# Global Education Program
## 2014 - 2015

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Center for Global Education

In an increasingly global society, it is essential that MU graduates become citizens of the world, participating in experiences both inside and outside of their national borders and comfort zones. The Center for Global Education will foster the development of intercultural competence and global awareness throughout the campus community.

Every Methodist University student can be a member of the global community through Study Abroad programs, activities on campus that present different aspects of international cultures, such as Pangea (MU’s unique performance festival), the International Food Fest, The Foreign Film Festival, and other activities, and continued and on-going conversations about our place in a global world.

Whether it’s for a semester, a summer, or over spring break, there are international travel and learning options available that explore other cultures, languages, countries and locales, such as Italy, United Kingdom, Mexico, Guatemala, Puerto Rico, and the Bahamas.

The Basic Goals of the MU Journey’s Globalization Initiative are:

• To increase the opportunities for students to Study Abroad with new and existing faculty-led opportunities, as well as to increase student and faculty semester exchanges.
• To increase the International student presence and engagement of students in the community through the creation of the Global Fellows Program.
• Inclusion of Globalization themes in FYE/FYS and the living/learning community experience.
• To promote the learning of foreign languages as a tool to breaking down barriers in an increasing global world.
• To increase participation in the Global Fellows program.
• To posture Methodist University as an institution that provides a global education experience.
• To promote international and global activities on campus.
• To continue to increase the resources of the Center for Global Education, a support center for all things “global” at MU.

In the future, the University seeks to increase student engagement in the wide range of on-campus and off-campus community activities supported by the Center, to increase international student enrollment, and to continue to offer quality study abroad programs for our students. Have a look at our booklet and discover the wide range of opportunities offered to all of our students.

Dr. Cristina Francescon, Director of Global Education 2014 – 2015
CAMPUS MINISTRY
Mission Statement

The mission of Campus Ministry at Methodist University is to offer the love and acceptance of Jesus Christ to all persons by planting the seeds of faith and providing a nurturing spiritual environment for the seeds to grow and develop. Each person will be encouraged to reach his or her potential through participation in diverse styles of worship, Biblical study, music, community service, pursuit of justice and leadership. Every person is challenged to pursue faith freely with open hearts, open minds, and open doors.

Methodist University is committed to helping each student grow toward wholeness; physically, mentally, socially, spiritually, and academically. Because the University recognizes that spiritual well-being is essential to wholeness, a diverse religious life program is offered to help students along this journey.

Ongoing opportunities for such sharing include weekly worship services, Holy Communion, fellowship meals, spiritual growth retreats, forums and open discussions, bible study, and community service projects. The various Christian faith families are encouraged to explore their individual identities as well as to share faith together as one body.

Methodist University also encourages and supports students on their spiritual journey when they practice a faith other than Christianity. Methodist University encourages students of various faiths to organize themselves for the purpose of learning and growing in their faith. Methodist University also encourages interfaith dialogue.

Everyone is welcome to participate in campus ministry for worship, fellowship, study, support, pursuit of justice, and service to our neighbor.

**Campus Minister:** Rev. Kelli Taylor, Vice President for Campus Ministry & Community Engagement

Contact Rev. Taylor at the phone number below to arrange pastoral counseling.

**Campus Ministry Center Phone:** (910) 630-7515

Join Front Rush!
Pastoral Counseling

Provided on request 24 hours a day by calling 7515 for an appointment. Chapel is open for prayer and meditation from 7:00 a.m. to 11:00 p.m.

Administrative Planning and Implementation

Campus Ministry Leadership Team

Weekly Events

<table>
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<th>Day</th>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday</td>
<td>11:00 a.m.</td>
<td>Interdenominational Campus Worship Service</td>
<td>Chapel</td>
</tr>
<tr>
<td>Thursday</td>
<td>8:00 p.m.</td>
<td>Women's Bible Study</td>
<td>Commons</td>
</tr>
<tr>
<td>Thursday</td>
<td>8:00 p.m.</td>
<td>Men's Bible Study</td>
<td>Chris' House</td>
</tr>
<tr>
<td>Sunday</td>
<td>9:00 p.m.</td>
<td>Catholic Mass</td>
<td>Chapel</td>
</tr>
<tr>
<td>Monday</td>
<td>8:00 p.m.</td>
<td>In His Grip</td>
<td>Chris' House</td>
</tr>
<tr>
<td>Tuesday</td>
<td>8:00 p.m.</td>
<td>Fellowship of Christian Athletes</td>
<td>Berns</td>
</tr>
<tr>
<td>Tuesday</td>
<td>9:30 pm</td>
<td>Walk by Faith, Live by Faith</td>
<td>Berns</td>
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UNION ZUKOWSKI
MISSION

The Union-Zukowski Endowment was established in 2014 by Methodist University Trustee Emerita Terri S. Union and her husband, Carlos Zukowski. The purpose of the endowment is to provide resources for programs that will promote peace, justice, and reconciliation between the world’s religions by cultivating an understanding and appreciation of religious differences. The goals of the program will be achieved through lectures, tours, classes, and other cultural events, with special emphasis on Jewish heritage.

Given the diversity of the Methodist University campus that includes over 160 international students from over 55 different countries and representatives from all of the world’s major religions, the University is uniquely positioned to fulfill this mission. The University also has a very robust campus ministry program that engages over 500 students on a regular basis in various worship experiences, mission trips, and service learning projects. Plans are also underway to build a new World Ministry Center on the campus to provide facilities for worship and activities that will promote world peace and understanding.

VISION

Historically, religions have been one of the most divisive phenomena on the planet, capable of tremendous violence. However, religions are also capable of tremendous good—good that does not end at the boundaries of a faith community. For the well-being of the entire planet, communities of faith should be open and inclusive, respecting religious beliefs and practices that differ. This entails that religions are not enemies, or in competition. By cultivating deep understanding and appreciation of other religions, especially among Methodist University students, the world’s religions will move closer to peaceful cohabitation.

INAUGURAL Steering Committee

J. R. Hustwit (Chair, Department of Religion)
Michael Safley (Vice President for Campus Ministry and Community Engagement)
Cristina Francescon (Director, Center for Global Education)
Karen Kletter (Department of History)
Lyle Sheppard (Director, Office of International Programs)
Terri Union, ex officio

Ben Hancock
October 7, 2014
INTERFAITH COUNCIL

Dr. Jeremy Hustwit (Faculty Advisor)

Look for information on this

NEW INITIATIVE

this coming Academic Year,

2015-2016
INTERFAITH EVENTS 2014-2015

• Rosh Hashanah
• Eid al Adha
• Najeeba Syeed
• Washington, DC (Spring Break)
• Chinese New Year
• Holi (pictured)
• Songkran
Najeeba Syeed, JD

"Healing the World: Tools for Interfaith Peacemaking"

Monday, March 30 | 11 a.m. & 2 p.m.
PA Auditorium

Najeeba Syeed-Miller is a prolific practitioner and effective educator in the area of conflict resolution among communities of ethnic and religious diversity. Her involvements range widely, including conducting gang interventions, implementing diversity training in universities and public agencies, conflict resolution in public schools, interreligious dialogue among the Abrahamic traditions, and environmental conflict resolution.

