930 Women in French Literature	Women's Studies	X						X	
WST 4930 Rethink Globalization	Women's Studies	X							
SPC 4710 Intercultural Communications	Written and Oral Communication	X							

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APPENDIX B: BA degrees in international studies, international relations, international affairs or global studies at SUS universities, 2010

	FIU	FIU	UCF	USF	FSU	UNF	UF
<b>Degree</b>	B.A. in International Relations	Combined BA in International Relations/MA in International Studies	B.A. in International and Global Studies	B.A. in International Studies	B.A. in International Affairs	B.A. in International Studies	PROPOSED BA in International Studies
<b>Department/College</b>	International Relations & Geography	Department of International Relations	Political Science	Arts and Sciences, Dept. of International Studies	College of Social Sciences	College of Liberal Arts and Sciences	College of Liberal Arts and Sciences
<b>Total Hours</b>	120	147	120	120	120	120	120
<b>Major Hours</b>	30*	60-74 (language)	36	39*	15 hours	54-62	54-62
<b>Upper Level Hours - University Requirements</b>	36	51	48	min of 18 hrs req.	48	60	60
<b>Entrance Requirements</b>	24 semester hours of this University core curriculum requirements				6 hours req. - foreign lang.	3.0 GPA	3.0 GPA
<b>Common Prerequisites</b>	INR 2001 Intro to International Relations; GEA 2000 World Regional Geography		INR 2002 International Relations Theory and Practices; POS 2041 American National Government; ECO 2013 Principles of Macroeconomics			for same - CFO 2002, INR 2002	ECO 2013 Macroeconomics; INR 2001 Intro to International Relations; CFO 2001
<b>Lower Division Requirement</b>	6		24	18	15		6
<b>Core Requirement Hours</b>	INR 2001 Introduction to International Relations; GEA 2000 World Regional Geography		GEO 3470 World Political Geography; IDS 4315 Global Perspectives; CFO 3103	INR 3011 Globalization; INR 3102 American Foreign Policy; INR 3038 International Wealth and Poverty; INR 3039 Conflict in the World; Area Study	Introduction to International Affairs core course (current number INR 3923)		INR 3000 - Introduction to International Studies INR 4000 - Capstone Course
<b>Core Courses</b>	27		18	18	9	9	30
<b>Restricted Electives</b>	No	0-14 hrs (Proficiency equivalent to 3 semesters)	Yes, Western language, 3 semesters; Western or non-western languages not using Latin Alphabet - 2 consecutive semesters; or Proof of Proficiency (for Bilingual Students)	Yes, Western language, 3 semesters; Western or non-western languages not using Latin Alphabet - 2 consecutive semesters; or Proof of Proficiency (for Bilingual Students)	Yes, 6 hrs, one sequence of two semesters beginning-level language	Yes, 6 hrs, one sequence of two semesters beginning-level language	Yes, 12-20 credits
<b>Language Requirement</b>	No	No	No	No	No	No	Yes, 6 credits
<b>Study or Work Abroad Requirement</b>	Yes, 15 hours	Yes, 18 hours	No	No	0	Yes, INR3950 Int'l Educ Experience	No, However, possible to get minor in area studies (European, African, Latin American)
<b>Minor Requirement/ Dept. concentration</b>							

\*Excluding lower division requirements (3 credits).  
 \*\*Hours for language do not count toward 39 credit requirement.  
 \*\*Depending on Placement

- Website  
<http://catalog.fiu.edu/index.php?id=2549&section=collegesandschools&college=1&parent=2350>  
[http://transfer.sdes.ucf.edu/manual/manual\\_0910/degree\\_programs/internationalandglobalstudies.pdf](http://transfer.sdes.ucf.edu/manual/manual_0910/degree_programs/internationalandglobalstudies.pdf)  
<http://gia.usf.edu/data/ismajorreqs.pdf>  
[http://www.academic-guide.fsu.edu/international\\_affairs.htm](http://www.academic-guide.fsu.edu/international_affairs.htm)  
<http://www.clas.ufl.edu/ids/conc/internat.html>  
<http://www.unf.edu/cat/2009-2010/programsmb729735c27b706857973877caf65a428.html>

FIU  
 UCF  
 USF  
 FSU  
 UF  
 UNF

**SAMPLE SYLLABUS**  
**INS 3xxx**  
**International Studies Perspectives**  
**Dr. X.Y. Zed**  
**Spring 2007**  
**MWF 5<sup>th</sup> period**

International Studies Perspectives is the gateway course for the International Studies major. The course will be problem-focused and problem-solving, examining current international issues from an interdisciplinary perspective. You will become familiar with international, transnational and global issues of greatest concern and become comfortable with inter- and cross-disciplinary conversations and perspectives. Students in the IS major will come from all departments on campus and will focus on two areas of the world or on one area of the world and on transnational and global issues. There will be an opportunity to learn from UF faculty working in the international and global arena and to attend relevant lectures by outside speakers.

**Course objectives**

- Encourage interdisciplinary thinking and analysis
- Introduce and examine important international issues, using a problem-solving approach
- Address issues across all domains of the INS major
- INS majors will determine their individualized program for the major by the end of the semester

**Assignments**

Friday seminars: discuss articles in The Economist that week

Three papers

- (1) On one area of the world
- (2) On a transnational or global issue
- (3) On a second area of the world

Mid-term exam on globalization

Final exam (where, how and why should we spend money internationally?)

**Grading**

Participation in Friday seminars (review of Economist)	10%
Mid-term	20%
Final	20%
Three papers at 15% each	45%
Overall class participation and attendance	5%
Extra credit – report/review of an outside speaker event related to international or global studies	

### **Grading scale**

A = 90 and above  
B+ = 85-89  
B = 80-84  
C+ = 75-79  
C = 70-74  
D+ = 65-69  
D = 60-64  
E = 59 and below

### **Texts**

Joseph Stiglitz. 2002. Globalization and its Discontents.  
Jeffrey D. Sachs. 2005. The End of Poverty.

In addition to the required books, ALL students will be required to subscribe to The Economist. (Student subscription rates are available.)

### **Weekly schedule**

<b>Week One</b>	International and transnational issues
<b>Week Two</b>	Global issues
<b>Week Three – Six</b>	Regional discussions (e.g., Africa, Latin America, Middle East)
<b>Week Seven</b>	Conflict and wars
<b>Week Eight</b>	Conflict and wars
<b>Week Nine</b>	Migration and identity
<b>Week Ten</b>	Global health issues
<b>Week Eleven</b>	Global environmental issues
<b>Week Twelve</b>	Global trade issues
<b>Week Thirteen</b>	Women and children
<b>Week Fourteen</b>	Donors, IMF, World Bank – how and where do we spend?

### **Class Policies**

Office hours will be held or can be arranged by appointment. Emails will be answered but not on an hourly basis.

Students with disabilities will be accommodated. Please see the instructor as soon as possible if you need disability-related classroom accommodations.

Attendance is required. Notify the instructor if you will not be attending class.

Turn off your cell phone while in class.

