

LIU GLOBAL

LIU Global offers a Bachelor of Arts degree in Global Studies. Students complete the Global Studies degree through four years of coursework and integrated field experience undertaken as they travel eastward around the world--from Latin America, to Europe, to Austral- Asia, and finally to the United States. They begin with the Global Studies foundation year in Central America. They then move in their second and third years to Europe and then to China or Australia/Asia Pacific. In the first semester of their senior year they are placed in an international internship with a leading organization dedicated to addressing a chosen global issue and carry out independent research; in the final Capstone Semester in New York City, they complete their senior thesis and enroll in a second senior internship. As students move around the world, they acquire the knowledge, skills and perspectives necessary to provide leadership in the Global Age.

The Global Studies curriculum is made up of three kinds of coursework:

Area Studies courses and fieldwork delivered at each LIU Global Center or Program. Drawing on LIU Global's decades of engagement with partners and communities around the world, these courses deepen students' knowledge of the countries, languages and cultures of the region in which the center or program is located. The area studies courses combine classroom work with integrated field experiences and travel. (Consult <http://liu.edu/Global/Academics> for details of each program.)

Global Studies. Core courses and field work that build academic knowledge and skills across the program's four years. This sequence of required courses, distributed systematically around the world, equips students with disciplinary lenses to explore the world's interdependent cultural, political, environmental, and economic systems, as well as critical thinking, communication and research skills. Students also examine local manifestations of the world's most pressing global issues and explore approaches of addressing these in each of the regional contexts. The sequence culminates in a set of upper division courses in the last four semesters that include two senior-year internships and the completion of a senior thesis.

Minors in International Relations, Entrepreneurship, Arts and Communications, and Foreign Languages. LIU Global students have the opportunity to pursue one or more minor of their choice in Entrepreneurship, International Relations, Arts and Communications, and Foreign Languages. All minors require the completion of a minimum of 15 credits from the approved courses listed on the website which should be taken into consideration in students' academic planning.

For information, please contact the LIU Global office at 516-299-3401, email us at global@liu.edu or visit the website at www.liu.edu/Global.

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B.A. in Global Studies Overview and Curriculum

Faculty: Rick Nader (Acting Dean), Sarah Moran, Logan Sparks, Vivian Hu, Soenke Biermann, Jocelyn Lieu
 Adjunct Faculty: 14

Description and Mission

LIU Global Mission and Vision

Mission

It is the mission of LIU Global to provide its students with the knowledge, experiences, and skills that will enable them to become socially responsible, engaged leaders in a richly diverse and increasingly complex world. Through an innovative, inquiry-driven, experientially-focused curriculum, LIU Global is committed to offering life-changing educational opportunities to students that expose them to the direct effects of global issues on local communities.

LIU Global considers the world as its campus and sees engagement with people of different cultures as integral to the learning process. An LIU Global education is a transformative educational experience that combines rigorous academics, career development, and individualized learning in the world’s dynamic regions.

Vision

As a program within Long Island University, LIU Global seeks to support the LIU mission and vision (see below) by promoting the development of a learning community that actively contributes to a global dialogue addressing the world’s most pressing issues.

1. LIU Global aspires to become a leader in the field of global studies through an innovative, experiential, and globally-based curriculum guided by local scholars that integrates coursework with community engagement in the search for greater understanding, cooperation, and collective action in the interests of the world community.
2. LIU Global aspires to develop a superior student-centered experience that will enhance an appreciation of diversity, cultivate sensitivity towards the human and ecological impact of examined issues, and inspire creativity and commitment to explore a peaceful and sustainable future for all peoples and the world.
3. LIU Global’s future is guided by the understanding, belief, and commitment that our graduates will have the skills, knowledge, awareness, and cross-cultural competencies that will prepare them for a personal and professional life of committed action in the interest of the world community and the environment. LIU Global alumni will contribute positively to the communities in

which they will live and will apply the program’s goals to any future professional endeavors.

4. Through its own practice, LIU Global intends to model the principles it hopes to teach, that of creating a global community that promotes individual respect and collective responsibility, ecological sustainability, solidarity and service to others, and support of local efforts to address locally identified needs.

Overview of the Four-Year Curriculum

Program Sequence

(Note: Study locations are subject to change.)

Year	Fall Semester	Spring Semester
Year One	Costa Rica (excursions to S. Caribbean and Bocas del Toro, Panama)	Costa Rica (excursion to Panama City and Guna Yala)
Year Two	Spain (excursion to Morocco)	Italy (excursions to Austria, Hungary and Bosnia-Herzegovina)
Year Three	China or Asia-Pacific (Fiji, Australia and New Zealand)	China (excursions to Hong Kong and Taiwan) OR Australia (excursion to Bali)
Year Four	International Research & Internship Semester (Australia, China, Costa Rica, and Europe)	New York City (excursions to Washington D.C. and National Conference on Undergraduate Research (NCUR))

Why Choose LIU Global?

The LIU Global undergraduate program couples innovative classroom work, research, and direct engagement with people, places, communities, and organizations throughout the world. Rather than presenting students with abstract fragments of the world divorced from reality, the LIU Global classroom is a place where students prepare themselves for field work and study travel through reading and research. The LIU Global classroom is also a place, after students return from the field, where students reflect and write about their experiences, transforming them into useful knowledge.

In addition to moving from country to country, students dive deeply into local and regional realities everywhere that they go. Courses at every

center include experiential programming that takes local reality as the curriculum’s living textbook. The world-wide program is designed to build students’ capacity and confidence to carry out independent work.

In the over 50 years of its existence, LIU Global has developed a full range of experiential programs that take full advantage of local opportunities.

Although the specific details for each program are included in each location’s individual web page, each program combines several elements from the list below to deliver a powerful set of experiences.

- Field excursions, lasting up to a day and usually linked to a specific course.
- Extended study travel, regional travel lasting from several days up to two weeks with itineraries often integrated into several courses.
- Short- and long-term home stays, periods of residence with local families in which students learn local languages and ways of life.
- Community engagement projects linked to a global issue or service opportunity carried out with a local partner.
- Field Experiences engaging with Non-Governmental Organizations (NGOs), local enterprises, and institutions whose mission is related to either a course topic or a student’s field research.
- IRIS and Capstone Internships, semester-long placements carried out in both semesters of the senior year, first abroad and then in New York City.
- Senior Thesis Field Research, carried out during the first semester of the senior year in a field placement co-designed by the student and advisor.

Learning Goals

LIU Global Goals and Outcomes

Learning Goal 1: Global Solutions

Global College graduates are committed to engaging with humanity’s collective challenges. Through multi-disciplinary inquiry, as well as through experience of several world regions, they comparatively articulate local manifestations of global problems, and identify and contribute to solutions to them.

Outcome 1: Use scholarly research and field experiences to identify pressing global issues, local and global responses to those issues, and productive paths toward addressing them.

Outcome 2: Conduct trans-disciplinary inquiry using economic, cultural, political, and environmental lenses to critically analyze complex global issues from multiple, distinct perspectives.

Outcome 3: Synthesize and integrate distinct global field experiences through engagement with and refinement of theoretical frameworks, demonstrating implications for productively addressing humanity's collective challenges.

Learning Goal 2: Academic Research

Global College graduates execute high-quality academic bibliographic and field research that contributes to knowledge about global issues. They persuasively communicate their findings using the conventions of written, oral, and digital media.

Outcome 1: Demonstrate a command of academic writing and argumentation, as well as capabilities in oral and multimedia communication.

Outcome 2: Execute ethical qualitative field and bibliographic research.

Outcome 3: Engage in inquiry-driven research design; evaluate, analyze, and synthesize evidence.

Learning Goal 3: Professionalism

Global College graduates are creative, socially conscious professionals prepared for a life of committed engagement. They bring to public, private, and civic enterprises a sense of personal and social responsibility, and have the capacity to adapt to and thrive in uncertain and changing circumstances.

Outcome 1: Successfully pursue defined career and life goals that align with social responsibility.

Outcome 2: Demonstrate professional and ethical communication skills and behavior.

Outcome 3: Demonstrate resilience, flexibility, and self-care in face of challenges and uncertainty.

Learning Goal 4: Global Leadership

Global College graduates lead, support, and collaborate effectively in diverse, purpose-driven teams in international contexts. They communicate across cultures to empower others, and develop and achieve shared goals.

Outcome 1: Integrate knowledge and applications of global leadership theories and concepts into daily life.

Outcome 2: Communicate across languages and cultures, engaging and collaborating effectively and appropriately with diverse communities to address critical global issues.

Outcome 3: Effectively and strategically plan and work with diverse groups in order to develop and achieve shared goals.

Program Policies

As part of Long Island University, our students and staff must respect the LIU Brooklyn Code of Conduct which can be found at:

<http://liu.edu/Brooklyn/Campus-Life> and the policies outlined in the Undergraduate Bulletin, including the LIU Sexual Violence and Harassment Policy. The LIU Global Program and Policy Handbook complements the information and policies in the aforementioned documents. The LIU Global Program and Policy Handbook contains program-specific information, policies and procedures for LIU Global students and staff: <http://liu.edu/Global/Global-Life>. The LIU Global Program and Policy Handbook aims to provide guidance that will help develop a positive learning environment, ensure academic integrity, promote students' well-being and comply with university policies.

Policies are subject to change. Below are some of the policies. Note that policies can be amended. Changes will be communicated to the LIU Global community and will be incorporated in the revision of the LIU Global Program and Policy Handbook.

DEGREE-GRANTING PROGRAMS

Freshman Status

Applicants with a high school diploma or a GED are eligible to apply for admission as a freshman. Applicants who have earned college credits while enrolled in high school, received AP, or IB credit must disclose such information to the LIU Admissions Office when submitting an application. Failure to inform the Admissions Office of such credit will affect placement within the program.

Transfer Status

Applicants who have completed academic work at other colleges or universities may apply for admission as a transfer student to LIU Global with advanced standing based on the number of credits previously earned. All transfer students are required to spend at least three semesters abroad with LIU Global to qualify for the degree. Students take 15-18 credits each semester for a total of 120. Transfer students will be advised about their academic pathway and graduation plan.

Credits transferred in must be a grade of "C" or better. LIU Global also awards credit for College Level Examination Program (CLEP) test scores of 50 or higher, Advanced Placement (AP) test scores of three or higher, or IB test scores of HL 4 or higher. To transfer credits, applicants must submit an official college transcript from an accredited university and/or submit official test score reports.

NON-DEGREE-GRANTING PROGRAMS (FOR NON-LIU GLOBAL STUDENTS)

Visiting Students

Although LIU Global is a four-year Global Studies program, students from other U.S. universities, LIU Brooklyn and LIU Post are heartily encouraged to study abroad as visiting students at any of the college's centers for one semester or for a full academic year. Visiting students do not matriculate for an LIU Global degree, rather they return to their home institutions to complete graduation requirements.

LIU Global offers visiting students a full range of advising and support services, focusing on such issues as program selection, academic planning, registration, credit transfer, cultural adjustment, on-site support and re-entry. Visiting students receive a letter grade in each course. Visiting students are advised to talk with their advisor, Promise Coach, registrar, and/or financial aid office at their home universities to determine the home institution's requirements with regard to application deadlines, credit transfer, and financial aid procedures.

Policies and Procedures

Please review policies and procedures for visiting students at: <http://liu.edu/Global/Global-Life#visiting>

Visiting Student Application

LIU students, fill out the Study Abroad form found here: <http://liu.edu/Global/Global-Life#visiting>

Students outside of LIU, fill out the application found here:

<https://apply.liu.edu/quickapp2/?campus=g>

Required Forms

All visiting students must complete the forms found here: <http://liu.edu/Global/Global-Life#visiting>

Center/Semester

Fall and Spring: Costa Rica, Europe, China

Fall only: Asia-Pacific

Spring only: Australia

GENERAL TRAVEL INFORMATION

Practical Matters

Prior to departure, students receive a detailed digital handbook that contains practical and academic information about the program, including critical dates and deadlines, logistical concerns, practical matters, and academic policies.

Passport

Students need a passport. The passport must be valid for at least one year, in good shape, and have at least 10 empty pages.

Visas

Applying for visa varies from country to country. The staff advises on this process. Students must visit the visa are responsible for complying with the visa requirements for each country. For more information, refer to the Visa Information Document at:

http://www.liu.net.edu/Global/~link.aspx?_id=15302BBCC7574FE59723F817FD1BB7BD&_z=z.

REGISTRATION

Important

Students who register or who wish to change centers beyond the registration deadline (See <http://liu.edu/Global/Academics/Academic-Calendar>) are not guaranteed participation in their selected program due to student and center preparation requirements (visas, housing, staffing, etc.). Students should not incur any expenses for participation in the program (e.g., flights, visas) until they are registered. If they decide to incur those costs anyway, they must assume the consequences if they are unable to register and participate in the semester. Students who register late, change centers, or do not submit completed required forms on time (by July 31 for fall semester and December 31 for spring) will incur an additional fee of \$250. Note: New or visiting students who enter the program after the registration date will not be subject to the late registration fee, but are subject to the fee if they change centers after registering or do not submit completed required forms on time.

Students not registered for the current semester or who have not submitted all completed required forms for the semester are disallowed travel to any LIU Global Center. Students not registered for the current semester or who have not submitted all completed required forms for the semester are not allowed to participate in LIU Global activities and not entitled to use services or facilities provided for the benefit of LIU Global students until registered and/or have correctly completed and submitted all required forms. This provision includes students who are already in country.