Her conflict resolution experience has made her a sought after trainer for those who work on conflicts in India, Latin America, Guam, Afghanistan, Israel and Palestine. Her model of intervention is to build the capacity of those closest to the conflict. In particular her research and community activist efforts have focused on the role of women as agents of peacemaking.

Contact Information
Dr. Jeremy Hustwit
Department of Philosophy and Religion
Department Chair
910.630.7514
jhustwit@methodist.edu
SPRING BREAK EXCURSION TO WASHINGTON, D.C.

Limited space- 12 students only!

Student Cost: $35 only!

Includes: Hotel, Transportation, Metro Tickets, Meals (except for 2 lunches)

Sight-seeing: Washington Attractions, Holocaust Museum, and much more!

Departure from Methodist: Monday, March 9th, 2015
9:00 AM

Arrival to Methodist: Wednesday, March 11th, 2015
9:00 PM

For reservations: Please come to International Programs Office in Berns Student Center with $35 Cash by Wednesday, February 25th, 2015.

SPONSORED BY
The Union-Zukowski Endowment

Contact:
Lyle Sheppard
lsheppard@methodist.edu
Please join in celebrating the **SONGKRAN**
Thailand Water Festival

Monday, April 13 • 3:00 PM • Sink Field

SPONSORED BY
CAMPUS MINISTRY, INTERFAITH COUNCIL, RELIGION DEPARTMENT, AND RHA
GLOBAL FELLOWS PROGRAM
Global Fellows Program in Detail

I. Language Study

By the end of the program, students must demonstrate ability in a second language (or beyond the student's country/culture of origin), equivalent to at least five semesters of formal college study.

II. International Coursework (see course list attached)

A Global Fellow will commit to increasing the number and scope of international courses that he or she completes during his or her four years at Methodist. These courses may also satisfy other requirements in each student’s major(s), minor(s).

Each Global Fellow must take a minimum of five (5) such courses. Of these:

- at least Three (3) courses should be dedicated to different geographical areas,
- a broad range of time periods should be studied, and
- courses should be taken in at least three (3) disciplines.

III. Study Abroad

Global Fellows will commit to the successful completion of either a full semester abroad in an approved experiential learning or academic program, or an approved short-term study abroad or experiential learning program. Global Fellows will select their abroad experience in consultation with the Director of Global Education. Short-term programs must be linked to an academic program or independent academic study before and after the student's trip to deepen his or her understanding of the community he or she is immersed in.

IV & V. Global Fellow Experience

Global Fellows will also be required to complete 5 “On Campus” and 2 “Off Campus” global opportunities that will enhance the student’s Global awareness.

VI. Individual Global Fellow Portfolio

Each Global Fellow will enhance his or her Global Fellow experience at MU in his or her major by creating a personal portfolio with a Mission Statement, Global Education Philosophy, and Key Global Citizen Traits and Skills as a future professional. The Global Fellow will prepare a portfolio including a final reflection piece, to be completed in the last semester. Most of the portfolio will be developed throughout the student's three years in the program, with the final reflection piece at the end (it will be an essay, but may also include artwork, a performance, a film, a website, or other work that would be more reflective of a Global Fellow's discipline).

* To be considered for the distinguished Global Citizen Award, additional essay questions will be assigned, answered and placed in the Individual Global Fellow Portfolio.

To apply to the Global Education Fellows Program:
http://www.methodist.edu/global/fellows.htm
Global Fellows Program
Core Requirements Check Sheet

**Language Study:**
Complete at least 5 consecutive semesters of a foreign language:
Ex. FRE 101-102, SPA 101-102, 201-202, and at least 1 course at the 300 level with a grade of “B” or above, is required.

*COURSES (LAN 3200 Introduction to Linguistics, 3 s.h.; LAN 3300 Second Language Acquisition, 3 s.h.; EDU 4160 Teaching Methods for Foreign Languages and TESL, 3 s.h.; OCL 3600 Intercultural Communication, 3 s.h.). that meet the certificate program in Teaching English as a Second Language are eligible if the student can demonstrate a minimum intermediate level proficiency in a second language (to be verified by Dr.Cristina Francescon and Ms. Jan Turner)*

**International Coursework:** (5 classes, not to include Language Study above)
- See Coursework List (next page)

**Study Abroad:**
- Short or Long Term

**Global Fellow Experience:** (On Campus) (5 Total)
- Participate or Attend 2 on campus Global/International Workshops/Events such as the Foreign Film Festival.
  *Participation counts more than attendance toward recognition for the Distinguished GF Citizen Award.*
- Volunteer for 1 on campus international event such as Pangea.
- Attend 3 major Global/International guest speaker presentations (if you participate in the set-up or organization of the guest speaker’s visit, please note this).
- Join at least 1 campus organization that promotes or shows awareness of globalization such as the International Club.

**Global Fellow Experience:** (Off Campus) (At Least 2 required)
- Volunteer for a globally-themed or multi-cultural event within the community such as the International Festival Downtown Fayetteville. This may include films, lectures, dinners, festivals, special exhibitions at museums, and more. Students should vary the nature of these activities, and all will require the approval of the Center of Global Education.
- Participate in a short-term community service event abroad or within U.S.
- Represent MU as a global Fellow at a Community event.

**Individual Global Fellow Portfolio:**
- Portfolio includes documentation of the activities above with a final reflection piece, to be completed in last semester.

**Additional Activities to be considered for Distinguished Global Citizen Award:**
- Additional coursework in advanced foreign language study.
- Additional study abroad or study U.S. program to include community service, internship or study program to Include Davis Peace Project, Fulbright, etc.
- Membership in other campus organizations related to Global Education such as, Sigma Delta Pi, Phi Sigma Iota, and Reeves Business School International Certificate.
- Internships and Research: MU Global Fellows will be encouraged, but not required, to seek out experiential learning opportunities (which can include research, service and internships) that are “global” in scope during year 3 and 4 of the program.
Global Fellows Academic Foundation Requirement

**Language Study**

Complete at least five consecutive semesters of a Foreign Language.