All written assignments must be typed. Electronic submissions of response papers are preferred.

Student resources include:

1. University Counseling Center, 301 Peabody Hall, 392-1575, personal and career counseling.
2. Student Mental Health, Student Health Care Center, 392-1171, personal counseling.
3. Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161, sexual counseling.
4. Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling.

Plagiarism is a serious offense. The University of Florida has a policy of academic honesty. All students are expected to abide by this policy. You can view this policy at [http://www.dso.ufl.edu/Academic\\_Honesty.html](http://www.dso.ufl.edu/Academic_Honesty.html)

Disclaimer: There will be changes in this syllabus depending on the availability of guest speakers, class interest in certain topics, and other unforeseen events.

**SAMPLE SYLLABUS**  
**Senior Research Seminar in International Studies**  
**INS 4xxx**  
**Friday 5<sup>th</sup>-7<sup>th</sup> periods**

This class, meant for seniors in the International Studies major, provides an opportunity for four years of coursework to culminate in a substantial independent research project that synthesizes the student's academic experiences and critically evaluates the broad area of international studies. The class will explore the state of the field by examining research and materials in international studies as related specifically to each student's track(s), by utilizing the international study abroad experience or internship to enrich the examinations, and by synthesizing these into a research paper that makes an original contribution to the field. The course will enable students to develop, research, and write an original essay (approximately 15-20 pages). The specific content of the course will be driven by the students themselves and will revolve around (1) research methods and (2) international issues of interest to the students taking the class.

**Course Objectives**

- Students will familiarize themselves with current research in international studies through selected reading assignments drawn from scholarly journals, by interviewing a UF faculty member about his/her research (and writing an assessment of the interview) and regular in-class discussion of applied research methods.
- Students will analyze the differences between discipline-based and interdisciplinary scholarship.
- Students will participate in weekly discussions of international news and events.
- Students will learn to critically analyze and summarize the theoretical approach and research results they encounter in their reading assignments.
- Students will explicate the differences between international, transnational and global studies and prepare a short essay on these differences, using examples from the area(s) of the world they have studied and their particular disciplinary focus.
- Students will acquire and use advanced library research skills.
- Students will conceptualize, plan, and write an original research paper on a topic of their own choosing.
- Students will work in teams to brainstorm about, constructively criticize, and edit one another's work.

**Assignments**

Assignments will vary as appropriate for the substantive content based on student interests and may include:

- a faculty interview and assessment report
- weekly readings in foreign news sources
- journal article summaries
- short essay on differences between international, transnational and global studies

Assignments will also include:

- class participation
- team reports and team editing
- the research paper
- oral presentations

## **Grading**

Faculty interview report – 10%  
Weekly news summaries – 10%  
Journal summaries – 10%  
Essay – 10%  
Class participation – 10%  
Team reports – 10%  
Research paper – 40%  
    Proposal  
    Annotated bibliography  
    Class presentation  
    Final paper

## **Grading scale**

A = 90 and above  
B+ = 85-89  
B = 80-84  
C+ = 75-79  
C = 70-74  
D+ = 65-69  
D = 60-64  
E = 59 and below

## **Texts**

The text would be a book on the craft of research such as:

B. Geddes. Paradigms and Sandcastles: Theory Building and Research Design

King, Keohane, and Verba. Research Methods in Social Science

D. Druckman. Doing Research: methods of inquiry for conflict analysis

Articles relating to current international issues and to methodologies for international research will be made available in a reader at XYZ Copy Center.

In addition to the text and articles, each student will be required to chose a foreign news source, preferably from her/his area of study, and prepare a weekly report on internationally relevant events in that country or region. Each week 2-3 students will be selected to present and initiate an in-class discussion based on these reports to foster discussion of current international events across a number of regions and from a variety of perspectives.

## **Weekly Schedule**

### **Week One**

Doing research, what does research look like?

### **Week Two**

Critical thinking, standpoint, personal frames of reference

### **Week Three**

Interdisciplinary and international research;

Developing your topic and questions



<b>Week Four</b>	Students present research paper ideas (including possible topics, hypotheses and a discussion of subject's importance) to class for comments and suggestions
<b>Week Five</b>	What is true, what is uncertain, challenging your worldviews
<b>Week Six</b>	Faculty interview reports and discussion
<b>Week Seven</b>	Experiments and surveys, IRB
<b>Week Eight</b>	Analyzing documents: content and narrative analysis
<b>Weeks Nine and Ten</b>	Critiquing and editing – working drafts of research papers to be circulated to peer editing groups for review and discussion/suggestions
<b>Week Eleven</b>	In class discussion of current issues in international studies
<b>Week Twelve</b>	Student presentations
<b>Week Thirteen</b>	Student presentations
<b>Week Fourteen</b>	Student presentations

### **Policies**

#### **Attendance**

This is a senior seminar course and a required part of the International Studies Major. It is expected that students will attend every session and participate fully. Absences will be excused in accordance with UF policies.

**Late Work** Will not be accepted. Exceptions will be made in accordance with UF policy for verifiable medical illness only.

#### **Academic Honesty**

As a result of completing the registration form at the University of Florida, every student has signed the following statement: "I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University." Plagiarism is a serious offense. The University of Florida has a policy of academic honesty. All students are expected to abide by this policy. You can view this policy at [http://www.dso.ufl.edu/Academic\\_Honesty.html](http://www.dso.ufl.edu/Academic_Honesty.html)

#### **Email**

Weekly readings summaries and others assignments – with the exception of the final paper - will be submitted to the instructor electronically. A course list serve will also be used to share information and communicate instructions between class meetings. In accordance with UF policy all email will be sent to students' gator-link accounts. Students are responsible for insuring that they maintain these accounts and access them regularly (daily access is recommended).

#### **Cell phones**

Turn off your phone. The second time your phone rings during class, you will be asked to leave and not return.

#### **Special Needs**

Students with disabilities will be accommodated. Please see the instructor as soon as possible if you need disability-related classroom accommodations.

Student resources include:

1. University Counseling Center, 301 Peabody Hall, 392-1575, personal and career counseling.
2. Student Mental Health, Student Health Care Center, 392-1171, personal counseling.
3. Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161, sexual counseling.
4. Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling.

## APPENDIX E

### Academic Learning Compact - International Studies

The international studies major provides you with knowledge of major international issues. You will be able to conduct relevant research on international or global issues and be able articulate the results of research clearly and effectively.

#### Before Graduating You Must

- Satisfactorily complete INS 3XXX (International Studies Perspectives) and INS 4XXX (a Senior Research Seminar that includes a senior research project). INS 4XXX can be replaced by a service learning or study abroad experience course that includes a research project that is graded according to the senior research project grading rubric.
- Satisfactorily complete the fourth semester of a modern foreign language.
- Satisfactorily complete 15 credits in courses identified in Category A (see website for the major) focusing on a single region of the world identified for the major.
- Satisfactorily complete 15 credits in courses identified in Category B (see website for the major) courses focusing on other regions of the world and global issues not covered by Category A for the major.
- Satisfy the Florida statutes for the College-Level Academic Skills Requirement.
- Complete requirements for the baccalaureate degree, as determined by faculty.