NOTICE OF BILLING/TUITION AND FEE PAYMENT

Students will be billed and are required to pay the full amount of tuition and fees for the semester. They are able to view their balance and other pertinent information through the MyLIU portal, which can be found at: <https://my.liu.edu>. A more detailed explanation of LIU Global tuition and fees can be viewed at <http://www.liu.edu/Global/Financials>

Expenses

Tuition & Fees include the following:

- Tuition
- University Fee
- Center Fee
- Room and Board Fee (varies by location)
- Health Insurance

Penalty Fee for Upfront Costs for Withdrawn Students

To ensure a quality program, each LIU Global

program or center incurs costs prior to the students' arrival. These include deposits to secure housing, payments for field experience costs (lodging, transportation, etc.), payments to service providers, etc. Any registered student who withdraws after the dates below is responsible for a percentage of upfront costs incurred by the center or program. Students will be billed a percentage of their Center Fee and Room and Board Fee as detailed below, depending upon the withdrawal date.

Date of Withdrawal	Responsible for Percentage of LIU Global Center Fee and Room and Board Fees
Prior to June 15 (for fall semester) or prior to November 1 (for spring semester)	0%
From June 15 through July 15 (for fall semester) or From November 1 through December 1 (for spring semester)	50%
Any time after July 15 (for fall semester) or after December 1 (for spring semester)	100%

Note: This policy only refers to the LIU Global-specific fees and does not refer to tuition or other university fees in case of withdrawal. Please see the LIU Brooklyn policy regarding tuition and university fee liability in case of withdrawal here: <http://www.liu.edu/Brooklyn/Enrollment-Services/Tuition/Billing-Payments>

Health & Safety

LIU Global's highest priority is the health and safety of its students. Staff members at each center have access to the best medical facilities in the region, are trained to respond to emergency situations, and are on call 24 hours a day for emergencies. All LIU Global students are registered with the Embassy in the country where they are residing during the academic term. For students who are eligible, they are required to complete the Smart Traveler Enrollment Program (STEP) with the U.S. State Department. STEP is a free service that allows U.S. citizens and nationals traveling abroad to enroll their trip with the nearest U.S. Embassy or Consulate. Enrolling in STEP allows students to:

- Receive important information from the Embassy about safety conditions in the destination country, helping students make informed decisions about their travel plans.
- Help the U.S. Embassy contact students in an emergency, whether natural disaster, civil unrest, or family emergency.
- Help family and friends get in touch with students in an emergency.

Link: <https://step.state.gov/step/>

During the orientation period, the center director, safety professionals and other regional administrators educate students about general health practices, tools to minimize risk, , and emergency response procedures. Each center maintains a list of health care professionals who have been able to provide care for our students in the past. LIU Global requires students to check with their physician prior to their departure about any health-related concerns and must receive a medical clearance for participation in the program.

LIU Global students are required to follow all health and safety policies outlined in the Program and Policy Handbook

http://liu.edu/Global/~link.aspx?_id=5D580E34817A413FA3C9B93716AEC2C6&_z=z#Policies and those specific to each region which are shared and reviewed in each country's orientation.

Application Procedure

LIU Global is open to students of all faiths races, and nationalities. LIU Global seeks students with the capacity for undergraduate study who desire a broad liberal arts education but who, in addition, want to use experience as a means to discover and prepare for meaningful and satisfying vocations and professions.

Applicants must have a high school or general equivalency diploma. Each student's application is judged on its own merit. Clear evidence of the ability and readiness to carry out university-level work is expected, with primary emphasis placed on personal qualities of maturity, motivation, initiative, and independence, rather than on standardized test scores or school grades. The admission procedure involves mutual exploration of the suitability of the program for one's learning aims and goes beyond a traditional competitive process. Graduates of LIU Global earn the B.A. in Global Studies.

Admissions – Scholarship

LIU offers merit scholarships based on academic achievement, community service, leadership, previous international experience, and the demonstrated desire to become a global citizen. To be considered for all LIU scholarships, applicants must file a FAFSA (fafsa.ed.gov).

Check with the Office of Enrollment Services for deadlines. A detailed listing of scholarships can be found online at www.liu.edu/global/global-life.

LIU Global offers a rolling admissions policy and accepts applications for the spring (January) and fall (September) semesters. Applicants wishing to apply are responsible for submitting a completed application and ensuring that the Office of Admissions receives all the supplemental materials.

A completed application must include:

- **Completed Application Form** – Online Application (<http://www.liu.edu/Global/Admissions>) or

Common Application (freshman only)

- **Application Fee** – Non-refundable
- **Essay** – The essay can be sent as a PDF directly to global@liu.edu or uploaded into the application. The essay must be 250-500 words answering one of the following questions:
 - Define global citizenship. As an aspiring world citizen, how would your LIU Global education assist you in developing a broad worldview and cultivating global sensitivity?
 - Identify what you believe to be the most urgent contemporary human problems. How do you think an LIU Global education might help you with a plan of action in addressing these issues?
 - What does it mean to have a cross-cultural perspective? How do you think an LIU Global education would help you develop this perspective?
- **Two Letters of Recommendation** – One must be from a teacher, professor, or counselor.
- **SAT or ACT Scores - use school code 2369**
- **Official Transcript(s)** – High school and/or college (either in progress or showing degree conferral)
- **All NYS freshman and transfer** applicants must submit their high school transcript(s).

If Applicable:

- AP Scores – use school code 2369
- IB Scores

International Student Admission Procedure

All international applicants must submit the application and supplemental documents no later than May 1 for September admission or October 1 for January admission.

- **Completed Application Form** – use our online form or hard copy.
- **Application Fee** – Non-refundable
- **Essay** – 250-500 words; choose from three topics on the application form.
- **Two Letters of Recommendation** – one must be from a teacher or counselor who knows the applicant.
- **SAT or ACT Scores - use school code 2369 (not required)**
- **Official Transcript(s)** – translated; showing all secondary and/or university work completed or in progress, including G.C.E. or matriculation examination. To be considered official, a mark sheet, transcript or degree certificate must bear the school seal or signature of the school's registrar. A photocopy is official only if it has been certified by a school office from the original issuing institution, the U.S. Embassy or Consulate, or the student's own embassy or consulate after the photocopy is made. We do not accept notarized copies.
- **TOEFL** – an official score report for applicants whose native language is not English. Minimum acceptable score for admission is 90 Internet-based (IBT).
- **IELTS** – an official score report. Minimum

acceptable score for admission is a "B."

International Transfer Students Only

Transfer students who were educated at institutions outside the United States must submit official transcripts in the original language with English translation/evaluation (if applicable) from an approved evaluator.

Agencies listed here provide evaluations of educational credentials and course reports for students who were educated at foreign educational institutions:

World Education Services
P.O. Box 745, Old Chelsea Station
New York, NY 10113-0745
Phone: 212-966-6311
Fax: 212-966-6395

Center for Educational Documentation
P.O. Box 170116
Boston, MA 02117
Phone: 617-338-7171
Fax: 617-338-7101

International Educational Services
AACRAO
One Dupont Circle, NW, Suite 520
Washington, DC 20036
Phone: 202-296-3359
Fax: 202-822-3940

Note: LIU Global is a program in which students are required to study outside their home countries; therefore, all LIU Global students are at some point international students. Non-U.S. students need to be aware of visa requirements in obtaining permission to study in various countries. Not all country visas may be obtainable by students from certain countries. Non-U.S. students should discuss their interests and intentions thoroughly with their LIU Global admissions counselor.

Readmission

Enrolled LIU students who have left and returned in under three (3) years may apply for readmission. They fill out the form, which is then reviewed by the following:

- Admissions—to determine if GPA is still in good standing for the program (and LIU). In addition, to review any new transcripts that may have an impact on a student's return or credits.
- Department of Program--(in this case, Global) to review and advise re. the student's standing to see if there are any program specific issues or roadblocks that would prevent the student from re-entry.
 - Prior to re-admission, students must have an approved degree plan on file and have resolved any disciplinary concerns.
 - If the student seeking readmission took classes at another institution, he/she must submit the Common Application College Report from each institution attended.

- Enrollment Services—to sign off on/review any holds (financial, health, etc.).
 - Students can deliver the form back to Admissions for our records, and we coordinate with Enrollment Services to get the student's admission status reactivated.
- Any students returning to campus three (3) or more years from when they last attended must fill out a new application.

Costa Rica Center

Overview

The Costa Rica Center is the gateway to the Global Studies degree program, providing students with the academic tools and field experiences necessary to grasp the relationship between Central America and the larger world. Through engagement with contemporary Costa Rica and travel throughout Central America, students study the local effect of globalization, making sense of its impact on the region's people, politics, economies, and ecosystems. Students will experience the ways in which conquest of Indigenous America by Europeans five hundred years ago and the forced migration of Africans continue to define the region. They also experience the ways in which governments, international organizations, entrepreneurs and civil society communities are responding creatively to the region's ongoing engagement with global economic, cultural and political forces. The yearlong program includes the intensive study of Spanish (offered at all levels), homestays with Costa Rican families, fieldwork at sites around the country, and two extended study travel experiences to Panama.

Location

The Costa Rica Center is in the university city of Heredia, located near the city's Central Park and about a mile from the National University. Heredia is on the outskirts of San José, Costa Rica's capital city, located in the high central plateau. Although the country is about the size of West Virginia, it contains about 4% of the Earth's biodiversity with lush rainforest, high mountains, volcanoes, coastal plains, and beautiful beaches. Costa Rica has a vibrant and diverse culture that offers exciting learning opportunities in both the urban and rural areas.

Academic Program & Field Experiences

The Costa Rica Center hosts all of LIU Global's first-year students as well as visiting (study abroad) students. The yearlong program introduces students to the region's place in the world through the Seminar on Central and Latin American Studies and two of the foundational global studies courses in environment and governance. Students are equipped with writing and qualitative research skills, as well as an increased capacity to communicate effectively in Spanish. Electives allow students to explore strategic communications and social entrepreneurship.

Students develop cross-cultural communication skills through reflective engagement with local families in homestays and during community engagement projects, excursions, and field research. By engaging directly with communities in Costa Rica and Panama, students explore the interrelations among environmental, cultural, economic, and political issues, and understand how individuals and local communities are affected by and respond to global forces.

Field experiences are at the heart of the Costa Rica Center's academic program. These are designed to provide students with direct encounters with topics studied in the classroom and to allow them to explore local solutions to global challenges. Students participate in both short field excursions on regular class days as well as longer travel itineraries designed to meet the learning objectives of specific courses. For example, past students have gone to the metropolitan area's water supply in the mountains to explore the local ecosystem, visited banana plantations to study labor and economic development, met with local NGOs to study refugee and human development issues, and traveled to indigenous communities to study local traditions and cultural revitalization efforts.

More extended itineraries include regional travel. Each semester, students take a field trip to a neighboring country, usually Panama to learn about the region's parallel cultures, to explore histories of colonialism and imperialism and the struggles surrounding that, and to encounter the contemporary impact of global trade and direct foreign investment.

In the fall semester, students carry out a one-week community engagement project with a partner organization in an area of academic interest. The Costa Rica Center has established long-term relationships with different organizations, and the partner organizations identify the projects based on their

needs. Students prepare for the project as part of the Foundation Year Orientation Seminar before collaborating on the week-long project. Not only do students learn about the organization and the related project, but they also explore and practice important ethical issues surrounding community engagement.

During the spring semester, students design, plan, and document a two-week fieldwork project in Costa Rica (or approved alternative) as part of the Introduction to Field Research Methods course. The goal of this two-week experience is to put qualitative fieldwork methods into practice, to examine theory in practice, and to research a question of academic interest. In the past, students have carried out their field study in local indigenous and non-indigenous communities, non-governmental and governmental organizations, universities, and schools, and with local experts on a specific academic area of research. Topics vary, but in the past have included: sustainable agriculture, education, human rights, indigenous culture, women's rights, HIV/AIDS, environmental conservation, global economic systems, alternative energy, LGBTQ identities, and more. Students are provided information on the different field research options with one of the Costa Rica Center's partner organizations.

Housing & Food

Living with a Costa Rican family is an important part of the program. It plays a key role in practicing Spanish and in learning about the local culture. Homestays are located in urban neighborhoods close to the Costa Rica Center. The houses where students stay have basic, standard amenities including electricity, running water, telephone, internet, and access to public transportation.

All students are asked to fill out a questionnaire regarding housing preferences and, based on that form, each student will be assigned a host family. Host families provide breakfast and dinner during weekdays, and students receive a stipend to purchase lunch on school days. On weekends, hosts provide all three meals. The host family also provides laundry and internet access.

Europe Program

Overview

The Europe Program provides the opportunity for second-year LIU Global students to explore and experience the great cities of Europe and the impact that Europe has had on global history and politics. Through extended residence in Alcalá, Spain near Madrid and Florence, Italy and study travel in Morocco, Austria, Hungary, and Bosnia-Herzegovina, students gain unique perspectives on Europe's cultures, conflicts and political innovations, as well as the impact these forces have had on the rest of the world. This includes an inquiry into the limits and boundaries of what is considered Europe. In this yearlong program, students study the emergence of the modern European nations and the role that these nations have played in the first wave of globalization during the Imperial Age. Students also gain an understanding of the role of Europe and the European Union as a major geopolitical player in the contemporary Global Age. Students emerge from the program with an understanding that "Europe" as a region is characterized by a profound tension. The continent has produced a tradition of enlightened highculture and "western values" that have become synonymous with civilization. At the same time, the continent is marked by a history of internal war and imperial aggression. The LIU Global program concentrates particularly on the way this tension has manifested itself in the modern age. During the last century, inter-European conflicts have plunged the world twice into devastating and genocidal world wars. And in the aftermath of this conflict, the world's first great experiment in post-national governance has emerged, the European Union (EU).