*FRE 1010-1020, SPA 1010-1020, 2010-2020, Etc. (at least one course at the 300 level)*

**International Coursework**

Complete a minimum of 5 international courses: (not to include Language Study above)

| ARH 2530 Survey of Art History I       | HIS 3310 Topics in Latin American History       | HON 3010 Reading in Twentieth-Century Texts |
| ARH 2540 Survey of Art History II      | HIS 3700 Contemporary World History            |                                             |
| ECO 4520 International Trade and Finance | HIS 3810 Topics in European Social History     |                                             |
| ECO 4650 Economic Growth and Development |                                             |                                             |
| ENG 2310 World Literature I            | HIS 4110 Modern Russia                         |                                             |
| ENG 2320 World Literature II           | HON 1010 Reading in Greek Texts                |                                             |
| GEO 2520 Regional Geography            | HON 1020 Reading in Classical and Medieval Texts |                                             |
| HIS 1040 World History II              | HON 2010 Reading in Renaissance and Enlightenment Texts |
| HIS 2170 Race, Ethnicity, and Global Perspective | |                                             |
| HIS 3010 Modern Asian History          | HON 2020 Reading in Nineteenth-Century texts  |                                             |
| HIS 3050 Islam and the Islamic World   |                                             |                                             |
| HIS 3250 Modern History                |                                             |                                             |

*Courses that meet the certificate program in Teaching English as a Second Language (to be verified by Dr. Cristina Francescon and Ms. Jan Turner)*

| LAN 3200 Introduction to Linguistics, 3 s.h |
| LAN 3300 Second Language Acquisition, 3 s.h |
| EDU 4160 Teaching Methods for Foreign Languages and TESL, 3 s.h |
| OCL 3600 Intercultural Communication, 3 s.h |
ARH 2530 SURVEY OF ART HISTORY I 3 s.h.
(GP) A study of artistic trends in painting, sculpture, and architecture of European and non-western art from Prehistoric times to the thirteenth century. The student will be able to identify works of art in their cultural contexts, stylistic characteristics, themes, and studio processes. Prerequisite: ENG 1010 strongly recommended Required core for all art, art education, and graphic design majors. This course will also fulfill general core fine arts requirement for non-majors.

ARH 2540 SURVEY OF ART HISTORY II 3 s.h.
A study of western trends in the history of painting, sculpture, and architecture from the 14th through early twentieth centuries. Students will be able to identify works of art in proper historical and cultural contexts, and by stylistic characteristics, themes, and the studio processes. Prerequisite: ENG 1010.

ECO 4520 INTERNATIONAL TRADE AND FINANCE 3 s.h.
(GP) International trade theory and practice, the financial dimensions of multinational exchange, institutional features and channels of marketing, and international corporate relationships. Designated writing-enrichment course for Financial Economics majors. Prerequisites: ECO 2610 and or permission of the department chair/school dean. This course is offered as needed.

ECO 4650 ECONOMIC GROWTH AND DEVELOPMENT 3 s.h.
(GP) Theories of economic development with reference to the economic history of the industrially advanced nations. Applications of theory to problems and policies of emerging and underdeveloped economies. Prerequisites: ECO 2610 and 2620 or permission of the department chair/school dean. This course is offered as needed.

ENG 2310, 2320 SURVEY OF WORLD LITERATURE I, II 3, 3 s.h.
(GP) ENG 2310: Ancient through Renaissance. Prerequisite: ENG 1020. ENG 2310 is offered every fall semester ENG 2320: Neoclassical through Modern. Asian and Third-World literature may be included. Prerequisite: ENG 1020. ENG 2320 is offered every spring semester.

GEO 2520 REGIONAL GEOGRAPHY 3 s.h.
(GP) A study of the regions of the world with emphasis on topography, climate, natural resources, urban and rural life, cultural aspects, and political life. Required of Elementary Education and Special Education: General Curriculum majors. This course is offered once a year, usually in the fall. This course does not satisfy the history requirement in the General Education Core Curriculum.

HIS 1040 WORLD HISTORY II 3 s.h.
(GP) This course explores the human past from 1500 A.D. to the present with an emphasis on political, socioeconomic, and cultural developments. Students should be able to recognize and analyze historical connections between people, places, and different arenas of activity. Recommended only for students who have passed ENG 1010.

HIS 2170 RACE AND ETHNICITY IN GLOBAL PERSPECTIVE 3 s.h.
(GP) Topics in the global history of racial and ethnic groups and theories of race and ethnicity.

HIS 3010 TOPICS IN MODERN ASIAN HISTORY 3 s.h.
Survey of traditional Asian culture and development since 1600, with an alternating geographic focus at the discretion of the instructor.

**HIS 3050 ISLAM AND THE ISLAMIC WORLD** 3 s.h.
(GP) Examines the beliefs and texts of Islam and explores its practices and history. This course will especially focus on the development of diversity in Islamic life and society throughout history and across geographical areas, its interactions with the western world, and its importance today.

**HIS 3250 MODERN HISTORY** 3 s.h.
(GP) This course examines the consequences and corollaries of modernity in Europe and the world during the 19th and 20th centuries, including war, revolution, genocide, colonization and decolonization, social, political, and cultural instability, and global networks.

**HIS 3310 TOPICS IN LATIN AMERICAN HISTORY** 3 s.h.
(GP) This course covers various topics and time periods in Central American, South American, and Caribbean history.

**HIS 3700 CONTEMPORARY WORLD HISTORY** 3 s.h.
(GP) A survey of the world since 1945 emphasizing Africa, Asia, and Latin America. The major links between Europe, the United States, Africa, Asia, and Latin America will be explored. Every fall semester.

**HIS 3810 TOPICS IN EUROPEAN SOCIAL AND CULTURAL HISTORY** 3 s.h.
Topics in selected European social and cultural traditions, with emphasis on the diverse ways people have made sense of the world and their place within it. Explores practices of thinking and living and the connections between them, from major specialized theories and philosophies to everyday common sense. Previous topics have included England under the Tudors and Stuarts and Italian History.

**HIS 4110 MODERN RUSSIA** 3 s.h.
(GP) The history of Russia with particular emphasis on the Soviet and post-Soviet periods. Topics include Russian culture and religion, Russian expansion, westernization, the 1917 Revolution, the Stalinist period, the Cold War, and Russia after Communism.

**HON 1010 HONORS SEMINAR 1: READING IN GREEK TEXTS** 2 s.h.
Introduction to critical reading methods. Readings in antiquity and in Greek civilization. This course is offered every fall semester.

**HON 1020 HONORS SEMINAR 2: READING IN CLASSICAL AND MEDIEVAL TEXTS** 2 s.h.
Introduction to genre, narration, and cultural context. Readings in Roman, Medieval, and early Renaissance texts. This course is offered every spring semester.

**HON 2010 HONORS SEMINAR 3: READING IN RENAISSANCE AND ENLIGHTENMENT TEXTS** 2 s.h.
Introduction to modernity. Readings in Renaissance, Reformation, and Enlightenment texts. This course is offered every fall semester.

**HON 2020 HONORS SEMINAR 4: READING IN NINETEENTH CENTURY TEXTS** 2 s.h.
Introduction to reception history. Readings in late eighteenth and nineteenth-century texts. This course is offered every spring semester.

**HON 3010 HONORS SEMINAR 5: READING IN TWENTIETH-CENTURY TEXTS** 2 s.h.
Introduction to ideological and de-centering readings. Readings in twentieth-century texts. This course is offered every
PSC 3510 INTERNATIONAL RELATIONS 3 s.h.
(GP) What are the games nations play? What are the rules? Are there any rules? The balance of power, diplomacy, imperialism, and collective security are just some of the topics surveyed in this wide-ranging look at world politics. This course focuses on the issues of war, development, and trade in the international system, while also including some attention to international organizations and international law. This course is offered every spring semester.