#### Skills You Will Acquire in the Major (SLOs)

1. An intermediate reading level and working knowledge of a modern foreign language.
2. Being knowledgeable about at least one major region of the world.
3. Ability to carry out research and communicate results clearly and effectively in speech and in writing in an accepted style of presentation.

Courses	Foreign Language Skills	World Region Proficiency	Research Articulation
	SLO 1	SLO 2	SLO 3
INS 3XXX		X	X
INS 4XXX	X	X	X
*Category A		X	X
*Category B		X	X
*Foreign Language	X		X

\*See list of eligible courses on College of Arts and Sciences website.

SLOs are met through these courses and through preparation of material to write your research project.

## Grading Rubric – International Studies Major

### Evaluation of final written project and oral presentation

Name \_\_\_\_\_ Term \_\_\_\_\_  
 Class \_\_\_\_\_ Assessed by \_\_\_\_\_

SLO	Excellent	Good	Basic	Rudimentary	Insufficient	POINTS
<b>Research Articulation (50%)</b>  <i>Demonstrates profound knowledge of the cultural correlates and global issues being studied; extensive knowledge of theories applied to research question in an insightful way; provides well-structured arguments or accurately analyzed evidence to support conclusions</i>	<i>Demonstrates considerable knowledge of the cultural correlates and global issues being studied; competent knowledge of theories applied to the research question in an insightful way; provides acceptable arguments or analyzed evidence to support conclusion</i>	<i>Demonstrates some knowledge of the cultural correlates and global issues being studied; knowledge of theories is applied to the research question with some accuracy; provides some arguments analyzed evidence but conclusions are only vaguely supported</i>	<i>Demonstrates only piecemeal knowledge of the cultural correlates and global issues being studied; knowledge of theories is applied to the research question in a hit-or-miss way; arguments or evidence lead only tangentially to conclusions</i>	<i>Unable to demonstrate coherent knowledge of the cultural correlates and global issues being studied; knowledge of theories is inadequately applied to the research question ; arguments or evidence presented do no lead to any coherent conclusion</i>		
	[50-45 points]	[44-40 points]	[39-35 points]	[34-30 points]	[29-0 points]	
<b>Knowledge of World Region (25%)</b>  <i>Excellent command of global issues in a region of the world; mastery in applying knowledge of a global issue and its relevance to understanding a country or society with an excellent level of proficiency in referencing and analyzing materials focused on a region of the world</i>	<i>Good command of global issues in a region of the world; above average in terms of applying knowledge of a global issue and its relevance to understanding a country or society with a good level of proficiency in referencing and analyzing materials focused on a region of the world</i>	<i>Only moderate command of global issues in a region of the world; and moderate knowledge of a global issue and its relevance to understanding a country or society with a moderate level of proficiency in referencing and analyzing materials focused on a region of the world</i>	<i>Minimal command of global issues in a region of the world; and, applying knowledge of a global issue and its relevance to understanding a country or society with a minimal level of proficiency in referencing and analyzing materials focused on a region of the world</i>	<i>Shows no command of global issues in a region of the world; and, applying knowledge of a global issue and its relevance to understanding a country or society with no proficiency in referencing and analyzing materials focused on a region of the world</i>		
	[25-23 points]	[22-20 points]	[19-18 points]	[17-15 points]	[14-0 points]	
<b>Foreign Language Skill (25%)</b>  <i>Excellent reading command of a foreign language at the intermediate level; approaches near-native application of foreign language published materials; presents topic referencing materials with confidence and ease; answers questions with ease and appropriate register</i>	<i>Good reading command of a foreign language at the intermediate level; above average application of foreign language published materials; presents topic referencing materials with confidence but may falter on occasion; answers questions competently with appropriate register</i>	<i>Only moderate reading command of a foreign language at the intermediate level; frequent errors in application of foreign language published materials ; occasionally lacks confidence in referencing materials in presenting topic; answers some questions but is flustered, may not maintain appropriate register</i>	<i>Minimal reading command of a foreign language at the intermediate level; deficient in terms of applying foreign language published materials; shows little confidence in ability to present topic when referencing materials; has difficulty answering questions on topic and does not use appropriate register</i>	<i>Shows no reading command of a foreign language at the intermediate level; excessive errors in terms of application of foreign language published materials; unable to present to audience in coherent way in referencing materials; cannot answer questions related to topic</i>		
	[25-23 points]	[22-20 points]	[19-18 points]	[17-15 points]	[14-0 points]	
<b>TOTAL</b>						<b>/100</b>

**Comments**

## **APPENDIX F: International Studies Major - Scholarships & Fellowships**

### **Benjamin A. Gilman International Scholarship Program**

**Contact:**

Gilman International Scholarship Program  
Institute of International Education  
520 Post Oak Blvd., Suite 740  
Houston, TX 77027-9407  
Website: <http://www.iie.org/programs/gilman/index.html>

**Description:**

The Benjamin A. Gilman International program offers grants for US citizen undergraduate students of limited financial means to pursue academic studies abroad. Such international study is intended to better prepare US students to assume significant roles in an increasingly global economy and interdependent world.

**Eligibility & Award:**

Awards of up to \$5,000 are made for U.S. citizen undergraduates to study abroad. Award amounts will vary depending on the length of study and student need with the average award being \$4,000.

### **Institute of International Education (IIE)**

**Contact:**

Website: <http://www.iie.org/>

**Description:**

The Institute of International Education (IIE) is a world leader in the international exchange of people and ideas. IIE designs and implements programs of study and training for students, educators, young professionals and trainees from all sectors with funding from government agencies, foundations, and corporations.

## **David L. Boren Undergraduate Scholarships**

### **Contact:**

Boren Scholarships and Fellowships  
Institute of International Education  
1400 K Street, NW, 6th Floor  
Washington, DC 20005-2403

Telephone: 1-800-618-NSEP (6737)

Fax: 202-326-7672

Email: [boren@iie.org](mailto:boren@iie.org)

Website: <http://www.iie.org/en/Programs/Boren-Awards-for-International-Study>

### **Description:**

Boren Scholarships and Fellowships provide unique funding opportunities for U.S. undergraduate and graduate students to add an important international and language component to their educations. We focus on geographic areas, languages, and fields of study that are critical to U.S. interests and underrepresented in study abroad.

### **Eligibility & Awards:**

- A U.S. citizen at the time of application.
- A high school graduate, or have earned a GED, and are matriculated in an undergraduate degree program in a U.S. post-secondary institution, including universities, colleges and community colleges accredited by an accrediting body recognized by the U.S. Department of Education.
- Applying to engage in a study abroad experience in a country outside of Western Europe, Canada, Australia, or New Zealand that meets home institution standards.
- Planning to use the scholarship for study abroad, and the study abroad program ends before you graduate. Boren Scholarships are not for study in the United States.