Locations

The Europe I Program in the fall semester is based at the Franklin Institute at the University of Alcalá, located in Alcalá de Henares, a UNESCO World Heritage Site approximately 20 miles northeast of the city of Madrid. Founded in 1499, the University of Alcalá is the second oldest university in Spain. The Europe I Program is based at the Franklin Institute at the University of Alcalá,

located in Alcalá de Henares, approximately 20 miles northeast of the city of Madrid. Founded in 1499, the University of Alcalá is the second oldest university in Spain. The city was the place of important events in the history and culture of Spain, such as the birth of Cervantes and key meetings between Christopher Columbus and the Spanish monarchs that commissioned his voyages to America. From Alcalá, it is a convenient 30-minute train ride to central Madrid and to major cultural attractions, such as the Prado Museum, the Thyssen Bornemisza Museum and the Reina Sofía Museum.

The Europe II Program in the spring semester is housed in the famed city of Florence, considered the birthplace of the European Renaissance. The Florence School of Fine Arts, the partner institution where LIU Global is housed, is located in the heart of the city's historical center, situated on a quiet street, steps away from Piazza Santa Croce. Florence is only one hour from Rome by train. This advantageous location provides LIU Global students with a vibrant and inspirational surrounding to study art, culture, and politics. The Europe II Program is housed in the famed city of Florence, considered the birthplace of the European Renaissance. The Florence School of Fine Arts, the partner institution where LIU Global is housed, is located in the heart of the city's historical center situated on a quiet street, steps away from Piazza Santa Croce. This historic neighborhood, one of the most beautiful settings in Florence, breathes the Renaissance atmosphere.

Walk out of the school building and you are minutes away from the Uffizi Gallery, Loggia dei Lanzi, the Arno River and the historic Ponte Vecchio. This advantageous location provides LIU Global students with a vibrant and inspirational surrounding to study art, culture, and politics.

Academic Program & Field Experiences

Fall Semester – Based in Spain, travel locations subject to change.

During the first semester of the Europe Program students are based at the University of Alcalá to study the forces that have shaped modern Europe. Courses on Spanish language and culture delivered at the University of Alcalá, focusing on Spain as a case study of the evolution of Europe from ancient to modern times. Students also take a bibliographic research class in which they conduct a research project and undertake an internship.

Spain serves as a case study for exploring nationalism, identity, imperialism, security, and social development. There are excursions within Spain and beyond that explore the limits and frictions around Europeanism, including the study of colonialism and Spain as a laboratory for mixed identities.

One journey includes travel to Morocco, an African society with historically globalized relationships to Spain. The excursion to Morocco completes the picture of the interrelated societies that stretch from the Catalan speaking regions of Southern France and Northeastern Spain all the way to the heartlands of the North African communities (both Arab and indigenous Amazigh peoples) that once ruled before Spain's reconquest by the Catholic Monarchs, Ferdinand and Isabela. In Morocco we study the formation of the modern nation state as it begins in Europe and then spreads to places like North Africa during the colonial period. We also engage in field work, research with local students, and language learning. We visit the wall separating Spain and Morocco in Ceuta, one of the most important immigration points on the planet, a main nexus between Europe and Africa.

Spring Semester – Based in Italy, travel locations subject to change.

The second semester of the Europe Program is based at the Florence School of Fine Arts, where students take courses in documentary filmmaking, world cinema, Renaissance art, and conversational Italian as well as a global studies economics course.

Students also will focus on the comparative politics of post-World War II Europe and the European Union, which has included a The experiential course in Vienna and Budapest focuses on the relationships between European national political systems and the ideals, aspirations, and interests represented by the European Union. Through lectures and experiential programming, students gain a deeper understanding of the national constitutional arrangements that emerged in the post-World War II Europe and the role of the European Union in global governance and economic systems. The program

will start in the city of Vienna, the world's third United Nations city, which is the seat of numerous UN programs and various international organizations.

The experiential and research module in Sarajevo, Bosnia and Herzegovina? focuses on issues of ethnic and religious conflict in the context of reconciliation following the breakup of the former Yugoslavia (1991-2001). Until the disintegration of the former Yugoslavia in the 1990's, Sarajevo was famous for its traditional cultural and religious diversity, with adherents of Islam, Orthodoxy, Judaism, and Catholicism coexisting in relative peace for centuries. Students explore the way in which this coexistence degenerated into violence and genocide when Yugoslavia fell apart at the end of the Cold War.?

Housing & Food

Europe I – Fall Semester – Spain

Student accommodations are a combination of homestays with Spanish-speaking families and university dormitory housing. Host families provide breakfast and dinner during weekdays, and students receive a packed lunch on school days. On weekends, host families provide all three meals. While living in the dorms, students receive a meal stipend. The professional staff at the Franklin Institute working with the LIU Global staff provides all student support and logistical services.

Europe II – Spring Semester – Italy

Students are housed in shared apartments and provided with meal stipends. The professional staff at the Florence School of Fine Arts working with the LIU Global staff provides all student support and logistical services.

China Center

Overview

One of two program options for third-year LIU Global students is the China Center, immersing students in contemporary China, the world's emerging economic and political giant. From a home base in Hangzhou, a city that is both one of China's ancient imperial capitals and a leading center of entrepreneurship and business innovation, students engage in a yearlong program of intensive language learning, country-wide study travel, and coursework in Chinese history, politics, economics, and social change. Students gain an in-depth understanding of the historical events that have produced modern China and learn through direct experiences the social and economic forces that shape the country today. Students who complete the program are able to navigate their way culturally, linguistically, and logistically in a society whose political and economic importance will only continue to grow.

The program's integrated fieldwork allows students to engage with both Hangzhou and nearby Shanghai. During the course of the yearlong program, students also take extended study trips to Hong Kong, Taiwan, Beijing and to culturally diverse Yunnan/Sichuan, the western province adjacent to Vietnam, Laos, and Myanmar.

Location

The program's setting in Hangzhou places students in the heart of a city famous for both its classical beauty and its livability. The China Center is walking distance from the banks of the famous West Lake, a majestic body of water encircled by temples, pavilions, and gardens that has been declared a UNESCO World Heritage Site. Hangzhou is home to 8 million people and dynamic corporations, with more entrepreneurial start-ups than any other city in China. Moreover, the city is only a one-hour train ride from Shanghai, China's international hub of finance and commerce.

Since 1989, the China Center has been located on the Zhejiang University campus. Consistently ranked as one of China's top five institutions, Zhejiang University enrolls over 42,000 undergraduate and graduate students, including over 3,000 international students. China Center students enroll in intensive Mandarin Chinese language courses at Zhejiang University's International College with students from all across the world.

Academic Program & Field Experiences

The China Center combines in-depth engagement with Chinese history and language through curriculum and fieldwork that place developments in contemporary China within a global frame. During the first semester, a course

in modern Chinese history facilitates students' understanding of the cycles of revolution and political innovation that have shaped the country. In a global studies course, students undertake fieldwork and bibliographic research on the Chinese context of specific global issues such as urbanization, global warming, gender inequality, and income disparity.

In the second semester, students enroll in a course focusing on China's ethnic minorities, a sector that includes 15% of the total population, as well as a course devoted to China's social development and change. This course often includes a two-week fieldwork component in which students are placed with an organization whose mission aligns with both the course's topics and the student's interest.

During both the first and second semesters, students enroll in the intensive Mandarin Chinese program at Zhejiang University's International College. The Center also provides electives each semester for students pursuing minors.

Field experience is at the core of the China Center's curriculum. While in residence in Hangzhou, students make short day trips to local villages, community organizations, businesses, and heritage sites. Extended field trips to different parts of the country take three to ten days. Itineraries include seminars with scholars and practitioners, presentations at the offices of international organizations, interface with grassroots organizations and remote rural communities, and visits to museums and cultural events.

Fall Semester

Beijing & Shanghai

In the fall semester, students visit Beijing and Shanghai. Integrated with the Modern Chinese History course, the itinerary includes visits to the cities' iconic monuments, meetings with government and business leaders, and visits to community-based and international organizations. Students also immerse themselves in the local culture. In Shanghai, students also engage with the vibrant contemporary arts community.

Spring Semester

Yunnan

In spring semester, students participate in trips to southwestern Yunnan provinces as part of the Chinese ethnic minorities study. Yunnan is home to over half of the ethnic minorities in China and stands out as a colorful and diverse inhabitation in comparison to coastal China. During the trip, the students may spend time on visiting minorities' communities from the Tibetan highlands to Naxi Lugu lake, participating in homestays in the historic and beautiful old-town, and gaining insight on the impact of development and tourism on the high lakes and forests in the region.

Taiwan and Hong Kong

At the beginning of the spring semester, students travel to Taiwan and Hong Kong. The trip fosters students' understanding of underlying social structures and the cultural and philosophical frames within contemporary societies of primarily Chinese ethnicity, as well as how different development pathways have impacted the societies in general. The students have opportunities to talk with local scholars, visit communities and companies, meet local politicians, and have the short homestays in indigenous families during the trip.

Housing & Food

Students stay in on-campus housing at the International Student Building, a 10-minute walk from the China Center. There are two options for on-campus housing: shared apartment and single dorm.

Shared Apartments are half furnished and include two air-conditioned bedrooms with a shared bathroom and a kitchen. One bedroom is equipped with a single bed and the other is a double dormitory-style bedroom. Utilities are not included.

Single Dorms have an air-conditioned private room with a single bed and bathroom with a fixed amount of electricity costs included. Laundry service is available in the basement.

Food: On-Campus

There is an International Student dining hall located in the International Student Building that provides both Chinese food and a few Western options. There are also four student canteens located on campus.

Food: Off-Campus

While traditional teahouses, small eateries and inexpensive outdoor markets

abound, Western fast-food establishments like KFC, Pizza Hut, and McDonalds, and upscale restaurants serving Japanese, Korean, Thai, Argentine, Italian, Indian, French, and fusion cuisine can also be found throughout the city. Plenty of inexpensive and delicious Chinese noodles, dumplings, Turkestani, and Sichuan cuisine can be found near the campus where students can select from a range of inexpensive and healthy foods.

Food: Other Options

Students who are living in shared apartments also have a small kitchen in which to cook. There is also a fresh market and a Walmart close to the Yuquan Campus for groceries and food supplies.

Asia-Pacific Australia Program

Asia-Pacific Australia

Overview

The Asia-Pacific Australia Program engages students with the quest for sustainable development in the nations and peoples of contemporary Oceania and Southeast Asia. Through two semesters of courses and fieldwork, students study the challenges and innovative solutions that communities, organizations and nations are developing as they aspire to address one of the world's central questions: How can we, across a range of diverse cultures and countries, promote economic development without destroying our planet's ecosystems? Students study and travel across the region, focusing on this challenge from the perspectives of different communities, cultures and national political dynamics. From an administrative base in Byron Bay, Australia, the program explores the quest for sustainable development in Australia, Fiji, New Zealand, and Bali.

Locations

Students spend the fall semester studying in Australia, Fiji and New Zealand. Still tied to the British sovereign, Australia is shaped by its imperial legacy, multicultural society and the vibrant postcolonial resurgence of Aboriginal peoples. Its standard of living remains high, given its integration into the world economy and its role as a source of raw materials and services for China's and India's development. Historically allied to European and North American powers, Australia is currently in the process of integrating itself more fully into its Asian and Pacific neighborhood.

Students also visit the Pacific island microstate of Fiji, inhabited in almost equal proportions by Native Fijians and overseas Indians whose ancestors came as indentured laborers to Fiji in the 19th Century. Based on tourism and agriculture, Fiji's economy is subject to global market forces at the same time that it is dealing with the severe impacts of global warming, such as rising sea levels and extreme weather events.

The third site for the fall semester is New Zealand. Home to powerful Maori culture, breathtaking landscapes and impressive green credentials, Aotearoa/New Zealand will allow us to not only gain a deeper understanding of the Pacific, an oft-neglected world region that is playing an increasingly important role in international conversations around oceans, climate change, cultural diversity and transnational collaboration, but further add an important comparative dimension to our strong program focus on sustainability, Indigenous peoples and settler colonialism, race and ethnicity, and social justice.

In the spring semester, students deepen their introduction to Australia by spending most of the semester in the vibrant beachside community of Byron Bay, approximately 100 miles south of Brisbane, as well as excursions to other parts of the country. Renowned for its beautiful natural environment, entrepreneurial spirit, and cultural vitality, Byron Bay boasts a dynamic mix of a strong Aboriginal heritage, a cosmopolitan counter culture, and a dynamic creative industry. Students live on the doorstep of Byron's stunning South Pacific beaches, interact with locals and travelers from all over the world, and immerse themselves in the region's thriving cultural and activist life. The spring semester includes a visit to Bali, a culturally autonomous Hindu island in the Islamic Indonesian archipelago. Renowned for the way in which its ancient culture continues to thrive and adapt itself to the modern world, it is an example of a people striving to manage its cultural and environmental resources in the face of globalization.

Academic Program & Field Experiences

The fall semester program centers on environmental and economic challenges across the Asia-Pacific region, organized via the key themes of social justice, cultural diversity and sustainable livelihoods. Students receive an intensive introduction to these issues and the region, and then conduct a more focused investigation throughout the semester. Based in Byron Bay, Australia, with extended field trips elsewhere in the country as well as to Fiji and New Zealand, students draw heavily on their experiential engagement with the local environment and Indigenous peoples struggling for self-determination and sovereignty. Apart from courses focusing on international development, eco-philosophy and Indigenous Studies, students also take the Global Studies Seminar, which models transdisciplinary approaches to studying critical global issues and supports students in developing their academic concentration for their senior year by way of an extensive bibliographic research project.