PSC 4010 - 4100 AREA STUDIES 3 s.h.
The courses in area studies examine the political setting, patterns of governance, and current political problems of a particular region of the world. Selected countries within each region are identified for in-depth comparison. Topics include political culture, political thought, geography, history, political and economic development, and comparative public policy. These courses are offered as needed. These courses may offer a Study Abroad component. Specific regions covered are:

PSC 4010 EUROPEAN POLITICS (GP) 3 s.h.
PSC 4020 MIDDLE EAST POLITICS (GP) 3 s.h.
PSC 4050 LATIN AMERICAN POLITICS (GP) 3 s.h.
PSC 4400 INTERNATIONAL ORGANIZATIONS 3 s.h.
(GP) This course studies the structures that attempt to organize interstate relations, which includes both governmental and non-governmental organizations, international law, and international regimes. Specific study of the United Nations system and the European Union is included. This course is offered fall semesters, odd number years.

PSC 4510 INTERNATIONAL POLITICAL ECONOMY 3 s.h.
(GP) This course examines the political dynamics of the development and management of the contemporary international economic system. Among the topics covered are the decision-making role of international economic organizations, the political implications of interdependence, and the activities of transnational actors. This course is offered spring semesters, odd-numbered years.

REL 1500 EASTERN RELIGIOUS TRADITIONS 3 s.h.
(GP) This course will survey the historical, sociological, and philosophical development of religious traditions of India, Southeast Asia, and China. We will cover Hindu, Buddhist, Confucian, and Taoist thought, among others. This course is offered every fall semester.

REL 1510 WESTERN RELIGIONS 3 s.h.
(GP) This course will introduce students to Judaism, Christianity, and Islam, focusing on their commitment to ethical monotheism. This course is offered every other academic year.

SOC 2530 GLOBAL SOCIAL PROBLEMS 3 s.h.
(GP) From global warming to global capitalism, from international drug cartels to international terrorism, it is apparent that neither causes nor solutions to most social problems can be addressed simply within one country. This course will address issues such as work, poverty, crime, health, environment, war, and terrorism within a global perspective. This course is offered as needed.

SOC 2560 CULTURAL ANTHROPOLOGY 3 s.h.
(GP) A survey of the topics of cultural anthropology: language, kinship, economy, tribal/ethnic conflict, gender, age, race, magic and religion, colonialism and violence, globalization. Special attention will be given to the culture concept and ethnographic inquiry. This course is offered as needed.
Global Fellows Participation Statement

If accepted to become a Methodist University Global Fellow, I agree to the following conditions:

X I will make consistent and sufficient progress in completing the Program’s core requirements so that I finish by mid-way through my graduation semester.

X I will ensure my current cell phone number and local mailing address are on file in the MU Journey Office, and I will notify the Program Coordinator of any changes.

X I will remain in contact with the Program Coordinator by replying quickly to email and phone questions, invitations, and notices.

X If at any time I choose to discontinue participation in the Global Fellows Program I will notify the Program Coordinator and return any materials required.

X At events for Global Fellows, I will represent Methodist University and the Global Fellows Program in a professional manner in regard to my attire and behavior, and I will not participate in any activity that would bring discredit or embarrassment upon Methodist University or the Global Fellows Program.

X I will maintain a cumulative GPA of 2.5 or above.

X I understand that not meeting any of the above conditions may result in my being removed from the Global Fellows Program.

I have read, understand, and accept all the conditions for participating in the Global Fellows Program:

_________________________________ / ________________
Student Signature                  Date              / Expected Graduation
                                             Month and Year

_________________________________
Printed Name

_________________________________
MU Student Number

_________________________________
Local Address

_________________________________
Cell Phone Number
STUDY ABROAD/INTERNATIONAL TRAVEL
Study Abroad

Explore the World by Studying Abroad

Expand your horizons, bring your course work to life, learn more about yourself, the world and your country; these are just a few reasons why students pursue education abroad opportunities. Study abroad programs are designed to enhance students' personal, professional, social, academic, and cultural discovery. There are many reasons to pursue education abroad whether it be studying for a semester, an academic year, a summer, a few weeks or pursuing an internship or volunteering overseas.

Come in and see us—we would love to learn more about your academic goals and put a unique international component in your MU Journey!

*Please note Study Abroad has been relocated in Berns Student Center to International Programs.

Interested in studying abroad? Download the form @ http://www.methodist.edu/study-abroad and send it to Jennifer Ramos at jramos@methodist.edu.

Faculty-Led Short-Term Courses Abroad

Approximately one-two weeks, these MU courses are offered at low-cost and open to all majors. *Please note there may be a few additional programs; stay tuned for more information.* Currently, for the 2015-2016 academic year, the following programs will be offered:

**Guatemala, led by Dr. Mary Kirchner**
- **Courses offered:** IDS 3550 (Study Abroad), ACC 4620 (Int'l Accounting), BUS 3330 (Int'l Business), ECO 4850 (Int'l Economics)
- **Dates:** Fall Break 2015 & Spring Break 2016
- For more information, contact Dr. Kirchner, mary@methodist.edu

**Puerto Rico, led by Dr. Kurt Smith**
- **Courses offered:** IDS 3550 (Study Abroad) or an ENM (Environmental and Occupational Management)
- **Date:** December 2015
- For more information, contact Dr. Smith, ksmith@methodist.edu

**China, led by Dr. Kimberly Scruton & Dr. Frank Trapp**
- **Courses offered:** PSC 4040 (Politics of Asia) and BUS 3330 (International Business Experience)
- **Date:** Spring Break 2016
- For more information, contact Dr. Scruton, kscruton@methodist.edu, or Dr. Trapp, ftrapp@methodist.edu

**Puerto Rico, led by Ms. Doris Munoz**
- **Course offered:** LSS Special Topic in Leadership: The Ultimate Journey Course (more details soon)
- **Date:** Spring Break 2016
- For more information, contact Ms. Munoz, dmunoz@methodist.edu

**Oaxaca, Mexico, led by Prof. Robin Greene**
• **Course offered**: WRI/WST 4850 Women's Creative Writing, Yoga, and Meditation: Lifting your Creative Voice  
  
• **Date**: Spring Break 2016  
  
For more information, contact Prof. Greene, rgreene@methodist.edu or see oaxacaculture.com

**United Kingdom: England & Wales, led by Dr. Karen Kletter and Prof. Wendy Vonnegut**  
• **Courses offered**: HIS 4850 (fulfills the History or the Global Studies or the Liberal Arts elective or an elective for the History major or minor), IDS 2100 (Reading Circle); BUS/LAW 4850 (Int'l Law (fulfills the Global Studies requirement or an elective for the Business Major)  
  
• **Date**: Summer 2016  
  
For more information, contact Dr. Kletter, kkletter@methodist.edu or Prof. Vonnegut, wendy@methodist.edu

**Italy (More Details Coming Soon)**  
• **Courses offered**: TBA  
  
• **Date**: Summer 2016  
  
For more information, contact the Study Abroad Office, jramos@methodist.edu

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**Exchanges**

Exchange programs allow MU students to travel to our exchange partner universities for a semester while still paying MU tuition and retaining the majority of their financial aid/scholarships. Students pay the host institution room and board. MU has the following Exchange programs:

• **Irish American Scholars Program**: How about spending a semester or two semesters studying at a university in Northern Ireland? The Irish-American Scholars Program is sponsored by The United Methodist Church, the Presbyterian Church (USA), and the Catholic Church in cooperation with the Business Education Initiative (BEI) in Northern Ireland, the government of Northern Ireland, and several Irish colleges and universities. One goal of the program is "to replace division with unity in a common goal of international business success." Graduates of the program are better qualified to contribute in an international market place and to explore new Northern Ireland/United States partnerships and commercial opportunities.