Boren Scholarships provide up to \$20,000 to U.S. undergraduate students to study abroad in areas of the world that are critical to U.S. interests and underrepresented in study abroad, including Africa, Asia, Central & Eastern Europe, Eurasia, Latin America, and the Middle East. The countries of Western Europe, Canada, Australia, and New Zealand are excluded.

## **Rotary International: Ambassadorial Scholarships**

### **Contact:**

Rotary International  
One Rotary Center  
1560 Sherman Ave.  
Evanston, IL 60201, USA  
Phone: 847-866-3000  
Fax: 847-328-8554 or 847-328-8281

### **Website:**

<http://www.rotary.org/en/StudentsAndYouth/EducationalPrograms/AmbassadorialScholarships/Pages/About.aspx>

### **Description:**

The Ambassadorial Scholarships program supports the vision of The Rotary Foundation to enable Rotarians to advance world understanding, goodwill, and peace by:

- \* Increasing awareness of and respect for cultural differences by sending ambassadors of goodwill to study in another country
- \* Instilling in scholars the Rotary ideal of Service Above Self through active participation in Rotary service projects
- \* Encouraging scholars to dedicate their personal and professional lives to improving the quality of life for the people of their home communities and countries
- \* Developing leaders who can address the humanitarian needs of the world community
- \* Impacting all areas of the world through a balanced geographical distribution of scholars
- \* Encouraging Rotarians worldwide to increase the educational opportunities for scholars from low income countries
- \* Fostering a lifelong association between Rotary and its scholars

During the study period, scholars are expected to be outstanding ambassadors of goodwill to the people of the host country through appearances before Rotary clubs and districts, schools, civic organizations, and other forums. After study has been completed, scholars share their experiences with the people of their home countries and Rotarians who sponsored their scholarships.

### **Eligibility and Awards:**

Applicants must have completed at least two years of university or college course work, or must have a secondary school education and have been employed in a recognized vocation for at least two years when the scholarship begins. All applicants must be citizens of a country in which there is a Rotary club. Applicants must initially apply through a Rotary club located in the area of their legal or permanent residence, or place of fulltime study or employment. Persons with disabilities and members of Rotaract clubs are eligible and encouraged to apply.



The Academic-Year Scholarship provides a flat grant of US\$27,000. Funding is intended to defray costs associated with round-trip transportation, one month of intensive language training (if assigned by the Foundation), required fees for a normal course load, room and board, and educational supplies. The Foundation will not pay additional costs resulting from personal living preferences. Applicants who request and are assigned to an institution where costs exceed the flat grant amount must pay all additional costs.

### **Thomas R. Pickering Foreign Affairs Fellowship**

**Contact:**

5 Vaughn Drive, Suite 300  
Princeton, NJ 08540-6313  
Phone: 609.452.7007  
Fax: 609-452-0066  
Website: <http://www.woodrow.org/>

**Description:**

The U.S. Department of State Foreign Affairs Fellowship Program was renamed the Thomas R. Pickering Foreign Affairs Fellowship Program to honor one of the most distinguished and capable American diplomats of the latter half of the 20th century. Mr. Pickering held the rank of Career Ambassador, the highest rank in the U.S. Foreign Service. He served as Ambassador to Nigeria, El Salvador, Israel, India, and the Russian Federation, finishing his career as Under Secretary of State for Political Affairs. For more information on Ambassador Pickering, please visit the [US Department of State website](#).

The Pickering Foreign Affairs Fellowship is funded by the U.S. Department of State and administered by the Woodrow Wilson National Fellowship Foundation. The fellowship award includes funding toward tuition, room, board, and mandatory fees the senior year of college and during the first year of graduate study. Reimbursement for books and some travel may be paid, *pending availability of funds*. Fellows must commit to pursuing a graduate degree *in international studies* at one of the graduate schools participating in the program, full member APSIA schools only. Participating graduate schools provide financial support in the second year of graduate study based on need. Please refer to the [APSIA website](#) for a listing of participating graduate schools.

**Eligibility & Award:**

In 2011, financial support of up to \$40,000 annually for actual expenses for the **senior year of college** and the **first year of graduate study**. This funding is to help cover tuition costs first then room and board, books, laboratory fees, and one round trip ticket per academic year between the Fellow's residence and the academic institution pending availability of funding. Participating schools provide financial support in the second year of graduate study based on need.

### **Two Summer Internships**

Fellows must participate in one ten-week overseas and one ten-week domestic summer internship within the U.S. Department of State which provide students with valuable work experience in foreign affairs. Students receive a stipend during the internships.

### **Mentoring**

Guidance from a Foreign Service officer is provided during the graduate school segment of the program.

### **Testing**

Fellows must meet Department of State Foreign Service entry requirements and take both the Foreign Service Officer Test (FSOT) and the Foreign Service Oral Assessment (FSOA) *at least once* prior to the completion of the academic requirements for the Fellowship.

### **Contractual Agreement**

Each successful candidate is obligated to a minimum of three years of service in an appointment as a Foreign Service Officer. Candidates must be able to obtain medical, security and suitability clearances in order to remain in the program. Candidates who do not successfully complete the fellowship program and fail to meet Foreign Service entry requirements may be subject to a reimbursement obligation to the U.S. Department of State.

### **The Harry S. Truman Scholarship Foundation**

#### **Contact:**

Nominations must be made by either the Faculty Representative or the Truman Nomination Committee at your undergraduate institution.

### **Harry S. Truman Scholarship Foundation**

712 Jackson Place, NW  
Washington, DC 20006  
Phone: (202) 395-4831; Fax: (202) 395-6995  
Email: [office@truman.gov](mailto:office@truman.gov)  
Website: <http://www.truman.gov/index.htm>

#### **Faculty Rep at the**

#### **University of Florida:**

Dr. Kevin Knudson

Professor of Mathematics

phone: (352) 392-1519 | fax: (352)

392-1888 | email:

[kknudson@ad.ufl.edu](mailto:kknudson@ad.ufl.edu)

#### **Description:**

The Harry S. Truman Scholarship Foundation - the federal memorial to our thirty-third President - awards merit-based scholarships to college students who plan to pursue careers in government or elsewhere in public service. Truman Scholars receive up to \$30,000 for graduate or professional school, participate in leadership development

activities, and have special opportunities for internships and employment with the federal government.

**Eligibility:**

Each nominee for the Truman Scholarship must be:

- a full-time junior-level student at a four-year institution pursuing a bachelor's degree during the 2010-2011 academic year. 'Junior' here means a student who plans to continue full-time undergraduate study and who expects to receive a baccalaureate degree between December 2011 and August 2012, or a student in his or her third year of collegiate study who expects to graduate during the 2010-2011 academic year, or a senior-level student who is a resident of Puerto Rico or the Islands as defined below;
- nominated by the Truman Scholarship Faculty Representative at his or her institution;
- in the upper quarter of his or her class; and
- a United States citizen or a United States national from American Samoa or the Commonwealth of the Northern Mariana Islands. Resident aliens (green card holders) are not eligible.