The spring semester program deepens students' engagement with the key issues facing both the region and the wider world by foregrounding cultural and sociopolitical challenges via a decolonizing framework. Byron Bay, Australia's easternmost point, is the setting for studying the forces of European colonialism that shaped the modern Australian nation-state and its devastating impacts on both Aboriginal peoples and local ecosystems. Through extensive fieldwork within the wider Byron region and extended field trips to other parts of the country, students have the opportunity to learn directly from local activists, social entrepreneurs, and community leaders about alternative and decolonial responses to shared challenges. On an extended field visit to Bali, Indonesia, students deepen their entrepreneurial thinking and leadership skills through engagement with local social and environmental issues. They develop collaborative partnerships with Balinese students in search of local solutions to global issues. In terms of preparing for their senior year concentration, the Junior Research Seminar supports students to build on their bibliographic project in the fall semester by helping them secure international internships and develop a comprehensive qualitative field research proposal for their International Research and Internship Semester (IRIS).

Field trips form an essential component of the Asia-Pacific Australia Program curriculum in both the fall and Spring Semesters. All trips are tightly integrated with the theories, concepts, and themes that students learn about in their courses. It is important to note that field trips are subject to change.

Australia: Students can expect to experience weekly field trips in and around Byron Bay to local community organizations, social enterprises and national parks. Extended trips to other major cities including Sydney, Melbourne and Brisbane may be incorporated into both the fall and spring semesters. A trip to the Great Barrier Reef will be included in the spring semester only. Students studying in Australia in the spring will also participate in a weeklong Aboriginal bush camp experience. During this trip, students will be camping on Aboriginal land and learn directly from respected Aboriginal elders and custodians, experience the beautiful local environment, and gain a finer appreciation for Indigenous values, perspectives, and knowledge.

Fiji: While studying in Fiji, students can expect to immerse themselves in local communities and cultural activities. They will visit with local activists and advocacy groups, snorkel in major coral reef sites and trek through national parks.

New Zealand: Field experiences include hiking and canoeing with local Maori guides on the Whanganui River, the first river in New Zealand to acquire legal personhood.

Indonesia: While traveling around Bali, students have the opportunity to experience different environments and aspects of Balinese culture. They also interact with and learn from a range of Balinese community leaders, students, and organizations engaged in activism, advocacy, and social and ecological entrepreneurship. Students will also have the opportunity to visit a coral reef restoration site and develop collaborative projects with local Indonesian students at Ganesha University.

Housing & Food

Fiji: During the Fiji trip, students will stay at hostels, apartments, and in community-based homestays.

Australia: Students live together in comfortable and modern rented beach

houses located in Byron Bay region. Decisions about living arrangements are made by students upon arrival, with students sharing a house and often also sharing rooms with other students. Each of the houses has a television, DVD player and washing machine. All houses have full kitchen facilities and students will be able to cook their own meals. While traveling on field trips, students can expect to stay in hostels, guesthouses, cabins and tents.

New Zealand: In New Zealand, students stay in youth hostel dorm rooms, Maori marae (meeting places/halls) and, occasionally, in tents.

Indonesia: When in Bali, students will mostly stay in local family-owned homestay accommodations. They may also stay in hotels, beach bungalows and university dormitories.

Students will receive a weekly food allowance and are encouraged to do their own shopping and cooking, either individually or communally. During field and camping trips the program may provide some meals. Students can expect to receive a reduced weekly food allowance during weeks when there are field and camping trips where meals will be covered by the program.

International Research & Internship Semester (IRIS)

Overview

After the extraordinary three-year journey around the world, LIU Global students complete their Global Studies degree in an equally extraordinary senior year. The year is composed of two parts:

1. The International Research and Internship Semester (IRIS) in the fall
2. The Capstone Semester in New York City in the spring

Through independent research carried out over these two semesters, culminating in the senior thesis, students develop expertise on a global issue of their choice. Then through two internships, one international and one in New York City, students prepare for the next steps in their careers.

After executing a proposal developed in the spring semester of their Junior year, students carry out their IRIS program at one of the LIU Global IRIS sites. IRIS includes (a) the first stage of their senior thesis research, (b) a professional internship, and (c) a self-designed "special studies" program developed in consultation with advisors. This self-designed program is the opportunity for students to deepen their academic and professional engagement with one of the pressing global challenges of our times.

Locations

Students can develop their IRIS programs for LIU Global Centers in Costa Rica, Australia, China, Spain, or New York City. Students are also able to propose IRIS programs with one of LIU Global's partner organizations.

Academic Program & Field Experiences

In the fall semester of the senior year, students enroll in the International Research and Internship Semester (IRIS), a program that facilitates the development of students' expertise on one of the pressing global challenges of our times. The IRIS experience forms the basis of the senior thesis that will be completed in the Capstone Semester.

The Junior Research Seminar and the IRIS Proposal. Students develop their programs for IRIS during their third year in LIU Global. In the Junior Research Seminar, students identify a global challenge or issue that they wish to investigate in depth. They develop a bibliography that acquaints them with the scale and scope of the challenge, and then investigate the responses to this challenge that are being developed around the world. These responses may include policy, activist, or entrepreneurial solutions carried out in government, business, NGO, or community settings. Students then select a specific location from among the LIU Global IRIS sites where they are able to engage with the issue directly. They develop a research proposal that allows them to investigate both the issue's local manifestation as well as the local responses to it. They also identify and secure an internship from one of LIU Global's partner organizations whose activities are relevant to the students' research. Students then execute their IRIS proposal in the fall semester of their fourth year.

The IRIS Curriculum. The IRIS curriculum includes three required courses.

Senior Thesis I is an online course delivered to all IRIS students around the world by the Senior Thesis Coordinator. In conjunction with regular individual academic advising, it helps students to refine and execute their research design, keeping them on track with methodology, documentation, and deadlines. The online Internship in Global Issues course helps students to prepare for, execute, and analyze their internship experience as well as provide career related mentoring. This course includes an evaluation of the internship site's impact on the student's chosen issue or global challenge, as well as the student's self-reflection on his or her role as an organizational player. Students are also required to study the official language of their location.

In addition to these three required courses, students identify opportunities that help them deepen their expertise. A set of Special Topics courses provides the framework for students to develop their expertise through their work with local experts, universities, or institutes. This self-designed learning plan is part of the IRIS proposal, which is developed and approved during the Junior Seminar.

International Internships

Students participate in a field-based internship the entire semester with their host organization in the region of the world where they are located.

IRIS students develop a logistics plan around their research and internship placement as part of the Junior Research Seminar. The Internship in Global Issues places students at a leading organization that is tackling the global issue they want to explore, allowing them to gain experience that assists in building a future career. Students can develop their IRIS programs for LIU Global Centers in Costa Rica, Australia, China, Spain, or New York City. Students are also able to propose IRIS programs with one of LIU Global's partner organizations.

The semester-long immersion in a cross-cultural, professional setting also helps students in building their knowledge base around a particular global issue, through learning from local individuals who are working to solve a local manifestation of that issue. Students engage with specific scenarios and circumstances, aligning global theories with local praxis. The internship builds students' leadership skills, develops their ability to communicate cross culturally, and helps them to effectively navigate a complex professional environment with a view toward making an impact.

Housing & Food

Housing and food are covered by the program's room and board fee. Housing arrangements depend on the student's location of study and can vary from homestays, residencies at local universities, or internship housing placements.

New York City Center - Capstone Semester

Overview

In the final semester of their senior year, students complete their LIU Global education in New York, one of the world's great global cities. The Capstone Semester provides the opportunity for students to work with faculty and mentors to complete their senior theses, enroll in LIU courses along with LIU Global courses, and to start their transition to post-college life through an internship aligned with their academic and professional interests. Capstone students receive a 30-day unlimited MetroCard each month to ride New York City's subways and buses.

Location

LIU Global capstone semester is housed in New York. Capstone students study on the campus of LIU Brooklyn, a complex located in the newly revived, downtown Brooklyn. Founded in 1926, the Brooklyn Campus is the original home of Long Island University. Its 11-acre site located in the heart of the "Brooklyn Renaissance" is convenient to all subway lines and minutes away from the Manhattan financial district. The LIU Brooklyn complex includes an impressive array of state-of-the-art facilities, including a \$40 million athletics, recreation, and wellness center.

Academic Program & Field Experiences

Through a combination of coursework and field experience, students engage the global in the local, completing their four years of experiential education

around the globe in one of the world's great cosmopolitan centers.

The Capstone Semester is a culminating stage in the B.A. in Global Studies.

The integrated curriculum consolidates the knowledge and skills students have gained during their studies and travels around the world. The program includes several integrated elements:

- Senior Thesis. Students transform the research that they completed in the IRIS Program the prior fall into a senior thesis, framing their findings in terms of the literature relevant to a major global issue. Students present their work in a poster session at a campus-wide research event; most also give oral or poster presentations at the National Conference on Undergraduate Research, which draws more than 4,000 top undergraduate researchers from the U.S. and universities around the world.
- New York City Internship. Students secure an internship at a leading organization or enterprise relevant to their academic and professional aspirations. The internship is contextualized in a course dedicated to supporting students' professional development. New York City is unsurpassed in the variety of organizations and resources available for internship placements.
- Global Studies Capstone Seminar. Students investigate global issues as they manifest locally in New York City and, more broadly, in the United States. Through readings, guest speakers, field visits, and participant observation, students engage issues of economic inequality, social inequality, migration, environmental sustainability, and urbanization.
- LIU Coursework. Students also may enroll in LIU courses related to their academic interests and, if applicable, courses approved towards their minors.

The Capstone Semester accesses New York City's limitless international resources through site visits integrated into the coursework. Adjusted each semester in accordance with new opportunities, students visit NGOs, financial institutions, museums, and political entities committed to international development and activism. Students also meet with local people and community groups, assuring that students experience New York's diverse communities and distinctive social fabric.

Through a weeklong excursion to the capital of the United States of America, students gain access to the full range of governmental and non-governmental organizations that impact foreign policy, security, global finance, and activism.

Housing & Food

Current students have a number of housing options: the on-campus dormitory, off-campus student residences, rooms in private homes, or apartment shares.

Meal plans are available for students who live on campus. New York provides a plethora of experiences for all tastes, including inexpensive restaurants, cafes, vegetarian eateries, etc.

B.A. in Global Studies

What Is Global Studies?

Global Studies is the investigation of the world as an integrated and increasingly interdependent political, economic, cultural, and ecological system. The discipline equips future leaders to understand the world's emergent challenges and with tools to contribute to the development of solutions to these challenges that transcend national and disciplinary boundaries.

For over 50 years, LIU Global (along with its parent institution, Friends World College) has been a pioneer in the field. Long before anyone had thought about "global studies," Morris Mitchell, the founder of Friends World College, asserted the need for an experiential, multidisciplinary approach to understanding the totality of humanity's challenges. In 1965 he called the college's pedagogical enterprise "world education."

- Building on an over fifty- year tradition in worldwide education, LIU Global students:
- Engage in a rigorous program of experiential learning across four continents that equips them to understand the world directly.
- Acquire serious academic skills and disciplinary competencies that enable them to integrate scholarly research with field experience to make sense of the impact of global integration and rapid change.
- Develop leadership and problem-solving skills that empower them to devise, incubate, and evaluate solutions to global challenges through policy development, entrepreneurship, and advocacy.

All LIU Global students engage in required course work, field experience, integrated travel, internships and independent research as they rotate through the centers and programs around the world. During their final year, students complete a senior thesis and engage in a senior-level internship linked to their area of specialization. Students are also able to complete optional minors through taking a sequence of disciplinary courses in International Relations, Arts & Communications, Entrepreneurship, and Foreign Language. LIU Global organizes its curriculum around six issues that pose the greatest challenges to human well-being through coursework and experiential programming across four continents. LIU Global teaches students how these challenges take different forms in different locations, thereby developing skills in adaptation and empathy as each locale articulates the particularity of its engagement with these issues. By addressing each issue through multiple lenses, students gain the skills in transdisciplinary analysis and problem-solving that these complex challenges demand. Four lenses make up the core of LIU Global's analytical method.

Six Global Issues

1. Economic inequality, poverty, and access to

- livelihoods
2. Social inequality: gender, race, ethnicity, and human development
3. Climate change, clean energy, and environmental degradation
4. Urbanization and sustainable human settlements
5. War, conflict, and displaced peoples
6. Justice, discrimination, and human rights

Four Lenses

1. Environmental
2. Political
3. Cultural
4. Economic

Through a stair-stepped core curriculum, students gain proficiency in applying the lenses, learning how each one foregrounds certain aspects of a global issue while leaving others in the background. Comparing lenses, locations, and analyzing the interconnection of various factors that contribute to both problems and solutions, students learn how to address the complexity that makes these issues global and enduring. They move from structured classroom learning and group field trips into more intense and prolonged endeavors, including extended field study and internship experiences. The program culminates in their senior year when students engage in both an international and a domestic internship and do original field research culminating in their senior thesis.

Experiential learning lies at the core of LIU Global's education. Students connect their classroom learning to life outside it through site visits, field trips, and immersive experiences such as home stays, community engagement, and internships. Combined with the focus on global challenges, LIU Global's experiential curriculum displays a practical orientation. As learners and guests in their host countries, students engage through dialogue, humility, and working together with those who are impacted most directly and forcefully by the global challenges that ground the curriculum. Through such experiential learning, students learn how to enter into relationships infused with respect and reciprocity so as to draw on all the expertise and will that these enormous challenges demand.