There are five excellent colleges and universities in Northern Ireland to choose from:

- **Belfast Institution of Further and Higher Education**  
  - **Queens University**  
  - **St. Mary's University College**  
  - **Stranmillis University College**  
  - **University of Ulster**

Length of program: Late August to December or late January to mid-May  
Eligibility: Juniors and Seniors with a GPA of 3.2  
Annual Deadline is February 1st

• **CONAHEC** (Consortium for North American Higher Education Collaboration)  
  
Student Exchange Program covers all academic disciplines as well as options for students interested in academic coursework and on-the-job training and/or experiential education abroad. Exchanges are available in the following
countries: Argentina, Brazil, Burkina Faso, Canada, Chile, Colombia, Dominican Republic, Ecuador, Finland, Guatemala, Honduras, Iceland, Mexico, Spain, and South Korea.

- **Rennes School of Business, France**: Undergraduate Exchange program for juniors. For more information, see the Web site.
- **Universidad Madero, Pueblo, Mexico**: Undergraduates with a B average are encouraged to apply. Applications due Nov for spring semester, June for fall semester. Must enroll in a minimum of three subjects per semester, a maximum of five. Summer and semester programs. There are also Faculty Member short duration exchanges. They provide room and board and ground transportation. Resumés due in November.
- **Thammasat University located in Bangkok, Thailand**: A new exchange agreement was signed in late 2013. Classes are in English.

**Third-Party Providers**

MU students can also travel to various institutions directly or through a Third Party Provider such as **USAC**, **Sol Education Abroad**, **Central College Abroad**, **CISAbroad**, **El Nomad**, **Globalinks**, **SIT Study Abroad** and various other providers. Usually each third party provider offers various discounts and scholarships if you choose their program. Countless programs and destinations are available for students, however institutional aid does not travel on "study abroad" programs. For more information about study abroad programs, email or stop by the office in Berns Rm. 1 to set up an appointment with a study abroad advisor.

For more information about any type of study abroad program and financial support, please email **jramos@methodist.edu**.

**Why study abroad?**

Study Abroad is a once-in-a-lifetime opportunity with benefits that go far beyond academic learning. Students develop relevant intercultural communication and problem-solving skills. They develop confidence, flexibility, independence, and a new appreciation for diversity. An international learning experience strengthens career opportunities and increases awareness of the interconnected nature of the world.

**Financial Aid Information for Study Abroad**

Do you have at least a 3.0 GPA? **Apply for the MU Travel Grant**. (See a **Grant Preview** here.) Federal PELL recipients are eligible for the **Gilman Scholarship** (up to $5,000) and if you receive it, you are eligible for $3,000 more if you are studying a critical language.

Are you military using the GI BILL? Did you know that you can use your GI BILL while studying abroad? We have several locations and programs that may interest you. For more information, see this **GI Study Abroad Fact Sheet**, [http://newgibill.org](http://newgibill.org), and/or email

For additional information on Financial Aid, please see NAFSA:Association of International Educators' resource on **Financial Aid for Study Abroad**.
How to Receive Class Credit for Studying Abroad

- Students should download the information on the courses they would take in whatever program they choose to pursue abroad.
- They need to bring the courses/descriptions to the Registrar’s for review.
- The Registrar will review the courses, in conjunction with the appropriate department head (ex. if the course is an English course, the Registrar would see the head of the English department) to determine course equivalency or transferability of courses.
- Any course that is transferable will be given a grade of pass/fail.

Whom do I contact?

**Lyle Sheppard**
Director of International Programs & Study Abroad
(910) 630-7225 or lsheppard@methodist.edu
International Programs Office, Berns Student Center

**Jennifer Ramos**
Assistant Director of Study Abroad
(910) 630-7159 or jramos@methodist.edu
Study Abroad Office, Berns Student Center
**Study Abroad**

Guatemala – Fall & Spring Break (2014, 2015) - Dr. Mary Kirchner

Italy – Summer, 2015 - Drs. Cristina Francescon and Matt Dobra

Mexico – Spring Break, 2015 – Ms. Robin Greene

Nicaragua – Spring Break 2015 – Dr. Chris Cronin

Puerto Rico – Dec, 2015 – Mr. Kurt Smith

Wales/England – Summer, 2015 – Dr. Emily Leverett & Ms. Wendy Vonnegut

**Mission Trips**

Dominican Republic – Spring Break 2015 – Faculty

Haiti – Dec/Jan – Semester Break – Chris Carter

**Soccer**

England – March 2015 – Soccer – Mr. Justin Terranova

**MU Chorale**

Europe – Spring Break, 2015 – MU Chorale – Dr. Michael Martin
Summer Study Abroad: MU ITALY

MAY 26 - JUNE 7
FLORENCE - VENICE - BOLOGNA - DUINO

COURSES:
ECO4850/PSC4250 - International Labor Economics and Policy
IDS 3550 - Study Abroad Special Topics and
IDS 2100 - Reading Circle

COST: $3200 (Price is approximate and includes room and board, flights to/from Raleigh, cultural activities, and more).

NOTE: Students with a 3.0 GPA are eligible to apply for a $400 travel grant from the Center for Global Education.

FOR MORE INFORMATION contact Dr. Matt Dobra (mdobra@methodist.edu), Dr. Cristina Francescon (francesc@methodist.edu), or Jennifer Ramos (jramos@methodist.edu).
ITALY – SUMMER 2015
Discover Guatemala on our annual Spring Break study trip!

We can't wait for you to join us!

Knowledge of Spanish is NOT REQUIRED!
Spring Break 2016: Study Latin American Politics in Nicaragua!
Granada & San Juan del Sur

Course: Latin American Politics, PSC 4030
Fulfills the Social Science Elective, Liberal Arts Perspective, Global Perspective Requirements

Cost: approximately $1,000 (includes room and board, flights to/from Raleigh, cultural activities, and more)

Note: If you have at least a 3.0 GPA, you are eligible to apply for a $400 travel grant from the Center for Global Education

For more information, contact Dr. Cronin - ccronin@methodist.edu
SUMMER STUDY ABROAD:

UNITED KINGDOM

MAY 29 - JUNE 10
CARDIFF - STONEHENGE - LONDON - WALES

COURSES:
ENG 4850 - English Literature Elective
IDS 3550 - Study Abroad Special Topics
IDS 2100 - Reading Circle
BUS/LAW 4850 - International Business Elective

COST: $3500 (Price is approximate and includes room and board, flights to/from Raleigh, cultural activities, and more).

NOTE: TWO $2500 SCHOLARSHIPS AVAILABLE; $500 FOR THE FIRST 15 STUDENTS TO SIGN UP; AND $400 TRAVEL GRANTS FOR 3.0 & ABOVE GPA!!!