A good candidate for the Truman Scholarship meets the above eligibility requirements and also:

- has an extensive record of public and community service;
- has outstanding leadership potential and communication skills; and
- is committed to a career in government or elsewhere in public service, as defined by the Foundation.

**The Samuel Huntington Public Service Award**

**Contact:**

The Samuel Huntington Fund

Attn: Amy Stacy

National Grid

40 Sylvan Road

Waltham, MA 02451

(781) 907-3358

Email: [amy.stacy@us.ngrid.com](mailto:amy.stacy@us.ngrid.com)

Website: [http://www.nationalgridus.com/masselectric/about\\_us/award.asp](http://www.nationalgridus.com/masselectric/about_us/award.asp)

**Description:**

The Samuel Huntington Public Service Award provides a \$10,000 stipend for a one-year public service project: \$5,000 is awarded at the beginning of the project; and the remaining \$5,000 is awarded upon receipt of a six-month progress report.

Samuel Huntington was President and Chief Executive Officer of the New England Electric System which later merged with National Grid. He was deeply interested in

public service. Following his graduation from college and before attending law school, Mr. Huntington taught in Nigeria. The Samuel Huntington Public Service Award was established by his friends to allow other students to realize similar experiences and to provide public service.

### **Proposals Requested**

Students are encouraged to develop their own proposals for public service in the U.S. or abroad. The proposal may encompass any activity that furthers the public good. It can be undertaken by the student alone or working through established charitable, religious, educational, governmental, or other public service organizations. Project summaries of prior award winners and FAQs are posted at: [www.nationalgridus.com/huntington.asp](http://www.nationalgridus.com/huntington.asp).

Along with the application, please submit:

1. A brief abstract of the proposal (no more than 100 words)
2. Proposal in 1,000 words or less, including:
  - a. Brief statement of need for the project (no more than a few sentences)
  - b. Specific measurable target objectives
  - c. Schedule for project tasks
  - d. Sustainability of the project
3. Budget (your application will be viewed more favorably if a significant portion of the funds are devoted to your project; award monies are not to be used for student loan repayment).
4. Three letters of recommendation (each one-page only)
5. Transcript (official)
6. Résumé

### **Eligibility:**

All graduating students from accredited colleges in the U.S.

### **Award:**

The Samuel Huntington Public Service Award provides \$10,000 for a one-year public service project: \$5,000 is awarded at the start of the project; and the remaining \$5,000 is awarded upon receipt of a six-month progress report.

### **Davis-Putter Scholarship Fund**

#### **Contact:**

Davis-Putter Scholarship Fund  
Post Office Box 7307  
New York, NY 10116-7307

**The guidelines and other information are available on the Davis-Putter Scholarship Fund website (<http://www.davisputter.org/index.html>).**

#### **Description:**

The Davis-Putter Scholarship Fund provides grants to students actively working for peace and justice. These need-based scholarships are awarded to those able to do academic work at the university level and who are part of the progressive movement on the campus and in the community. Early recipients worked for civil rights, against McCarthyism, and for peace in Vietnam. Recent grantees have been active in the struggle against racism, sexism, homophobia, and other forms of oppression; building the movement for economic justice; and creating peace through international anti-imperialist solidarity.

**Eligibility:**

The Davis-Putter Scholarship Fund aids people active in movements for social and economic justice. These need-based scholarships are awarded to students who are able to do academic work at the college or university level and who are active in the progressive movement. Early recipients worked for civil rights, against McCarthyism and for peace in Vietnam. Recent grantees have been active in the struggle against racism, sexism, homophobia and other forms of oppression; building the movement for economic justice; and creating peace through international anti-imperialist solidarity. Applicants must have participated in activities in the US, and there is a strong preference for applicants who plan on working in this country.

Completed applications must be postmarked by April 1. .

**Awards:**

The maximum grant available from the Davis-Putter Scholarship Fund is \$10,000 per year (from July 1 through June 30). Grants are disbursed to cover each separate semester, quarter or term during which the grantee is attending school. Grants must be used in the year they are awarded and cannot be deferred or carried over.

## APPENDIX G: INS Major Supporting Letters

### Table of Contents

1. Dr. Pamela A. Zeiser, Director, International Studies Program, University of North Florida
2. Dr. Aubrey Jewett, Associate Chair, Department of Political Science, University of Central Florida
3. Dr. Todd H. Leedy, Associate Director, Center for African Studies, University of Florida
4. Dr. Michael D. Martinez, Chair, Department of Political Science, University of Florida
5. Dr. Conor O'Dwyer, Acting Director, Center for European Studies, University of Florida
6. Dr. Philip J. Williams, Director, Center for Latin American Studies, University of Florida
7. Dr. Ida Altman, Chair, Department of History, University of Florida
8. Dr. Constance L. Shehan, Chair, Department of Sociology and Criminology & Law, University of Florida
9. Dr. Allan Burns, Chair, Department of Anthropology, University of Florida
10. Dr. Gillian Lord, Acting Chair, Department of Spanish & Portuguese Studies, University of Florida
11. Dr. Mary Watt, Chair, Department of Languages, Literatures, and Cultures, University of Florida
12. Dr. David J. Sammons, Dean, University of Florida International Center, University of Florida



COLLEGE OF ARTS AND SCIENCES  
International Studies Program

UNIVERSITY of  
NORTH FLORIDA

February 14, 2011

Milagros Peña  
Associate Dean for Social and Behavioral Sciences  
Professor of Sociology and Women's Studies  
College of Liberal Arts and Sciences  
University of Florida  
2014 Turlington Hall  
P.O Box 117300  
Gainesville FL 32611

Dear Dr. Peña,

Thank you for giving UNF's International Studies Program the opportunity to review the proposed International Studies major at University of Florida. Despite the possible competition UF's major will pose for UNF's program, we support UF's introduction of an International Studies major because of growing interest in international affairs and differences between both our universities and our majors.

Students, parents, and employers are all more and more aware of the global connections involved in today's economy, including in jobs that used to be considered solely domestic. This awareness increases student interest in and the need for improving access to opportunities in international studies. UF's proposed program would contribute to the nationwide trend of offering global and international studies.

While adding another International Studies major within the State of Florida could potentially draw students away from UNF's International Studies Program, I believe the two universities and the two majors are different enough to attract discrete student populations. Students choose UF for different reasons than they would choose UNF, which is a smaller, community-oriented environment with an emphasis on teaching as well as research.

The proposed International Studies major at UF is similar to UNF's program in that it requires language proficiency and study abroad. It differs, however, in that it is menu-based and centered on geographic regions of the world. UNF's interdisciplinary International Studies program, regularly offered since the mid-1990s, includes a defined core centered on the contributing disciplines and a senior Capstone Seminar that emphasizes the integration of those disciplines, with students utilizing electives to specialize in geographic regions or global issues. These programs could, therefore, attract different student populations.

Again, thank you for this opportunity to comment upon the proposed International Studies major at University of Florida. If I can provide you with additional information or answer any questions, please feel free to contact me at [pzeiser@unf.edu](mailto:pzeiser@unf.edu) or (904) 620-1931.