Graduation Requirements

Graduates of LIU Global receive a B.A. in Global Studies. Students must successfully complete the following requirements:

1. Minimum total of 120 credits
 - a. Last 30 credits from LIU Global, LIU Brooklyn, or LIU Post
2. Required Courses for Global Studies Degree, exclusive to LIU Global:
 - a. Passing grade (no F) in GNYC 318 Global Studies III
 - b. Passing grade (no F) in GNYC 340 Junior Research Seminar
 - c. Passing grade (no F) in required courses of IRIS Semester

1. GNYC 401 Senior Thesis I
2. GNYC 403 International Internship
 - d. Passing grade (no F) in required courses of Capstone Semester
 1. GNYC 400 Global Studies Capstone Seminar
 2. GNYC 402 Senior Thesis II
 3. GNYC 433 New York City Internship
3. Students must have completed at least 3 semesters abroad with LIU Global
4. Minimum of 2.0 cumulative GPA

B.A., Global Studies

[Program Code 29650]

Plan of Study

Required Courses at each Center

Students must take all required classes on the plan of study at the center where they are enrolled.

(Plus, students choose electives from course offerings)

Costa Rica - Fall Semester

GCOS 110	Latin American and Caribbean Studies Seminar	3.00
GCOS 116	Foundations of Global Studies: Ecology	3.00
GCOS 130	Foundation Year Orientation Seminar	3.00
GCOS 170	Joining the Conversation: The Argumentative Essay	3.00
GCOS 120	Beginner Communicative Spanish I	4.00
	-OR-	
GCOS 220	Intermediate Communicative Spanish I	4.00
	-OR-	
GCOS 320	Advanced Communicative Spanish I	4.00

Costa Rica - Spring Semester

GCOS 118	Foundations of Global Studies: Governance	3.00
GCOS 146	Engaging the Field: Introduction to Research Methods	4.00
GCOS 173	Exploring Questions: Writing the Research Paper I	3.00
GCOS 121	Beginner Communicative Spanish II	4.00
	-OR-	
GCOS 221	Intermediate Communicative Spanish II	4.00
	-OR-	
GCOS 321	Advanced Communicative Spanish II	4.00

Europe I - Fall Semester

GEUR 200	The Emergence of the Modern Nation State: From European Roots to Global Dominance	3.00
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GEUR	201	Introduction to Spain	3.00	GNYC	408	Studies in World Languages	3.00
GEUR	220	Foundations of Global Studies: Culture	3.00	New York City Capstone - Spring Semester			
GNYC	270	Approaching Answers: Writing the Research Paper II	3.00	GNYC	400	Global Studies Capstone Seminar	3.00
Europe II - Spring Semester				GNYC	402	Senior Thesis II	3.00
GEUR	206	Conversational Italian and Culture	3.00	GNYC	433	New York City Internship	3.00-6.00
GEUR	207	Comparative Politics and the European Ideal: National Governments and the European Union	4.00	Credit and GPA Requirements			
GEUR	221	Foundations of Global Studies: Economics	3.00	Minimum Total Credits: 120			
GNYC	240	International Careers and Leadership: An Introduction	2.00	Minimum Overall GPA: 2.0			
Asia-Pacific - Fall Semester							
GAPC	300	Political Economy and Ecology in the Asia-Pacific Region	3.00				
GAPC	320	Introduction to International Development	3.00				
GAPC	332	Innovative Encounters with Nature and Knowledge	3.00				
GAPC	333	Australia's First Peoples	3.00				
GNYC	318	Global Studies Seminar: Theories, Issues, Solutions	3.00				
Australia - Spring Semester							
GAUS	302	Race, Power, and Indegeneity	3.00				
GAUS	330	Culture, Politics and Identity in Australasia	3.00				
GAUS	335	Social Entrepreneurship and Innovation for Sustainable Development	3.00				
GNYC	340	Junior Research Seminar	3.00				
China - Fall Semester							
GCHI	310	Modern Chinese History	3.00				
GCHI	322	Intensive Mandarin Chinese: Fall Semester	6.00				
GNYC	318	Global Studies Seminar: Theories, Issues, Solutions	3.00				
China - Spring Semester							
GCHI	317	Topics in Chinese Society and Change	3.00				
GCHI	323	Intensive Mandarin Chinese: Spring Semester	6.00				
GCHI	330	Ethnic Minority Studies	3.00				
GNYC	340	Junior Research Seminar	3.00				
International Research & Internship Semester - Fall Semester							
GNYC	401	Senior Thesis I	4.00				
GNYC	403	International Internship	6.00				

MINORS

Minor in International Relations

The LIU Global minor in International Relations orients students to the historical origins and the contemporary operations of the global political system. After completing the program, students will understand the emergence of the nation-state system through the history of Europe and its Empires. They will likewise understand how the institutions of global governance, founded in the period following the Second World War, aspire to cope effectively with humanity's common concerns. Students also explore the stresses that contemporary events are exerting on both the system of governance and our capacity to make sense of world system as a whole. Students supplement their study of global governance with courses in regional and national political culture. Students can complete one or more minors at LIU Global. Each minor requires the completion of a minimum of 15 credits from the approved courses. Courses listed below may only count toward one minor if cross-listed in another minor.

LIU Global students interested in pursuing a minor through an LIU Brooklyn or LIU Post department must contact the respective department directly to explore the feasibility of completing their requirements and accepting LIU Global equivalents if/where possible.

GCOS	118	Foundations of Global Studies: The World Economy and Global Governance	Costa Rica, spring, required
GEUR	200	The Emergence of the Modern Nation State: From European Roots to Global Dominance	Europe, fall, required
GEUR	207	Comparative Politics and the European Ideal: National Governments & the European Union	Europe, spring, required
GCHI	310	Modern Chinese History	China, fall, required
GAPC	300	Political Economy and Ecology in the Asia-Pacific Region	Asia-Pacific, fall, required
GAUS	330	Culture, Politics and Identity in Australasia	Australia, spring, required
GNYC	403	International Internship (with approved International Relations focus)	IRIS, fall, required (requires Center Director's approval)
GNYC	405	Speical Topics in International Relations	Europe or China, fall/spring elective (requires Center Director's approval)
GNYC	409	Classical Theories and Contemporary Issues in International Relations	Asia-Pacific, China, or IRIS, fall elective
GNYC	430	Current Issues in Global Governance: The Role of International Organizations	Brooklyn, spring, elective but strongly recommended
GNYC	433	Capstone Internship (with approved International Relations focus)	Brooklyn, spring, required (requires Center Director's approval)
POL	11	Power and Politics	Brooklyn, spring, elective Subject to modification and/or availability
POL	-	Approved LIU Brooklyn Coursework	Brooklyn, spring, elective
IR	-	Approved LIU Brooklyn Coursework	Brooklyn, spring, elective

Minor in Entrepreneurship

The LIU Global Minor in Entrepreneurship equips students with the knowledge and skills necessary to imagine, plan and execute sustainable ventures through entrepreneurial design thinking that produces a social benefit. Through courses and integrated fieldwork around the world, students learn the ways in which entrepreneurs use business principles to channel market forces to address important social needs. Through projects or internships, students will explore how they can become positive change agents in their communities and professional lives. Students can complete one or more minors at LIU Global. Each minor requires the completion of a minimum of 15 credits from the approved courses. Courses listed below may only count toward one minor if cross-listed in another minor.

LIU Global students interested in pursuing a minor through an LIU Brooklyn or LIU Post department must contact the respective department directly to explore the feasibility of completing their requirements and accepting LIU Global equivalents if/where possible.

GCOS	115	Introduction to Social Entrepreneurship	Costa Rica, spring, elective
GEUR	202	International Business: Communication and Culture	Europe, fall, elective
GNYC	316	Business Fundamentals for Social Entrepreneurs	Brooklyn, spring, elective
GCHI	321	Women's Leadership in Social Innovation	China, fall, elective
GCHI	326	Measuring Social Impact and Performance for Innovators and Entrepreneurs	China, spring, elective
GNYC	407	Special Topics in Entrepreneurship	Europe, China, Asia-Pacific, IRIS, Brooklyn, fall/spring, elective
GAUS	335	Social Entrepreneurship & Innovation for Sustainable Development	Australia, spring, required
GNYC	403	International Internship (with approved Entrepreneurship focus)	IRIS, fall, required (requires Center Director's approval)
GNYC	433	New York City Internship (with approved Entrepreneurship focus)	Brooklyn, spring, required (requires Center Director's approval)
ENT	-	Entrepreneurship approved LIU Brooklyn coursework	Brooklyn, spring elective

Minor in Arts and Communications

The LIU Global minor in Arts and Communications equips students with the skills and knowledge fundamental for communication. Core courses orient students to the basics of strategic communication and selective contemporary media platforms. Electives broaden students' understanding of fine art and popular genres from around the world which they can incorporate into communication strategies. Students will be able to effectively integrate aesthetic traditions and various media strategies to work effectively in the world's increasingly integrated communication networks. Students can complete one or more minors at LIU Global. Each minor requires the completion of a minimum of 15 credits from the approved courses. Courses listed below may only count toward one minor if cross-listed in another minor.

LIU Global students interested in pursuing a minor through an LIU Brooklyn or LIU Post department must contact the respective department directly to explore the feasibility of completing their requirements and accepting LIU Global equivalents if/where possible.

GCOS	134	Introduction to Strategic Communication	Costa Rica, spring, elective
GEUR	203	History of Spanish Painting	Europe, fall, elective
GEUR	204	Contemporary Spain Through Film	Europe, fall, elective
GEUR	209	The Italian renaissance	Europe, spring, elective
GEUR	210	Video and Digital Reporting	Europe, spring, elective
GEUR	224	New Practices in Language, Type and Publishing	Europe, spring, elective
GAUS	301	Multimedia Storytelling for an Interconnected World	Australia, spring, elective
GCHI	332	The Arts and Society in Contemporary China	China, fall, elective
GNYC	406	Special Topics in Arts and Communication	
GNYC	403	International Internship (with approved Arts and Communications focus)	IRIS, fall, required (requires Center Director's approval)
GNYC	433	New York City Internship (with approved Arts and Communications focus)	Brooklyn, spring, required
MA	-	Arts and Communications approved LIU Brooklyn coursework	Brooklyn, spring, elective

Minor in Spanish

The LIU Global minor in Spanish equips students to effectively communicate in Spanish in diverse contexts. Core courses provide students with language instruction, while electives broaden students' application of their Spanish language skills in different contexts. Through study and experience of language acquisition and immersion, students are equipped to communicate effectively in bilingual environments. Students can complete one or more minors at LIU Global. Each minor requires the completion of a minimum of 15 credits from the approved courses. Courses listed below may only count toward one minor if cross-listed in another minor.

LIU Global students interested in pursuing a minor through an LIU Brooklyn or LIU Post department must contact the respective department directly to explore the feasibility of completing their requirements and accepting LIU Global equivalents if/where possible.

GCOS	120	Beginner Communicative Spanish I	Costa Rica, required, fall
GCOS	121	Beginner Communicative Spanish II	Costa Rica, required, spring
GCOS	220	Intermediate Communicative Spanish I	Costa Rica, required, fall
GCOS	221	Intermediate Communicative Spanish II	Costa Rica, required spring
GCOS	320	Advanced Communicative Spanish I	Costa Rica, required, fall
GCOS	321	Advanced Communicative Spanish II	Costa Rica, required, spring
GEUR	222	Intermediate Spanish Grammar	Europe I, elective, fall
GEUR	322	Advanced Spanish Grammar	Europe I, elective, fall
GNYC	408	Studies in World Languages	Costa Rica, IRIS, Brooklyn, fall/spring, required/elective (Spanish)
GEUR	-	Electives taught at Alcala that are delivered in Spanish	Europe, fall, electives
SPA	-		Brooklyn, spring, elective

Costa Rica Center Courses

GCOS 110 Latin American and Caribbean Studies Seminar

The Latin American and Caribbean Studies Seminar is a three-unit course required in the fall semester of the Foundation Year. The goal of this seminar is to introduce students to the history and geography of the region; to examine current social, economic, political and environmental issues affecting the region; to explore different responses to these issues; and to assess in what ways these regional issues are manifestations of larger global issues. Short field trips in Costa Rica and a trip to another Central American country will allow students to gain a more specific, thorough, and intimate perspective by means of greater firsthand experience with some of these issues. Among the topics covered are colonialism and imperialism; resistance and revolution; poverty and migration; development and conservation; art and popular culture; and race, class, ethnicity, and gender.

In order to register for this course, the student must be an active member of the Global College Student Group.

*Credits: 3
Every Fall*

GCOS 115 Introduction to Social Entrepreneurship

This course introduces students to social entrepreneurship and the related set of social enterprises that aspire to channel both market forces and entrepreneurial energies to achieve sustainable social good. The course draws upon case studies that exemplify the ways in which entrepreneurial innovators from around the world are devising and executing solutions to some of the world's most intractable social problems. Social entrepreneurship will be studied in relation to a set of related socially productive enterprises such as micro-finance, social business and corporate social responsibility. The course will include both visiting speakers and fieldwork that will expose students directly to successful practitioners and the organizations that support them and that they build.

*Credits: 3
Every Spring*

GCOS 116 Foundations of Global Studies: Ecology

Global Studies I introduces students to the interdisciplinary field of Global Studies, key elements of ecological thinking as well as some of the world's most pressing environmental issues. Students learn about important theories, concepts and approaches to the study of the biosphere, including the scientific method, systems thinking and the anthropocene. In their engagement with critical environmental challenges and the search for sustainable solutions, students also learn about the interconnectedness of ecological issues and matters

of economics, politics and culture. Classes combine the study of key texts, thought leaders, case studies and audiovisual materials with experiential learning opportunities in Costa Rica and neighboring countries.

In order to register for this course, the student must be an active member of the Global College Student Group.