FOR MORE INFORMATION contact Dr. Emily Leverett (eleverett@methodist.edu), Wendy Vonnegut (wendy@methodist.edu)
HIGHLIGHTS
The Center for Global Education
Presents

Embracing Adventures and Bridging Cultures

Why You Should Be Global

Tuesday, September 16 - 11:00 to 12:20
Clark Hall, Yarborough Auditorium - Free Lunch!

Featuring Guest Speakers:

Dr. Rebecca Woodward Wendelken
McLean Professor of History

Born in West Virginia and graduated from Emory University in Atlanta, Dr. Wendelken teaches courses in Russian and Central Asian history, world history, labor and capital, ethnicity and conflicts, especially those in southwestern Asia and the Middle East.

Monarch Students
Highlighting their Study Abroad Experiences! Monarchs ranging from athletes to RAs, international students and more will be giving a brief talk about their studies abroad.
J. Robert Subrick
James Madison University

presents

“SUGAR, DIAMONDS, AND ECONOMIC FREEDOM”

Friday, Oct. 17 | 11:00 a.m.
Yarborough Auditorium | Clark Hall

Bob Subrick is an Associate Professor of Economics at James Madison University. He holds a B.A. in history and international relations and a B.S. in economics from the University of Delaware, and a Ph.D. in economics from George Mason University. Before arriving at James Madison University, Subrick was a research associate at the Center for Institutional Reform and the Informal Sector at the University Maryland, and the Associate Director of the Center for the Economic Study for Religion at George Mason University.

He has nearly two dozen publications and has worked in the areas of economic development, economics of religion, political economy, and the history of economic thought. He is currently working on two books. The first is an economic history of Botswana. The second will focus on the economic history of Brazil.

For more information, contact Matt Dobra at mdobra@methodist.edu.
PRESENT

PANGEA

AROUND THE WORLD IN 90 MINUTES

Methodist University's International festival returns, featuring food and performances from around the world.

November 19th, 2014
Reception: 6:15 pm
Showtime: 7:00 pm
Huff Concert Hall - Reeves Fine Arts Building
Methodist University Campus

FREE ADMISSION
Sixth Annual International Food Festival

Green and Gold Café
Wednesday, March 25
5-8 p.m.

Join us for a tasty cook-off in celebration of multiculturalism. Eight teams will compete for the title of Best International Cuisine of 2015.

Admission:
One regular meal from MU meal plan, $6.25 for guests without MU meal plan.

For more information, contact Michael McCabe at mimccabe@methodist.edu or 910.630.7049
Entrepreneurs: Heroes & Villains of Capitalism

Dr. Alexandre Padilla
Associate Professor of Economics
Metropolitan State University of Denver

3:30 p.m. | April 16, 2015
Yarborough Auditorium, Clark Hall

Dr. Alexandre Padilla is an associate professor of economics and the director of the Exploring Economic Freedom Project at Metropolitan State University of Denver. He holds a B.S., M.A., and doctorate in Economics from the University of Law, Economics, and Science of Aix-Marseille III. His fields of interest include law and economics, organizational economics, economic history, and the history of economic thought. He is currently conducting research on insider trading and the economics of self-regulating industries. Dr. Padilla has nearly a dozen academic publications, and has appeared in such popular media outlets as PBS, The Daily Caller, and Forbes.

For more information, please contact Dr. Matt Dobra at 910.480.8455 or mdobra@methodist.edu.
ELEVENTH ANNUAL FOREIGN FILM FESTIVAL 2014 – 2015
THE DEPARTMENT OF MODERN LANGUAGES AND LITERATURE

Presents
The Eleventh Annual Foreign Film Festival
Fall 2014

When: 7 pm
Where: Hendricks Science Complex Rm. 122, on the campus of Methodist University

Featuring Award-winning Foreign Films

Friday, September 12: No Man’s Land (Ništa ja zemlja), Bosnia 2001, director Danis Tanović. Co-production of Bosnia-Herzegovina, Slovenia, Italy, France, Belgium and the UK.

Friday, October 3, Wajda (وادى), SAUDIA ARABIA 2013, DIRECTOR: HAIFAA AL MANSOUR,

Friday, October 17, No One Writes to the Colonel (El colonel no tiene quien le escriba), France, Spain, Mexico 1999, Director: Arturo Ripstein,

Friday, November 7, The Great Beauty (La grande bellezza), Italy 2013, Director: Paolo Sorrentino, (2014 Academy Award for best foreign film)

Friday, November 14, The King of Hearts (Le roi de Coeur), France 1966, Director: Philippe de Broca

ALL FILMS IN THE ORIGINAL LANGUAGE WITH ENGLISH SUBTITLES

‘FREE!’ All film titles subject to change. Please check the MU website main page under ‘events’ for further information and the Dept. of Modern Languages and Literature (www.methodist.edu). In the event of an emergency cancellation, this also will be posted on the website.

For further information contact Dr. Cristina Francescon, francesc@methodist.edu, 910-630-7082
THE DEPARTMENT OF MODERN LANGUAGES AND LITERATURE PRESENTS:

The first film of the foreign film festival:

**NO MAN'S LAND** *(Ničija zemlja)*

Academy Award, Best Foreign Language Film 2004, Director: Danis Tanović

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The Bosnian war an appropriate topic for satire? Yes, when it’s this seething. In a trench between enemy lines, two soldiers — the Bosnian Udi (Branko Djuric) and the Serb Nino (Rene Bitorajac) — face off in a mock combat of the Bosnian war. If we’ve been there? Not like this. The Bosnian documentarian Danis Tanović has written and directed a first feature that defies glib categorization ibe.re: funny and finally devastating. Tanović’s superb film offers a timely look at the roots of civil war, and acts of terrorism on both sides that can be exploited by political and media hypocrites alike. Though political discourse is erected, humanity is the tragic victim of war.

*Rolling Stone*

**When:** Friday, September 12, 2014 @ 7 pm

**Where:** Hendricks 122

Introduction by Dr. Cristina Francescon and Seada Sloboda

Free admission
THE DEPARTMENT OF MODERN LANGUAGES AND LITERATURE and the Center for Global Education present:

Wadjda


First film from Saudi Arabia to be nominated for an Academy Award

An enterprising Saudi girl signs on for her school's Koran recitation competition as a way to raise the remaining funds she needs in order to buy the green bicycle that has captured her interest. But riding bikes is frowned upon for females. WADJDA is a movie of firsts. This first feature film shot entirely in Saudi Arabia is the story of a young girl living in a suburb of Riyadh determined to raise enough money to buy a bike in a society that sees bicycles as dangerous to a girl's virtue. Even more impressive, WADJDA is the first feature film made by a female Saudi filmmaker. In a country where cinemas are banned and women cannot drive or vote, writer-director Haifaa Al Mansour has broken many barriers with her new film.