Sincerely,

Pamela A. Zeiser  
Associate Professor  
International Studies Program Director



Department of Political Science

January 31, 2011

Milagros Peña  
Associate Dean for Social and Behavioral Sciences  
College of Liberal Arts and Sciences University of Florida  
2014 Turlington Hall  
P.O Box 117300  
Gainesville FL 32611

Dear Associate Dean Pena:

I write to express our support for your proposed International Studies BA at the University of Florida. We do not see a conflict with International Studies program offered by the Political Science Department at UCF. Your program is structured somewhat differently than ours. In addition we believe that there is enough demand for this type of program in the state of Florida to warrant several state universities offering International Studies.

We wish you well as you move forward with your proposal.

Kind regards,

A handwritten signature in cursive script that reads 'Aubrey Jewett'.

Aubrey Jewett, Ph.D.  
Associate Professor  
Associate Chair





College of Liberal Arts & Sciences  
Center for African Studies

427 Grinter Hall  
PO Box 115560  
Gainesville, FL 32611-5560  
352-392-2183  
352-392-2435 Fax

21 January 2011

Prof. M. Peña, Associate Dean  
College of Liberal Arts & Sciences  
University of Florida

Re: International Studies degree proposal

Dear Milly,

The Center for African Studies is pleased to support the establishment of the international studies major within CLAS. The projected growth to 100 majors over 5 years should not present any burden on our existing courses. The CAS undergraduate advisor will also be able to provide additional advising on Africa-related coursework or study abroad opportunities for international studies majors.

Please do let me know if you require any further information from CAS. We look forward to the development of this new major.

Sincerely,

A handwritten signature in black ink that reads 'Todd H. Leedy'. The signature is written in a cursive style with a large, stylized 'L' at the end.

Todd H. Leedy  
Associate Director

Cc: Leonardo Villalón, Director



Department of Political Science

234 Anderson Hall  
P.O. Box 117325  
Gainesville, FL 32611-7325  
(352) 392-0262  
(352) 392-8127 Fax  
<http://web.polisci.ufl.edu>

January 13, 2011

Milagros Peña  
Associate Dean  
College of Liberal Arts and Sciences  
2014 Turlington Hall  
Campus

Dear Dean Peña:

I write to convey my support for the proposed International Studies major in the College of Liberal Arts and Sciences.

There is a strong student demand for an International Studies curriculum in the College. As you may know, our Department now awards approximately 100 International Relations certificates each year to undergraduate students who complete a curriculum in international relations theory, international organization, international political economy, international security, and foreign policy. While our certificate curriculum is more focused than the proposed International Studies major, the enrollment in our program is indicative of the overall interest in International Studies. Indeed, there is likely a great deal of overlap, and the availability of the International Studies major may slightly reduce student demand for the International Relations certificate program.

Students in the International Studies program will have the opportunity to take courses in both our International Relations and Comparative Politics fields. I expect that the International Studies major will have the effect of shifting some demand from INR courses (which are consistently full to the brim) to CPO courses (where we have more capacity), so I do not foresee any unmanageable enrollment issues in these courses. We will continue to work with you and the Registrar to ensure that our majors have priority in getting upper division Political Science courses, and that students in the International Studies major have the necessary prerequisites for success in upper division INR and CPO courses.

Faculty members in both fields may be interested in leading the 3xxx International Studies Feeder or 4xxx Senior Seminar from time to time.

We appreciate and support the College's initiative in proposing the International Studies major.

Sincerely,

A handwritten signature in black ink that reads "Michael D. Martinez". The signature is written in a cursive, slightly slanted style.

Michael D. Martinez  
Professor and Chair

Center for European Studies

3324 Turlington Hall  
PO Box 117342  
Gainesville, Florida 32611-7342  
Ph. (352) 392 8902  
Fax (352) 392-8966

January 12, 2011

Dr. Milagros Peña  
Associate Dean for Social and Behavioral Sciences, Professor of Sociology and Women's Studies  
College of Liberal Arts and Sciences University of Florida  
2014 Turlington Hall  
P.O Box 117300

Dear Dr. Peña:

On behalf of the Center for European Studies (CES), I am writing to affirm my strong support for the proposal to establish an International Studies (IS) major in the College of Liberal Arts and Sciences. As a Title VI center with an explicitly international mandate to support the study of European culture, language, society, and politics at the University of Florida, CES anticipates that the International Studies major will continue to enhance cooperation between the various programs and units also engaged with area- and international studies at the university, of which there are many. From the students' perspective, this major will help "bundle" the multitude of programs and courses in a comprehensive (and comprehensible) interdisciplinary package. International studies, by its very nature, reaches across disciplines – language, culture, literature, history, anthropology, and political science, to name just a few – making it a sometimes logistically difficult course of study for undergraduate students to pursue within the structure of established majors within the university. The International Studies major should not detract from the university's extant majors and established departments, and I believe that in fact it will enhance them. By drawing connections between international studies offerings across CLAS, the International Studies major will increase the visibility of each department's offerings, strengthening them as well.

Because CES already manages the Modern European Studies track of the CLAS Interdisciplinary Studies (IDS) major and has been involved in the planning of the International Studies major since it was first proposed in 2006, let me comment briefly on what specifically we as a Center hope to contribute. CES will dedicate the resources to administer the European track within the IS major. In this capacity, we will advise students about course offerings in this track, monitor enrollment, and track students' progress toward meeting the major's requirements. We have compiled an inventory of some 200 European-content courses drawn both from our own offerings and those in other departments that would be part of this European track within the major. Through our competitive university-wide faculty and graduate student course development and course enhancement grants, we also envision continuing to add new courses to the IS curriculum. We fully anticipate being able to accommodate the projected 100 International Studies majors over the next five years. As mentioned above, we expect the major will only enhance our own course offerings.

Thank you very much in advance for your consideration of this proposal. Please let me know if I can answer any other questions you might have or provide further assistance.

With best wishes,



Conor O'Dwyer  
Acting Director of CES (2010-2011), Associate Professor of Political Science



Center for Latin American Studies

319 Grinter Hall  
PO Box 115530  
Gainesville, FL 32611-5530  
352-392-0375  
352-392-7682 Fax  
[www.latam.ufl.edu](http://www.latam.ufl.edu)

January 12, 2011

Dr. Milagros Peña  
Associate Dean  
College of Liberal Arts and Sciences  
2014 Turlington hall  
Campus

Dear Dean Peña,

The Center for Latin American Studies is pleased to support the College of Liberal Arts and Sciences' proposal for a new major in International Studies. The program should not adversely affect the Center or its faculty or course offerings; quite the contrary, the IS major, which provides the option to pursue a Latin American Area Concentration, should be beneficial to the Center and its interests and purposes. It offers UF students additional opportunities to take courses focused on Latin America and in related foreign languages. It will also encourage study abroad in Latin America, support our efforts to enhance student interest and awareness about Latin America, and will likely assist our recruiting efforts for our graduate programs in Latin American Studies (an MA in LAS and a graduate certificate in LAS).