*Credits: 3
Every Fall*

GCOS 118 Foundations of Global Studies: Governance

Global Studies II enhances students' understanding of Global Studies by introducing them to the structures of global governance represented by the United Nations, with its emphasis on human rights, world peace and human development. Students will also review the system of economic governance, represented by key institutions such as the World Trade Organization, the International Monetary Fund and the World Bank, and critically explore the challenges associated with governance gaps and how these relate to questions of culture, economics and ecology. The course's methodology includes the study of institutional origins, thought leaders, videos, class discussions, academic research and documentation. The course is complemented by fieldwork in Costa Rica, interactions with the United Nations University for Peace (headquartered in Costa Rica), and travel to other Central American locations.

In order to register for this course, the student must be an active member of the Global College Student Group.

*Credits: 3
Every Spring*

GCOS 130 Foundation Year Orientation Seminar

This seminar introduces Foundation Year students to the program's theoretical foundations and practices, and provides students with concrete tools and skills to begin their studies in this international, experiential program. In the fall semester, students explore issues and expectations associated with being an LIU Global student, initially including an examination of experiential education theory, the program's mission in practice, as well as health and safety issues. This seminar's main goals are to create an educational context, both in and outside of the classroom; to discover and discuss new relevant insights regarding educational approaches and learning; to understand their development as LIU Global students and to access support resources; to reflect on cross-cultural adaptation and intercultural understanding in Costa Rica; and to teach students how to stay healthy and safe while abroad. Students develop and carry out a week-long group service learning project to have first-hand experiences related to the content and issues examined in the seminar.

In order to register for this course, the student must be an active member of the Global College Student

Group.

*Credits: 3
Every Fall*

GCOS 134 Introduction to Strategic Communication

This course introduces students to the principles and processes governing strategic communication in the digital age. After an introduction to the transformative impact that the Internet has had on global communications, students will be introduced to the role of digital communications in contemporary organizations. Students will gain an understanding of the relative strengths of various social media platforms and specialized tools, enabling them to design effective communication strategies targeting multiple cultural and national audiences. Students will be introduced to the concepts and processes used to build organizational identity: the definition of messages and audiences, concept-guided content, visual and informational design, and measurable outcomes. They will apply these concepts to existing campaigns. The final course project calls upon students to design a model campaign of their own.

In order to register for this course, the student must be an active member of the Global College Student Group.

*Credits: 3
Every Spring*

GCOS 146 Engaging the Field: Introduction to Research Methods

This course introduces students to the basic methods and techniques of discovery, analysis, and interpretation in fieldwork. Students learn how to formulate fruitful research questions, refine the questions through a review of secondary literature, design and execute a field study, conform to ethical research requirements, record and organize observations, and analyze and present their findings. Students' research projects focus on global issues relevant to Latin America.

In order to register for this course, the student must be an active member of the Global College Student Group.

*Credits: 4
Every Spring*

GCOS 170 Joining the Conversation: The Argumentative Essay

This course introduces students to the conventions of academic reading and writing. Starting with the assumption that good reading skills are vital to good writing, students learn to read carefully, developing strategies for understanding authors' assertions, perspective, and inferences. Responding critically to the texts that they have first learned to read closely, students then build their own arguments. In support of these arguments, students learn to write essays that are well-organized, free from unexamined assumptions or biases, and follow the conventions of academic English. Students also gain the capacity to integrate texts

written by others into their essays, demonstrating their awareness of debates surrounding their topic and their ability to ethically cite the thinking of others.

In order to register for this course, the student must be an active member of the Global College Student Group.

*Credits: 3
Every Fall*

GCOS 173 Exploring Questions: Writing the Research Paper I

In this course students are introduced to the processes of writing college-level research papers. They learn to identify research topics, define research questions, design bibliographic search strategies, and answer their research questions in papers supported by primary and secondary sources. Their research papers demonstrate their capacity to support their own theses with well-reasoned arguments and evidence, as well as their ability to acknowledge and respond to divergent points of view.

In order to register for this course, the student must be an active member of the Global College Student Group.

*Credits: 3
Every Spring*

Spanish Language Courses

Beginner, Intermediate, and Advanced Spanish language courses are taught each semester in Costa Rica. Students are required to take a four-unit language course in the fall and spring semesters.

GCOS 120 Beginner Communicative Spanish I

Spanish classes for beginners have the goals of forming basic oral and written communication skills, as well as introducing the students to Latin culture. To achieve these goals, the students meet four times a week and also complete daily assignments, participate in field activities, live with a Costa Rican family, and interact daily with Spanish-speaking people.

In order to register for this course, the student must be an active member of the Global College Student Group.

*Credits: 4
Every Fall*

GCOS 121 Beginner Communicative Spanish II

Spanish classes for beginners have the goals of improving basic oral and written communication skills, as well as further introducing the students to Latin culture. To achieve these goals, the students meet four times a week and also complete daily assignments, participate in field activities, live with a Costa Rican family, and interact daily with Spanish-speaking people.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 4

Every Spring

GCOS 220 Intermediate Communicative Spanish I

Spanish classes for intermediate students have the goals of improving intermediate oral and written communication skills already acquired and learning about Latin culture. To achieve these goals, students meet four times a week and also participate in field activities, complete daily assignments, live with a Costa Rican family, and interact daily with Spanish-speaking people.

In order to register for this course, the student must be an active member of the Global College Student Group.

*Credits: 4
Every Fall*

GCOS 221 Intermediate Communicative Spanish II

Spanish classes for intermediate students have the goals of further improving intermediate oral and written communication skills already acquired and learning about Latin culture. To achieve these goals, students meet four times a week and also participate in field activities, complete daily assignments, live with a Costa Rican family, and interact daily with Spanish-speaking people.

In order to register for this course, the student must be an active member of the Global College Student Group.

*Credits: 4
Every Spring*

GCOS 320 Advanced Communicative Spanish I

Spanish classes for advanced students have the goals of improving specific advanced oral and written communication skills based on individual needs at the appropriate level. The students attend class, complete weekly assignments, live with a Costa Rican family, interact daily with Spanish-speaking people, and write about weekly readings related to topics of interest or Latin American literature.

In order to register for this course, the student must be an active member of the Global College Student Group.

*Credits: 4
Every Fall*

GCOS 321 Advanced Communicative Spanish II

Spanish classes for advanced students have the goals of further improving specific advanced oral and written communication skills based on individual needs at the appropriate level. The students attend class, complete weekly assignments, live with a Costa Rican family, interact daily with Spanish-speaking people, and write about weekly readings related to topics of interest or Latin American literature.

In order to register for this course, the student must be an active member of the Global College Student Group.

*Credits: 4
Every Spring*

Europe Center Courses

GEUR 200 European Politics: The Emergence of the Modern Nation State

The sovereign nation state, the basic building block of international relations and global governance, is a product of European history. Despite much globalization rhetoric, states have shown tremendous resilience in global politics. This course will examine the transition of the predominant forms of political organization (polity) from kingdoms and empires to the modern nation state. This introductory course will compare and contrast constitutional political and economic frameworks of selected European countries in view of their domestic and international histories.

In order to register for this course, the student must be an active member of the Global College Student Group.

*Credits: 3
Every Fall*

GEUR 201 Introduction to Spain

The course will provide an overview of Spanish civilization and culture from ancient times to the modern democratic state through various lenses, including architecture, art, literature, and music. Students will survey Spanish culture in its many diverse representations, examining cultural expressions in terms of their perceived universality and authenticity. Topics will be linked to questions of politico-cultural identity in contemporary Spain.

In order to register for this course, the student must be an active member of the Global College Student Group.

*Credits: 3
Every Fall*

GEUR 202 International Business: Communication and Culture

This course addresses intercultural communication skills in the context of international business. The course will be divided into the following parts: 1) The development of concepts and general ideas regarding multinational enterprise, business internationalization, culture, communication, international negotiation, cultural differences, stereotypes, conflict resolution in other cultures and nonverbal communication, among others; 2) Analysis of the main cultural differences and styles of communication considering Latin America, Asia, Anglo-Saxon and Arab countries; 3) Study of the specific characteristics of the "international manager", analyzing what would be the adequate profile of the person who works in multicultural and international environments. Topics related to aspects such as online communication, management of virtual work teams, global skills, international negotiation and behavior and communication within the international company will be discussed.

*Credits: 3
Every Fall*

GEUR 203 History of Spanish Painting

This course offers an overview of painting in Spain, tracing its development from the pre-historic period to 20th Century Modernism. Placing this general pictorial tradition in its political and cultural context, the course also places specific emphasis on major figures in the tradition.

Focusing specifically on painters such as El Greco, Velazquez, Goya and Picasso, the course emphasizes the central role of Spanish painting in the development of Modern European Art. The course includes excursions to major collections in Madrid, including the Prado and the Reina Sofia Museum of Modern Art.

Credits: 3

Every Fall

GEUR 205 Service Learning in a Bilingual**Context**

This course is primarily aimed at students who are interested in education and bilingualism. A bilingual program was started in the Madrid area in 2004. Thus, schools that had been classified as bilingual were required to teach a third of their weekly timetable in English. The number of schools adhering to this program has been growing gradually each year. The program offers the ideal framework for students who want to become teachers or who are interested in education and bilingualism. Students can carry out a "Service Learning" for a period of time and get to know how the program is implemented as well as the academic and cultural challenges that students, teachers and administrators face. The course is highly practical and offers a real overview of bilingualism.

Credits: 3

Every Fall

GEUR 204 Contemporary Spain Through Film

Cinema is one of the most popular artistic manifestations because of its expressive power and narrative capacity. Cinematographic productions provide a dual perspective into the reality of contemporary Spain from two perspectives: historical document and aesthetic expression. On the one hand, the students will explore the Spanish cinematographic discourse in reference to directors and fundamental films in the history of cinema in Spain. On the other hand, the course provides a historical tour of Spain, from the Civil War to democracy, taking as reference the cinematographic production in the historical period in question. The main objective of this course is to familiarize students with the history, uses, manners and customs of Spanish society through cinematographic works in a way that makes compatible the artistic value and the transmission of historical-sociological content.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3

Every Fall

GEUR 206 Conversational Italian and Culture

The first part of this course introduces students to the basics of the Italian language.

It orients them to the basics in Italian, grammar, syntax, pronunciation and vocabulary. It emphasizes specifically students' capacity to communicate orally. The course also introduces key topics in contemporary Italian culture and society, after four weeks of language instruction. Topics included are politics, religion, food and cultural production, stereotypes, TV, film, and other media. *In order to register for this course, the student must be an active member of the Global College Student Group.*

Credits: 3

Every Spring

GEUR 207 Comparative Politics and the European Ideal: National Governments and the European Union

This course provides an overview of the comparative politics of postwar Europe. It focuses on the relationships between national political systems, on the one hand, and the ideals, aspirations, and interests represented by the European Union (EU), on the other. It examines national constitutional arrangements that emerged in the postwar era and the ways that party politics in representative nations shape contemporary political debates, and the post-national ideals embodied in the European Union. The European Union system is anchored in a European identity emerging from shared and contested projects across generations. The course will also assess the role the Union plays in the multipolar international system. *In order to register for this course, the student must be an active member of the Global College Student Group.*

Credits: 4

Every Spring

GEUR 209 The Italian Renaissance

Working in the museums and public spaces of Florence, this course introduces students to the Italian Renaissance. The Renaissance is a European phenomenon that marks a major shift in the ways in which the European intelligentsia perceived their world. This new outlook was characterized by a renewed interest in the nature of what it means to be human, examined through the lenses of classical antiquity. Through the study of a broad range of painting and sculpture in Florence from the fourteenth to the sixteenth centuries, the course will focus on the understanding the Renaissance through exemplary works. The works will be discussed against the backdrop of in their social, artistic and historical contexts, underscoring their continuing impact in the contemporary world.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3

Every Spring

GEUR 210 Video and Digital Reporting

An exploration of the creative production of time-based art using digital video and audio. The course places a strong emphasis on conceptual development, experimentation, composition, sequencing of ideas, and narrative as well as non-narrative structures. Students will learn basic skills in pre-production planning, camera work, non-linear (digital) editing, and digitizing and editing sound recordings. Students will work individually and in groups to direct, produce, and edit short documentary style videos and will present their work to the class discussing both the technical and aesthetic points relating to their projects.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3

Every Spring

GEUR 220 Foundations of Global Studies: Culture

This course connects the curriculum of LIU Global's local partner, the Franklin Institute, to the global issues that constitute LIU Global's core curriculum in Global Studies. Focusing on the cultural lens, the course will treat a number of global issues as they are addressed in Franklin Institute courses and manifest in the local environment, particularly migration and economic and social inequality. Comparing and contrasting the cultural lens with environmental, governance, and economic lenses, students will learn how to approach global issues from multiple angles and thereby gain a holistic perspective. To complement the classroom education of the Franklin Institute, this course will arrange extensive experiential engagement with sites, institutions, and communities in Madrid and surrounding areas.

Credits: 3

Every Fall

GEUR 221 Foundations of Global Studies: Economics

Global Studies IV completes the foundational understanding of the field of Global Studies by introducing students to the central problem of economic societies - scarcity, choice and the allocation of resources - and critically reviewing the foundations of macroeconomics. Students also study the models, terminology and institutions used to understand and manage the globalization of the world economy. Taking into account the domains of politics, culture and ecology, students will examine the policies used to steer these economic forces so that they impact human development and the more-than-human world as positively as possible. Students will also examine alternative approaches to solving economic problems through circular economics, systems thinking and innovative approaches to design. The course's methodology includes the study of foundational economics,

emerging thought leaders, videos, class discussions, academic research and documentation. The course is complemented by fieldwork in the program location.