When: Friday, October 3, 2014 @ 7 pm
Where: Hendricks 122
Introduction by Esra Al-shawafi

ALL FILMS IN THE ORIGINAL LANGUAGE WITH ENGLISH SUBTITLES

TICKET All film titles subject to change. Please check the MU website main page under 'events' for further information and the Dept. of Modern Languages and Literature (www.univind.edu). In the event of an emergency cancellation, this information will be posted on the website. For further information contact Dr. Cristian Francese, francese@univind.edu, 580-756-7082
The Department of Modern Languages and Literature Presents

No One Writes to the Colonel

(El colonel no tiene quien le escriba)

Directed by Arturo Ripstein. France, Spain, Mexico, 1999.

Every Friday, the Colonel puts on his only suit and goes to the dock to await a letter announcing the arrival of his pension retirement. But the townstolllk all know that this pension will never come. His wife also knows it, and even he knows it. But he is still waiting, living with the pain of the death of his son. They struggle to survive with the expectation of the acknowledgement letter from the government recognizing the law and paying for the delayed pension. This touching movie reflects the social and financial situation of many elderly, retired persons everywhere.

Genre: Drama

*When:* Friday, October 17 at 7 pm

*Where:* Hendricks Science Complex Rm. 122 (Methodist University campus)

*Admission is FREE!!!
THE DEPARTMENT OF MODERN LANGUAGES AND LITERATURE
PRESENTS:

The Great Beauty (La Grande Bellezza)

Director: Paolo Sorrentino. Italy, 2013.

Jep Gambardella, a writer, has seduced his way through the lavish nightlife of Rome for decades, but after his 65th birthday and a shock from the past, Jep looks past the nightclubs and parties to find a timeless landscape of absurd, exquisite beauty. It triggers in him a new passionate connoisseurship of all he has loved, all he has wasted, along with a tiny sense that he might start living seriously again. The movie is his final Proustian passeggiata.

When: Friday, November 7, 2014 @ 7 pm

Where: Hendricks 122

Introduction by Dr. Cristina Francescon and Isabella Tuveri

Admission is free
THE DEPARTMENT OF MODERN LANGUAGES AND LITERATURE PRESENTS:

The First Foreign Film of the Semester

THE KING OF HEARTS

(Le roi de coeur)


Genre: Drama/Comedy

During the latter part of World War I, Scotsman Private Charles Plumpick is chosen to go into the French town of Marville and disconnect a bomb that the German army has planted. However, Charles is chased by some Germans and finds himself holed up at the local insane asylum, where the inmates are convinced that he is the "King of Hearts." Feeling obligated to help the inmates, Charles attempts to lead them out of town. Will Charles be able to deactivate the bomb in time and save his newfound friends? In the course of his adventure, he falls for a pretty young inmate and soon begins to realize that maybe the world of these so-called "mad" people is far preferable to the "sane" societies that wage meaningless war on each other.

When: Friday, November 21, 2014 @ 7 pm

Where: Hendricks 122

Admission is Free!
THE DEPARTMENT OF MODERN LANGUAGES AND LITERATURE

Presents
The Eleventh Annual Foreign Film Festival
Spring 2015

When: 7 pm
Where: Hendricks Science Complex Rm. 122, on the campus of Methodist University.

Featuring Award-winning Foreign Films

Friday, January 30: DEPARTURES おくりびと, Japan, 2008,
Director: Yojiro Takita

Friday, February 20: WHEN I SAW YOU, (Lamma Shoftak لما شفتك) PALESTINE, 2012, DIRECTOR: ANNEMARIE JACIR,

Friday, March 20: PAN’S LABERINTH (EL LABERINTO DE PAN) Spain, 2006,
Director: Guillermo del Toro

Friday, April 10: THE LAST KISS L’ultimo bacio,
Italy, 2001, Director: Gabriele Muccino

ALL FILMS IN THE ORIGINAL LANGUAGE WITH ENGLISH SUBTITLES

‘FREE!’ All film titles subject to change. Please check the MU website main page under ‘events’ for further information and the Dept. of Modern Languages and Literature (www.methodist.edu). In the event of an emergency cancellation, this also will be posted on the website.

For further information contact Dr. Cristina Francescon, francesc@methodist.edu, 910-630-7082
The Department of Modern Languages and Literature Presents:

Departures おくりびと

Daigo Kobayashi is a devoted cellist in an orchestra that has just been dissolved and now finds himself without a job. Daigo decides to move back to his old hometown with his wife to look for work and start over. He answers a classified ad entitled “Departures” thinking it is an advertisement for a travel agency only to discover that the job is actually for a “Nokanshi” or “encoffineer,” a funeral professional who prepares deceased bodies for burial and entry into the next life.

-IMDB

DIRECTED BY YÔJIRÔ TAKITA, JAPAN 2008
JAPANESE WITH ENGLISH SUBTITLES

Friday, January 30

Hendrix Science Building, Room 122

For more information contact Dr. Cristina Francescom, francese@methodist.edu 910 630-7082

Introduction by Hikaru Shiroeda
The Department of Modern Languages and Literature Presents:

When I Saw You  Lamma Shoftak لما شفتك

1967. The world is alive with change: brimming with reawakened energy, new styles, music and an infectious sense of hope. In Jordan, a different kind of change is underway as tens of thousands of refugees pour across the border from Palestine. Having been separated from his father in the chaos of war, Tarek, 11, and his mother, Ghaydaa, are amongst this latest wave of refugees.

-IMDB

DIRECTED BY ANNEMARIE JACIR, PALESTINE 2012
ARABIC WITH ENGLISH SUBTITLES
INTRODUCTION BY SHADEN OMAR

Friday, February 20, 7 pm
Hendrix Science Building, Room 122

For more information contact Dr. Cristina Francescon, francese@methodist.edu  910 630-7082
The Department of Modern Languages and Literature Presents:

**Pan’s Labyrinth El laberinto del Fauno**

In 1944 falangist Spain, a girl, fascinated with fairy-tales, is sent along with her pregnant mother to live with her new stepfather, a ruthless captain of the Francoist army. During the night, she meets a fairy who takes her to an old faun in the center of the labyrinth. He tells her she’s a princess, but must prove her royalty by surviving three gruesome tasks. If she fails, she will never prove herself to be the true princess and will never see her real father, the king, again. Set in the time of the civil war of Spain, 1936-1939.

Directed by Guillermo del Toro, Spain 2006
Spanish with English subtitles
Intro by Rocío Serna

Friday, March 20, 7pm, Hendricks Science 122, pre-film snack in Weaver at 5:45

For more information contact Dr. Cristina Francescon, francesco@methodist.edu 910 630-7082
The Department of Modern Languages and Literature Presents:

L'ULTIMO BACIO  The Last Kiss

Carlo's life is thrown into a tailspin when his longtime girlfriend Giulia announces she's pregnant. As Carlo faces up to his anxieties about adulthood, his buddies Paolo, Adriano and Alberto reluctantly grapple with their own responsibilities.