Within the limits imposed by the small number of fulltime faculty in the Center and their existing professional obligations, the Center is happy to make available Center-based faculty to contribute to IS seminars and core courses as resources allow.

Sincerely,

A handwritten signature in black ink, appearing to read 'P. Williams'.

Philip J. Williams  
Director and Professor



College of Liberal Arts & Sciences  
Department of History

025 Keene-Flint Hall  
PO Box 117320  
Gainesville, FL 32611-7320  
352-392-0271  
352-392-0627 Fax

January 6, 2011

Dr. Milagros Peña  
Associate Dean for Social and Behavioral Sciences  
CLAS  
PO Box 117300

Dear Dr. Peña,

I am writing on behalf of the History Department to express support for the proposed new major in International Studies. The department offers a range of courses on the history of Africa, Asia, Europe, Latin America and the Middle East as well as courses in world history that would be appropriate for students specializing in International Studies. I do not foresee any problems in having students in International Studies enroll in history classes that would be relevant to their major.

I also would be supportive of history faculty occasionally teaching one of the required core courses for the program, assuming that there is no conflict with History scheduling needs.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Ida Altman'.

Ida Altman  
Chair, Department of History



College of Liberal Arts & Sciences  
Department of Sociology and Criminology & Law

3219 Turlington Hall  
PO Box 117330  
Gainesville, FL 32611-7330  
352-392-0265  
352-392-6568 Fax

January 10, 2011

Milagros Peña  
Associate Dean for Social and Behavioral Sciences  
College of Liberal Arts and Sciences  
University of Florida  
2014 Turlington Hall  
P.O Box 117300  
Gainesville FL 32611

Dear Dean Peña,

I am writing to offer a letter of support for the proposed International Studies Major in the College of Liberal Arts and Sciences. The Department of Sociology and Criminology & Law will work with the College to offer courses that will contribute to the new major and will enable faculty to participate in the rotation system to teach the 3000 level core course and the 4000 level senior seminar. We will also reserve seats in department courses that have international content for students who are pursuing the new major.

We are proud to be able to participate in this exciting new major.

Sincerely,

A handwritten signature in black ink, appearing to read 'Constance L. Shehan'.

Constance L. Shehan, Ph.D.  
Professor and Chair



College of Liberal Arts and Sciences  
Department of Anthropology

P.O. Box 117305  
1112 Turlington Hall  
Gainesville, FL 32611-7305  
352-392-2253  
352-392-6929 fax

January 5, 2011

Associate Dean Milagros Peña  
College of Liberal Arts and Sciences  
CAMPUS

Dear Dr. Peña:

I am pleased to support the proposed major in International Studies. I have reviewed the curriculum and objectives of the major and find that they do not conflict with the major nor the course enrollments in classes in the Department of Anthropology.

I wish you the best with this project.

Sincerely

A handwritten signature in black ink that reads 'Allan Burns'.

Allan Burns  
Professor and Chair

*The Foundation for The Gator Nation*

An Equal Opportunity Institution



College of Liberal Arts & Sciences  
Department of Spanish & Portuguese Studies

170 Dauer Hall  
PO Box 117405  
Gainesville, FL 32611-7405  
352-392-2016  
352-392-5679 Fax

Milagros Peña  
Associate Dean  
College of Liberal Arts and Sciences  
University of Florida  
2014 Turlington Hall

3 January 2011

Dear Dean Peña:

I have reviewed the requirements for the new proposed major in International Studies in light of any effects they might have on our enrollment in Spanish and Portuguese classes. I see no problems with anticipated enrollment projections, and foresee that we would be able to handle these students, at a variety of levels, without any concerns for our department.

I think this new International Studies Major is a wonderful idea and I would very much like to see it implemented. I wish you the best of luck in this process.

Please let me know if you need anything more from me.

Sincerely,

A handwritten signature in black ink, appearing to read 'Gillian Lord'.

Gillian Lord  
Associate Professor and Acting Chair  
Department of Spanish and Portuguese Studies  
[glord@ufl.edu](mailto:glord@ufl.edu)  
352.273.3749





College of Liberal Arts & Sciences  
Department of Languages, Literatures and Cultures

301 Pugh Hall  
PO Box 115565  
Gainesville, FL 32611-5565  
352-392-2422  
352-392-1443 Fax

Associate Dean Milagros Peña  
College of Liberal Arts and Sciences  
2014 Turlington Hall

Via email


May 17, 2010

Dear Associate Dean Peña

Re: Proposed Program in International Studies

Further to our meeting regarding the possible impact of the above-noted program on the Department of Languages Literatures and Cultures, I am writing to advise that I do not foresee a program in International Studies having a negative impact on our Department. This, of course, is provided that CLAS will, in the event such program increases the demand for our courses beyond our current capacity, work with us to ensure that such demands can be met.

Sincerely,



Mary Watt  
Chair, LIC  
Associate Professor of Italian  
[marywatt@ulf.edu](mailto:marywatt@ulf.edu)  
(352) 392-8149

International Center

170 HUB  
PO Box 113225  
Gainesville, FL 32611-0000  
352-392-5323  
352-392-5575 Fax  
www.ufic.ufl.edu

January 14, 2011

Dear Dr. Pena:

By copy of this letter, I am pleased to support the proposed new major in International Studies that is now under consideration by the University Curriculum Committee. This proposed major, under development since 2006, fills a significant gap in the university curriculum. For too long the University of Florida has stood out among our sister institutions in the state as the single institution lacking such an option for our undergraduate students. The proposed major is needed to fix this significant shortcoming, particularly in this era of globalization.

I note several questions have been posed related to the requirement in the proposed major for participation in study abroad. The table attached to this letter summarizes the current UF sponsored / exchange study abroad course offerings available from which students enrolled in the proposed International Studies major could choose. As is stated in the attached spreadsheet (table 1 and 2), there are 100 UF sponsored programs and over 120 UF exchange programs currently administered through the UF International Center, offering learning opportunities in virtually all areas of the world. These programs are offered variously on a semester, summer, intersession, spring break and short term fall basis as noted in the attached table. In addition, students have the option to select programs for transfer credit from literally hundreds of accredited institutions worldwide.

In sum, there will be no shortage of options from which students in the new major will be able to select. Moreover, given that UFIC currently administers programs for well over 2000 students annually, the modest number of additional students envisioned to be added by the International Studies major will present no burden to our study abroad advising staff. In fact, our current Strategic Plan for the UF International Center includes as a major goal a significant increase in numbers of participants in study abroad. The proposed International Studies major will certainly contribute to our goals.

In closing, let me again state my unqualified support for the proposed International Studies major. This is a long overdue addition to our undergraduate options at the University of Florida. We have the resources from the UF International Center's perspective to provide the needed support for the program.