Credits: 3

Every Spring

GEUR 222 Intermediate Spanish Grammar

Spanish classes for intermediate students have the goals of improving oral and written communication skills already acquired and learning about Spanish culture. To achieve these goals, students attend class, complete daily assignments, participate in field activities and interact daily with Spanish-speaking people.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3

Every Fall

GEUR 223 Intensive Italian

Students will learn to understand, speak, read, and write Italian at a beginning level. Grammatical concepts will be explained and practiced through dialogues, exercises and conversation. Concepts emphasized in the term are nouns, pronouns, adjectives, the present and past tense of all regular and irregular verbs. Students develop knowledge, understanding and language skills that enable successful participation in a global society.

Credits: 3

Every Spring

GEUR 224 New Practices in Language, Type and Publishing

This course experiments with extensive development of the visual impact of language. Students are asked to develop skills specific to the challenges of writing for place-based projects, a range of textual and visual experiments, of students' writing in relation to their own Florence and Global experience, analyzing cultural differences, politics, religion and society throughout personal research. Ideas are encouraged within a broad range of possibilities, via the format of the artist' book, traditional book, posters, sequence of pages, single sheet broadsides in a variety of sizes. This course involves the use of moveable type to create meaning and the organization of language in print. Students experiment in typographic composition, contrast, text, and value in combination with language. Students in this course will design and produce visual communication via letterpress processes, with emphasis upon the integration of materials, structure, and content within visual/verbal formats.

Credits: 3

Every Spring

GEUR 322 Advanced Spanish Grammar

Spanish classes for advanced students have the goals of improving specific oral and written communication skills based on individual needs at the appropriate level. The students attend class,

complete daily assignments, participate in field activities, interact daily with Spanish-speaking people, and read and write about Spain and Spanish culture.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3

Every Fall

GNYC 240 International Careers and Leadership: An Introduction

This experiential course will equip students with critical skills needed to confidently pursue international careers and successfully lead in professional environments. Some of these skills will include searching for jobs and internships, professional written and verbal communication, networking, decision-making and strategic planning. Students will begin the course by engaging in self-awareness exercises in order to identify their personal and professional strengths and values. They will then begin to explore diverse international career paths that align with their interests through networking in person with local organizations and conducting informational interviews with LIU Global alumni and other professionals. Students will also learn to market the skills and experiences they are gaining as LIU Global students through professional cover letter and resume writing and mock interviewing. By the end of the course, students will have polished their LinkedIn profiles, completed a professional development plan and developed an application to an internship, scholarship or job.

Credits: 2

Every Spring

GNYC 270 Approaching Answers: Writing the Research Paper II

This inquiry-based writing course is designed to build on students' research, research design, and research writing skills. For it, students choose and investigate an issue on the theme of Spain and its Others; they frame research questions, and, in pursuit of answers to those questions, conduct bibliographic and qualitative research in the Greater Madrid Area and other locations in Spain. More specifically, students learn and use advanced bibliographic search methods, participate in guided and independent field experiences, conduct and transcribe interviews, team-lead focus groups, and keep field and photo journals. They share their findings and analyses via an issue snapshot paper, an annotated bibliography, a literature review, a summary of findings, and an end-of-semester oral presentation of synthesized research. Instructional time is divided between the classroom and the field.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3

Every Fall

GNYC 404 Special Topics in Global Studies

This course is an opportunity for students to explore specific topics in global studies relevant to students' senior research through specialized instruction delivered by an institutional partner or a faculty member. The instructional medium, syllabus design, assignments, and assessments are approved by the Center Director and the Dean.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 1 to 6

Every Fall and Spring

GNYC 405 Special Topics in International Relations

This course is an opportunity for students to explore specific topics in International Relations. The syllabus and course requirements are designed in collaboration with an institutional partner or a faculty member and approved by the Center Director and the Dean.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 1 to 6

Every Fall and Spring

GNYC 406 Special Topics in Arts and Communications

This course is an opportunity for students to explore specific topics in Arts and Communications. The syllabus and course requirements are designed in collaboration with an institutional partner or a faculty member and approved by the Center Director and the Dean.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 1 to 6

Every Fall and Spring

GNYC 407 Special Topics in Entrepreneurship

This course is an opportunity for students to explore specific topics in entrepreneurship. The syllabus and course requirements are designed in collaboration with an institutional partner or a faculty member and approved by the Center Director and the Dean.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 1 to 6

Every Fall and Spring

GNYC 408 Studies in World Languages

This course facilitates the study of languages specifically relevant to the site of the IRIS fieldwork. The syllabus and course requirements are designed in collaboration with an institutional partner or a faculty member and approved by the Center Director and the Dean.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 2 to 3
Every Fall and Spring

China Center Courses

GCHI 310 Modern Chinese History

This course surveys modern Chinese history and the origins of nationalism. Students explore how China transformed from the insular “Central Kingdom” to an influential member of the world community and a dynamic force in the world economy in little more than one century. The course concentrates on recent Chinese history and the relationship between China and the West including the collapse of the imperial system under Western intellectual influences and military pressure, the national movements in the wake of foreign invasions, and communist rule following the Second World War.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3
Every Fall

GCHI 317 Topics in Chinese Society and Change

This course will survey social and cultural changes in the past 40 years. The students will be challenged to understand what happened in the period of the Cultural Revolution and those during the post-Mao era by focusing on gender issues and family structure. Students are expected to explore the meaning and the significance of these changes within the structure of the traditional Chinese culture and from the perspective of encountering the culture from abroad.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3
Every Spring

GCHI 321 Women’s Leadership in Social Innovation

Despite the progress made by women in education and in the workforce, they continue to be under-represented in decision-making and leadership positions and continue to face particular barriers when they are in leadership roles. This course orients students to these gender specific challenges of women leaders and develops students’ entrepreneurial skills and leadership capacities to unleash their potential to succeed either at work or in any business or social initiative. This course will introduce students to an integrated approach to gender analysis and entrepreneurial leadership by examining how gender, power, empowerment and innovation interface for women in leadership in different contexts particularly in social enterprises and in civil society. Through faculty lectures and direct dialogue with women leaders in industry, local women’s social entrepreneurial initiatives, and NGOs and other civil society organizations, the

students will explore how women in leadership have overcome the challenges and contributed to systematic change of their business, their company or community. The students will also be engaged with real world problem-solving tasks through role playing, carrying out case studies and taking entrepreneurial initiatives to develop leadership skills and innovative thinking necessary to drive changes for a better and more equal future for themselves and of society.

Credits: 3
Every Fall

GCHI 322 Intensive Mandarin Chinese: Fall Semester

Intensive Mandarin Chinese is designed for the beginning students and focuses on the full range of linguistic competencies, including speaking, listening skills in Mandarin as well as beginning reading and writing of Chinese characters. Students will learn pin yin and focus on learning tones early in the semester and then move on to vocabulary acquisition and basic character recognition and writing. Students with previous exposure to Chinese can begin from a level corresponding to their proficiency.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 6
Every Fall

GCHI 323 Intensive Mandarin Chinese: Spring Semester

This course is a continuation of GCHI 322. Students continue comprehensive study of spoken and written Chinese. The goal of this class is to provide students with the listening skills and speaking fluency necessary to communicate with Chinese peers, faculty and the surrounding community generally as well as a level of character recognition that provides the basis for students to navigate maps, street signs, markets and travel with confidence independently in China. For students with beginning Chinese, or for those who are already proficient, various levels are possible from which the course could begin.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 6
Every Spring

GCHI 326 Measuring Social Impact and Performance for Innovators and Entrepreneurs

Impact assessment plays a key role in understanding and demonstrating the success of entrepreneurial initiatives designed to produce positive social change. A successful enterprise must generate positive social and environmental impact, as well as generate a financial return. This course will introduce students to the main concepts of social impact and sustainable business success. They will learn to design indicators and collect data that will

enable them to evaluate entrepreneurial impact on the value chain. They will also learn to use data to support the decision-making process in a way that positively impacts the enterprises social and economic performance. Students will engage with local entrepreneurs to explore the challenges and successes of applying these concepts in actual entrepreneurial contexts.

Credits: 3
Every Spring

GCHI 330 Ethnic Minority Studies

This course will introduce students to the 55 official minority nationalities of China and their integration and development in the last fifty years, which includes the colonial and assimilative pressure applied by the Han majority. The focus will be on issues such as education, tourism, and government policies that cause the ‘loss’ of traditional minority cultures while also providing greater avenues for the promotion of local ethnic culture through economic development and connections with the outside world.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3
Every Spring

GCHI 332 The Arts and Society in Contemporary China

This course explores the social significance of the arts in post-Mao China, focusing on the ways in which visual and musical practices are windows into the contemporary public sphere. The course orients students to the ways that artistic expression expands beyond aesthetic questions in order to address social, political, gender, and psychological issues. It also demonstrates that ways in which different social, cultural, political actors—the state, entrepreneurs, the cultural elite, dissidents and ethnic groups—use music and art to establish identity, to express feelings, and to communicate their messages. This class will be conducted in a mixed lecture/seminar format. It will also facilitate field experiences at performances, festivals, museums and exhibitions in Hangzhou and Shanghai.

Credits: 3
Every Fall

GCHI 361 Chinese Martial Arts

This course will introduce students to the traditional Chinese longevity exercise of Yang style taijiquan, soft-style Chinese martial arts. While the content of the course will be determined to some extent by an assessment of the students’ abilities and interests, in general, during the Fall-semester students will be taught the long form with 42 movements. Spring semester students, again, in accordance with student abilities and interests, will learn the short form with 24 movements, which is the Chinese national standard form first promulgated in 1956 by the National Physical

Culture and Sports Commission of the People's Republic of China in Beijing. These forms are based on the longer 108 movements of the Yang family style taught by Yang Luchan (1799-1872) to the Imperial Guards of the Manchu Court during the Qing dynasty. Taiji is a Daoist cosmological term that means "supreme ultimate" and Quan means "fist." The actual number of movements taught to a specific student will be determined by the progress made through the semester. In addition, in both semesters, the specific style will be determined by the instructor's assessment of the students' abilities as well as consultation with the students about their own goals and interests.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 1

Every Fall and Spring

GNYC 318 Global Studies Seminar: Theories, Issues, Solutions

The objective of Global Studies V is to orient students to the theories of globalization and use them to shed light on the major issues faced collectively by humanity. Students will acquire a basic understanding of the way major thinkers in economics, political science, environmental science and cultural studies articulate the acute issues characteristic of the Global Age. Students will also learn how these same disciplinary perspectives may contribute to holistic policy, entrepreneurial and advocacy solutions. Students will complete a project focused on a global issue that is of specific interest to them, developing their own interdisciplinary bibliography and a literature review that prepares them for their Independent Research and Internship Semester (IRIS) and their Senior Thesis. The course's review of global issues will be tied to field experiences in the center or program in which the course is delivered.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3

Every Fall

GNYC 404 Special Topics in Global Studies

This course is an opportunity for students to explore specific topics in global studies relevant to students' senior research through specialized instruction delivered by an institutional partner or a faculty member. The instructional medium, syllabus design, assignments, and assessments are approved by the Center Director and the Dean.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 1 to 6

Every Fall and Spring

GNYC 405 Special Topics in International Relations

This course is an opportunity for students to

explore specific topics in International Relations. The syllabus and course requirements are designed in collaboration with an institutional partner or a faculty member and approved by the Center Director and the Dean.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 1 to 6

Every Fall and Spring

GNYC 406 Special Topics in Arts and Communications

This course is an opportunity for students to explore specific topics in Arts and Communications. The syllabus and course requirements are designed in collaboration with an institutional partner or a faculty member and approved by the Center Director and the Dean.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 1 to 6

Every Fall and Spring

GNYC 407 Special Topics in Entrepreneurship

This course is an opportunity for students to explore specific topics in entrepreneurship. The syllabus and course requirements are designed in collaboration with an institutional partner or a faculty member and approved by the Center Director and the Dean.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 1 to 6

Every Fall and Spring

GNYC 408 Studies in World Languages

This course facilitates the study of languages specifically relevant to the site of the IRIS fieldwork. The syllabus and course requirements are designed in collaboration with an institutional partner or a faculty member and approved by the Center Director and the Dean.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 2 to 3

Every Fall and Spring

GNYC 409 Classical Theories and Contemporary Issues in International Relations

This blended online course critically examines classical theories and frameworks for understanding the international political system. It addresses specifically the ways in which the end of the Cold War, the Fall of the Soviet Union, the legacy of colonialism and the rise of non-state actors have challenged the traditional accounts of power and global politics. The course will begin by introducing students to the classical debates in International Relations: the basic units of analysis, the utility and legitimacy of the use of force, the balance of power, the nature of threats to peace and stability and the

role of international institutions, etc. It then questions the utility of these theories for making sense of contemporary issues such as ethno/religious conflict, genocide (and other mass atrocities), the origins and consequences of terrorism, threats to global health, and the persistence of poverty and global inequality.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3

Every Fall

Asia-Pacific Center Courses

GAPC 300 Political Economy and Ecology in the Asia-Pacific Region

This course introduces students to the social and political processes that shape economic development in the Asia-Pacific region and the impact of the various development models deployed on the region's ecosystems. Characterized by great cultural diversity, economic inequality and rapid social change, the region's nation-states, communities and cultures struggle to pursue livelihoods for all without destroying the ecosystems they inhabit. This course orients students to the historical, cultural and sociopolitical contexts of the nation-states they visit as well as the drivers and frameworks supporting regional economic and political cooperation. In particular, students will learn about the work of inter- and transnational organizations through which diverse communities collaborate to pursue shared goals of sustainable development, social justice and peaceful coexistence. The course offers students opportunities to learn directly from various local communities, international organizations and experts in the field through an integrated learning experience based on lectures, seminars and fieldwork.