Sincerely,  


David J. Sammons, Dean  
UF International Center

Program Name	City	Country	Region
Lombardi Scholars - South Africa	Cape Town	South Africa	Africa
MSE - Dublin	Dublin	Ireland	Europe
PRC - African Americans in Paris	Paris	France	Europe
PRC - Americans in Paris	Paris	France	Europe
PRC - Classical Paris	Paris	France	Europe
PRC - Commodities to Cafes	Paris	France	Europe
PRC - Constructive Fact in Contemporary Media Art	Paris	France	Europe
PRC - Development of French Documentary Film	Paris	France	Europe
PRC - Honors	Paris	France	Europe
PRC - Summer Advanced French	Paris	France	Europe
PRC - Summer Intensive Intermediate French	Paris	France	Europe
PRC - Summer Interdisciplinary Studies (Language and Culture)	Paris	France	Europe
PRC - The Architecture of Paris	Paris	France	Europe
PRC - The Legacy of Pasteur	Paris	France	Europe
PRC - Visual Paris: Literacy, Rhetoric and Culture in a Global City	Paris	France	Europe
UF in Andros Island - Fine Arts	Andros Island	Bahamas	Central America
UF in Antarctica - Travel Studies	Port Lockroy	Antarctica	Antarctica
UF in Argentina - Intl. Business Study Tour	Buenos Aires	Argentina	South America
UF in Beijing - Chinese Language	Beijing	China	Asia
UF in Belize - Wildlife Ecology	Belmopan	Belize	Central America
UF in Berlin - Photojournalism	Berlin	Germany	Europe
UF in Berlin and London - Theatre	Berlin	Germany	Europe
UF in Brazil - MBA	Various	Brazil	South America
UF in Bremen - Music Assessment across Cultures and Continents	Bremen	Germany	Europe
UF in Brussels - Capstone	Brussels	Belgium	Europe
UF in Brussels - European Studies	Brussels	Belgium	Europe
UF in Budapest - MAIB	Budapest	Hungary	Europe
UF in Buenos Aires - Language and Culture	Buenos Aires	Argentina	South America
UF in Cambridge	Cambridge	United Kingdom	Europe
UF in Chengdu - Chinese Language	Chengdu	China	Asia
UF in China - MBA	Beijing	China	Asia
UF in China - Retail Global Leadership	Beijing	China	Asia
UF in China - Urban Planning	Beijing	China	Asia
UF in Costa Rica - Doing Business Sustainably	San Jose	Costa Rica	Central America
UF in Costa Rica - EARTH	Gauchimo	Costa Rica	Central America
UF in Costa Rica - Tropical Ecosystems	San Jose	Costa Rica	Central America
UF in Curitiba - Urban Planning	Curitiba-Parana	Brazil	South America
UF in Dar Es Salaam	Dar es Salaam	Tanzania	Africa
UF in Darmstadt - HHP	Darmstadt	Germany	Europe

UF in Dubai - MBA	Dubai	United Arab Emirates	Middle East
UF in East Asia - Architecture	Beijing	China	Asia
UF in Edinburgh - Summer Repertoire	Edinburgh	United Kingdom	Europe
UF in Ethiopia - Archaeology and Cultural Heritage	Addis Ababa	Ethiopia	Africa
UF in Fez - Arabic Language	Fez	Morocco	Africa
UF in Fiji - Travel Studies	Suva	Fiji	Australia/Pacific Island
UF in Florence - Journalism	Florence	Italy	Europe
UF in Florence - Language, Art and Culture	Florence	Italy	Europe
UF in Greece - HHP	Athens	Greece	Europe
UF in Greece - Summer Repertoire	Various	Greece	Europe
UF in Guadalajara - Architecture	Guadalajara	Mexico	North America
UF in Guatemala - Intercultural Communication	Guatemala City	Guatemala	Central America
UF in Haifa - Interdisciplinary Studies	Haifa	Israel	Middle East
UF in India - Hyper City Studio	Mumbai	India	Asia
UF in Istanbul - European Studies	Istanbul	Turkey	Middle East
UF in Italy - Food Production and Policy	Florence	Italy	Europe
UF in Japan - MBA	Kyoto	Japan	Asia
UF in Kenya - Ecology of East African Savannas	Nanyuki	Kenya Coast Republic	Africa
UF in Lille - Building Construction	Lemgo	Germany	Europe
UF in London - Athletic Medicine	London	United Kingdom	Europe
UF in London - Business/Internship	London	United Kingdom	Europe
UF in Madrid - Business	Madrid	Spain	Europe
UF in Mannheim - MEMS	Mannheim	Germany	Europe
UF in Merida - Anthropology	Merida	Mexico	North America
UF in Merida - Ecology	Merida	Mexico	North America
UF in Moscow - Language and Culture	Moscow	Russian Federation	Europe
UF in Munich - History (Thanksgiving)	Munich	Germany	Europe
UF in New Zealand - Biodiversity and Conservation	Christchurch	New Zealand	Australia/Pacific Island
UF in New Zealand - Travel Studies	Christchurch	New Zealand	Australia/Pacific Island
UF in New Zealand and Fiji - Travel Studies	Christchurch	New Zealand	Australia/Pacific Island
UF in Nicaragua - Grassroots Development	Managua	Nicaragua	Central America
UF in North Queensland - Travel Studies	Cairns	Australia	Australia/Pacific Island
UF in Panama - HHP	Panamá	Panama	Australia/Pacific Island
UF in Panama - Paleontology	Panama City	Panama	Central America
UF in Paris - Business	Paris	France	Europe
UF in Paris - Hip Hop Culture and French Language	Paris	France	Europe
UF in Plymouth - Education	Plymouth	United Kingdom	Europe
UF in Poland - European Studies	Kraków	Poland	Europe
UF in Prague - European Studies	Prague	Czech Republic	Europe
UF in Prague - MBA	Prague	Czech Republic	Europe

UF in Rio - Business in Brazil	Rio de Janeiro	Brazil	South America
UF in Rio - Language and Culture	Rio de Janeiro	Brazil	South America
UF in Rome - Business	Rome	Italy	Europe
UF in Rome - Language and Culture	Rome	Italy	Europe
UF in Rome - Teach the World	Rome	Italy	Europe
UF in Salzburg - European Studies	Salzburg	Austria	Europe
UF in Salzburg - Music	Salzburg	Austria	Europe
UF in San Salvador - Zoology	San Salvador	Bahamas	Central America
UF in Santander - Language and Culture	Santander	Spain	Europe
UF in Seville - Language and Culture	Sevilla	Spain	Europe
UF in Swaziland - Wildlife Ecology	Kruger Park	South Africa	Africa
UF in Sydney - Travel Studies	Sydney	Australia	Australia/Pacific Island
UF in Sydney and New Zealand - Travel Studies	Christchurch	New Zealand	Australia/Pacific Island
UF in Sydney and North Queensland - Travel Studies	Cairns	Australia	Australia/Pacific Island
UF in Tanzania - Field School in Anthropology	Bukoba	Tanzania	Africa
UF in Tokyo - English and Fine Arts	Tokyo	Japan	Asia
UF in Vicenza - Architecture	Vicenza	Italy	Europe
UF in Utrecht	utrecht	Netherlands	Europe