Credits: 3

Every Fall

GAPC 320 Introduction to International Development

This course is an introduction to the theory and practice of international development, a field of endeavor undertaken by governments, non-governmental organizations (NGOs), and international agencies that aspire to alleviate human poverty and inequality. The course explores the definitions, institutional frameworks and goal setting that shape development practice at local, national and international levels. Students are oriented to the discourses of poverty, inequality, human development, natural resource governance, and sustainable development that have driven policy and planning. Students are also introduced to the ways in which this discourse is now enriched and contested from a number of perspectives: those of indigenous communities and local knowledge formations of various kinds, as well as alternative

formulations of well-being and social justice. A robust experiential dimension of the course will link these practices and controversies to local case studies experienced directly through field study.

Credits: 3

Every Fall

GNYC 318 Global Studies Seminar: Theories, Issues, Solutions

The objective of Global Studies V is to orient students to the theories of globalization and use them to shed light on the major issues faced collectively by humanity. Students will acquire a basic understanding of the way major thinkers in economics, political science, environmental science and cultural studies articulate the acute issues characteristic of the Global Age. Students will also learn how these same disciplinary perspectives may contribute to holistic policy, entrepreneurial and advocacy solutions. Students will complete a project focused on a global issue that is of specific interest to them, developing their own interdisciplinary bibliography and a literature review that prepares them for their Independent Research and Internship Semester (IRIS) and their Senior Thesis. The course's review of global issues will be tied to field experiences in the center or program in which the course is delivered.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3

Every Fall

GNYC 404 Special Topics in Global Studies

This course is an opportunity for students to explore specific topics in global studies relevant to students' senior research through specialized instruction delivered by an institutional partner or a faculty member. The instructional medium, syllabus design, assignments, and assessments are approved by the Center Director and the Dean.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 1 to 6

Every Fall and Spring

GNYC 405 Special Topics in International Relations

This course is an opportunity for students to explore specific topics in International Relations. The syllabus and course requirements are designed in collaboration with an institutional partner or a faculty member and approved by the Center Director and the Dean.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 1 to 6

Every Fall and Spring

GNYC 406 Special Topics in Arts and Communications

This course is an opportunity for students to

explore specific topics in Arts and Communications. The syllabus and course requirements are designed in collaboration with an institutional partner or a faculty member and approved by the Center Director and the Dean.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 1 to 6

Every Fall and Spring

GNYC 407 Special Topics in Entrepreneurship

This course is an opportunity for students to explore specific topics in entrepreneurship. The syllabus and course requirements are designed in collaboration with an institutional partner or a faculty member and approved by the Center Director and the Dean.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 1 to 6

Every Fall and Spring

Australia Center Courses

GAUS 301 Multimedia Storytelling for an Interconnected World

This course introduces students to the practical and creative skills required to develop quality multimedia productions about local manifestations of key global issues. Students develop the full range of production and postproduction skills: concept generation, story research, script writing, interviewing, technical production skills, editing, software and broadcasting/publishing. This practical learning is linked to theories concerning ethics and diversity in multimedia journalism. Students are encouraged to think creatively and critically about the stories they consume and produce, and the power of selected digital media to contribute to a more just and sustainable present and future. Upon completion, students will be able to produce a high quality broadcast-ready media piece. (Each iteration of the course will concentrate on either podcasting or video production.)

Credits: 3

Every Spring

GAUS 302 Race, Power and Indigeneity

This course helps students develop comparative understandings as well as theoretical and critical vocabularies of race and racism, with a particular focus on the lived realities of Indigenous peoples. Drawing on relevant field experiences in Australia and other locations, students examine how contemporary understandings of identity and power are shaped by the discursive and material practices of coloniality. The course utilizes critical self-reflection to analyze how whiteness is performed and enacted in everyday life as well as to understand how it is embedded in institutions and systems of power, privilege and oppression. Finally,

students are supported to develop decolonial skills and strategies to become change agents, allies and activists.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3

Every Spring

GAUS 330 Culture, Politics and Identity in Australasia

This interdisciplinary seminar provides students with an overview of Australian history and an introduction to Australian culture and representations of national identity, particularly in relation to its location in the Asia-Pacific. Along with the program's extended visit to Bali, the course will also introduce students to Balinese culture and history, enabling students to develop a comparative regional perspective on key issues. Through readings, films, excursions, guest speakers and class discussions, students will consider the major social, political, and cultural themes of contemporary society and how they have been shaped by past thinking, policies and practices. Of particular importance will be the impact of colonialism, issues of social justice and the question of human rights for Indigenous peoples, for those seeking asylum, and for other marginalized groups. Students will explore the impact and application of important theoretical concerns and relevant contemporary debates in Cultural Studies, Postcolonial Studies and Indigenous Studies around questions of race, gender and class in order to enrich their understanding of local, national and global issues. To this end, comparisons with North America and other settler societies will be included in course discussions, enabling students to both learn about Australia and Bali as well as consider their own identity, culture and history in light of the critiques presented in this course.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3

Every Spring

GAUS 335 Social Entrepreneurship and Innovation for Sustainable Development

This course introduces students to the role that entrepreneurship and entrepreneurial thinking plays in decarbonizing economic development and prosperity. Using an experiential case study-based approach, the course exposes students to a range of established and emerging entrepreneurs who are developing integrated and scalable eco-positive enterprises in key sectors such as food, energy, housing and transportation. Through these case studies, the course explores alternatives to fossil fuel dependency, developing models that promote genuinely sustainable development. The course also builds students' capacity to envision, plan and execute new projects. Students work in collaborative partnerships with local people in the

country in which the course is taught, engaging with sustainability problems and politics, developing grass-root solutions in cross-cultural teams.

Credits: 3

Every Spring

GAUS 336 Climate Change, Marine Conservation and Coastal Management

This course engages students with the challenge of ethically managing the human-coastal interface in the age of the anthropocene. Using an experiential case study-based approach that combines site visits with guest speakers, key readings, documentaries, class discussions and workshops, students are introduced to diverse local ecosystems and the pressures they face from various practices associated with unsustainable economic models. While the impact of climate change plays a central role, other issues such as plastic pollution, mangrove destruction, overfishing and agricultural runoff are also considered in their impacts on marine ecosystems. While developing an understanding of these threats, students will also study models of successful marine conservation initiatives, including the importance of incorporating Indigenous knowledge in protecting habitats and sustainably managing marine resources. Throughout the course, students develop the tools, vision and capacity to campaign and work collaboratively with local communities to achieve positive outcomes for both people and planet.

Credits: 3

Every Spring

International Research & Internship Semester (IRIS)

GNYC 401 Senior Thesis I

This online course, the first in the year-long Senior Thesis sequence, facilitates students' preparation of an analytical research report and the finalization of their senior thesis research proposal. The report focuses on the data gathered at the site of the undergraduate research, a site anchored by an internship or service-learning project. Through the course, students master senior-level proficiency in research paper design and execution, and further develop their capacity to write clear, well-reasoned, and effective academic English. In support of these projects, the course specifically develops field-note writing skills and documentation practices. At the semester's end, students draft their Senior Thesis proposals.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 4

Every Fall

GNYC 403 International Internship

The Internship in Global Issues provides students with the opportunity to apply their knowledge of

global issues in a professional setting relevant to the topic of their International Research and Internship Semester (IRIS). Through the process of securing the position and working under the guidance of a professional supervisor, students learn to identify, to apply for and to work effectively in a professional setting. Through completing a set of structured assignments, students also analyze the effectiveness of their host organization, reflect on their own capabilities, and investigate the relationship of the internship to their senior thesis topic.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 6

Every Fall

GNYC 404 Special Topics in Global Studies

This course is an opportunity for students to explore specific topics in global studies relevant to students' senior research through specialized instruction delivered by an institutional partner or a faculty member. The instructional medium, syllabus design, assignments, and assessments are approved by the Center Director and the Dean.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 1 to 6

Every Fall and Spring

GNYC 405 Special Topics in International Relations

This course is an opportunity for students to explore specific topics in International Relations. The syllabus and course requirements are designed in collaboration with an institutional partner or a faculty member and approved by the Center Director and the Dean.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 1 to 6

Every Fall and Spring

GNYC 406 Special Topics in Arts and Communications

This course is an opportunity for students to explore specific topics in Arts and Communications. The syllabus and course requirements are designed in collaboration with an institutional partner or a faculty member and approved by the Center Director and the Dean.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 1 to 6

Every Fall and Spring

GNYC 407 Special Topics in Entrepreneurship

This course is an opportunity for students to explore specific topics in entrepreneurship. The syllabus and course requirements are designed in collaboration with an institutional partner or a

faculty member and approved by the Center Director and the Dean.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 1 to 6

Every Fall and Spring

GNYC 408 Studies in World Languages

This course facilitates the study of languages specifically relevant to the site of the IRIS fieldwork. The syllabus and course requirements are designed in collaboration with an institutional partner or a faculty member and approved by the Center Director and the Dean.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 2 to 3

Every Fall and Spring

GNYC 409 Classical Theories and Contemporary Issues in International Relations

This blended online course critically examines classical theories and frameworks for understanding the international political system. It addresses specifically the ways in which the end of the Cold War, the Fall of the Soviet Union, the legacy of colonialism and the rise of non-state actors have challenged the traditional accounts of power and global politics. The course will begin by introducing students to the classical debates in International Relations: the basic units of analysis, the utility and legitimacy of the use of force, the balance of power, the nature of threats to peace and stability and the role of international institutions, etc. It then questions the utility of these theories for making sense of contemporary issues such as ethno/religious conflict, genocide (and other mass atrocities), the origins and consequences of terrorism, threats to global health, and the persistence of poverty and global inequality.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3

Every Fall

New York City Center Courses (Captstone)

GNYC 316 Business Fundamentals for Social Entrepreneurs

The course equips students with the conceptual framework and the practical business tools necessary to design and execute a financially sustainable social venture. Students learn how to build a business plan, to conceptualize and organizational structure, to understand financing and cash flow, and to think strategically and tactically. They also learn to use basic business tools including spreadsheets, charts and graphs, accounting concepts and terminology as well as

sales and marketing skills. The course will provide an opportunity for students to develop their own business plan for a social enterprise and to receive feedback on their plans. These plans will be evaluated in regard to quality, originality, feasibility and sustainability.

Credits: 3

Every Spring

GNYC 400 Global Studies Capstone Seminar

Global Studies VI investigates global issues as they manifest locally in New York City and, more broadly, in the United States. Through readings, guest speakers, field visits, and participant observation, students will engage issues of economic inequality, social inequality, justice, migration, environmental sustainability, and urbanization. Student-facilitated class discussions bring the research and learning that students have gained around the world into conversation with these global issues in New York. Students articulate their engagement with these and other issues in an educational autobiography that reviews their academic career at Global. With the field components of the course that demand transportation and breaks, the duration of the weekly class extends beyond the traditional three hours and may vary from week to week. Students will articulate their engagement with these and other issues in an educational autobiography that reviews their academic career at Global. With the field components of the course that demand transportation and breaks, the duration of the weekly class extends beyond the traditional three hours and may vary from week to week.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3

Every Spring

GNYC 404 Special Topics in Global Studies

This course is an opportunity for students to explore specific topics in global studies relevant to students' senior research through specialized instruction delivered by an institutional partner or a faculty member. The instructional medium, syllabus design, assignments, and assessments are approved by the Center Director and the Dean.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 1 to 6

Every Fall and Spring

GNYC 405 Special Topics in International Relations

This course is an opportunity for students to explore specific topics in International Relations. The syllabus and course requirements are designed in collaboration with an institutional partner or a faculty member and approved by the Center Director and the Dean.

In order to register for this course, the student must

be an active member of the Global College Student Group.

Credits: 1 to 6

Every Fall and Spring

GNYC 406 Special Topics in Arts and Communications

This course is an opportunity for students to explore specific topics in Arts and Communications. The syllabus and course requirements are designed in collaboration with an institutional partner or a faculty member and approved by the Center Director and the Dean.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 1 to 6

Every Fall and Spring

GNYC 407 Special Topics in Entrepreneurship

This course is an opportunity for students to explore specific topics in entrepreneurship. The syllabus and course requirements are designed in collaboration with an institutional partner or a faculty member and approved by the Center Director and the Dean.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 1 to 6

Every Fall and Spring

GNYC 408 Studies in World Languages

This course facilitates the study of languages specifically relevant to the site of the IRIS fieldwork. The syllabus and course requirements are designed in collaboration with an institutional partner or a faculty member and approved by the Center Director and the Dean.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 2 to 3

Every Fall and Spring

GNYC 430 Current Issues in Global Governance:

The Role of International Organizations

GNYC 430 orients students to the role that international organizations play in identifying and solving global challenges. The course concentrates specifically on activities of public, private, and non-governmental organizations headquartered in New York and Washington, D.C. The course also assists students in deepening their knowledge of the global issue that frames their senior thesis or project through a course project that asks them to investigate the engagement of international institutions with the issue that frames their senior thesis. In addition to classroom-based work, the course includes integrated field experiences in New York City and Washington, D.C.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3

Every Spring

GNYC 433 New York City Internship

This course offers students the opportunity to apply their knowledge and skills to the workplace through a ten-week internship in the fields of international relations, arts and communication, entrepreneurship, or others. The internship ranges from 100 to 200 hours on site (three to six credits, respectively: See note below). In the process of applying for the position, working under the guidance of professionals in their fields, and participating in the associated classroom portion of the internship course, students learn how to identify and apply for jobs, analyze the effectiveness of their organization, and assess their own capabilities. In the classroom portion, students meet for two hours each week to explore career opportunities and graduate school programs through readings, guest speakers, and field visits. Students also study the current economic and social issues that are factors in determining the success and well-being of individuals and social groups.

In order to register for this course, the student must be an active member of the Global College Student Group.

Credits: 3 to 6

Every Spring