-IMDB

DIRECTED BY GABRIELE MUCCINO, ITALY 2001
ITALIAN WITH ENGLISH SUBTITLES
PRESENTATION/INTRO BY ISABELLA TUVERI/FRANCESCON
PRE-FILM SNACKS IN WEAVER HALL 5:45 PM

Friday, April 10, 7 pm       For more information contact Dr. Cristina Francescon, francesc@methodist.edu  910 630-7082
Hendrix Science Building, Room 122
INTERNATIONAL PROGRAMS
About International Programs

Our Mission

It is the mission of International Programs Office (IPO) to provide the educational, professional, and cultural needs of international students from pre-arrival correspondence to postgraduate concerns. IPO recognizes the responsibility of increasing international and multicultural understanding and serves as the primary liaison, and resource center for international students.

Our Services

We currently provide services to more than 110 international students. Our services include:

- Advising and providing information to international students and MU staff and faculty on F-1 and related immigration regulation
- Creating a positive environment to support student success
- Increasing diversity awareness of MU faculty and student bodies
- Assisting international students with problems and concerns related to academic and social life

IPO services which do not require an appointment:

- I-20 signature for travel
- Program extension
- Transfer from MU
- Emergency medical matters and claims
- Work study contracts
- Updates of changes in SEVIS excluding CPT and OPT

IPO services which require an appointment:

- Curricular & Optional Practical Training authorization (two business days)
- Reinstatement to student status (one business day)*
- Off-campus employment authorization
- Advice on personal and confidential matters
- Advice on taxes
- Invitation letters for visitor visas (one business day)*
- Recommendation letter for student workers (one business day)*
- Transportation for appointments (IPO will consider it case-by-case only. Students should notify IPO staff at least one week in advance.)

*During busy times, it may take longer than one business day. Please come prepared.

Office Hours

Hours during the Academic Year
Monday 9:00 am - 5:00 pm
Tuesday 9:00 am - 5:00 pm
Wednesday 9:00 am - 5:00 pm
Thursday 9:00 am - 5:00 pm
Friday 9:00 am - 5:00 pm

By Email or Phone
If you are not able to come in to the IPO, you may also contact us via email or by phone (see below).
Office Staff

Lyle Sheppard, M.A.
International Programs Director
E-mail: lsheppard@methodist.edu
Office Phone: (910) 630-7225
From: United States of America
Student Service Hours: 9:00 a.m. - 1:00 p.m. M-F

Alina Payankova
Program Coordinator
E-mail: apayankova@methodist.edu
Office Phone: (910) 630-7432
From: Belarus
CALENDAR OF EVENTS

MONDAY, NOVEMBER 17
11 AM  Trustees T260
        MU Wales Summer Study Abroad Info Session
        Hensdale Chapel
        Student Perspectives: What it's like Abroad

2 PM    Trustees T104
        Nicaragua Spring Break Study Abroad Trip - Dr. Cronin

TUESDAY, NOVEMBER 18
3:30 PM  Trustees T110
          MU Italy Summer Study Abroad Info Session

WEDNESDAY, NOVEMBER 19
6:15 PM  Huff Concert Hall
          Pangea - Around the World in 90 Minutes
          Reception Showtime - 7:00 PM

THURSDAY, NOVEMBER 20
3:15 PM  Trustees T260
          MU Wales Summer Study Abroad Info Session

FRIDAY, NOVEMBER 21
11 AM   Trustees T110
          MU Italy Summer Study Abroad Info Session
        Benns Student Center - International Programs Office Foyer
        Study Abroad in Ecuador - El Nomad Info Table

7 PM    Hendricks Science Complex 122
        Foreign Film: The King of Hearts (Le Roi de Coeurs) - France, 1966

FOR MORE INFORMATION CONTACT JENNIFER RAMOS (JRamos@METHODIST.EDU)
INTERNATIONAL CLUB
The International Club provides an environment for promoting the culture of international students and making the campus more aware of foreign cultures. Any member of the Methodist University community who has an interest in cultural diversity and international understanding may join.

Goals

The purposes of this organization shall be to promote international education, international study, and appreciation for cultural and ethnic differences. The Methodist University International Club shall be a forum for information about other people in the world and how they live.

Meetings

The organization meets informally but is required to have four meetings per year. Those are usually held on campus and are social occasions.

Major Activities

The International Club's activities include dinners together, occasional field trips, movies, discussions, and attendance at local cultural and artistic celebrations. Depending upon the event, the costs are covered by individual members. Dinners are occasionally provided by the club/organization but most often by the sponsoring faculty member.

The club hosts the following community-wide celebrations:

- **Fall Semester**: Pangea (pictured)
- **Spring Semester**: International Food Festival

Advisor
Dr. Peter Murray
pcmurray@methodist.edu
(910) 630-7075

Assistant Advisor
Dr. Cristina Francescon
francesc@methodist.edu
(910) 630-7082
DAVIS PROJECTS FOR PEACE
Davis Projects for Peace

Methodist University students are invited to participate in 100 Projects for Peace. The invitation is extended to selected America colleges and university in the Davis United World College Scholars Program (of which Methodist University is one). It is an opportunity for all undergraduates to design their grassroots project for peace that they themselves will implement in the summer 2014. Through a competition of over 90 campuses, the 100 most achievable projects will be selected for funding at $10,000 each.

Davis Projects for Peace is funded by the estate of the late Kathryn W. Davis, a lifelong internationalist and philanthropist (who earned a B.A. from Wellesley, an M.A. from Columbia, and a Ph.D. from the University of Geneva). She was the mother of Shelby M.C. Davis, who funds the Davis UWC Scholars Program currently involving over 90 American colleges and universities. Mrs. Davis felt some urgency to spark initiatives for building prospects for peace in the world and so she committed $1 million to fund one hundred $10,000 projects for peace. She believed that today's youth—tomorrow's leaders—ought to be challenged to formulate and test their own ideas.

Past Davis Projects for Peace

- 2012: "Rebuilding the Ruins and Promoting Peace" by Nyoma Clement Nickonora and Talata Evers (South Sudan)
- 2007: Three Projects for Peace Selected from Methodist University: "Opening a Vocational Center for Women" by Sana Sabri (India), "The Youth Leadership for Peace" by Rahila Muhibi (Afghanistan), "Drilling a Well for Safe Drinking Water" by Husein Nasiro-Sigo (Ethiopia)

Questions and Answers

What do you mean by "Projects for Peace"?

There is no specific definition for candidates as such stipulations may limit imagination. The students have to define what a "project for peace" might be themselves. The project should encourage creativity, innovation and entrepreneurship. The overall program, all 100 projects, is to be worldwide in scope and impact. It can be undertaken anywhere and as grassroots as desired, including the U.S.

Who is eligible to design a "project for peace"?

Undergraduate students at Methodist University (including seniors who would complete their projects after graduation) are eligible. Groups of students from the same campus, as well as individual students, may submit proposals. You do not have to be a UWC Scholar to be eligible.

How does the funding for these projects work?

Mrs. Davis has committed $1 million to fund 100 projects for peace in 2010. While Davis funding per project is limited to $10,000, projects with larger budgets are welcome as is
co-funding from other sources (such as other philanthropists, a college or university, foundation, NGO/PVO or students’ own fundraising).

How does a student (or group of students) make a proposal?

To be considered, a student (or group of students) must prepare a written statement which describes the project (who, what, where, how) including expected outcomes and prospects for future impact (not to exceed two pages) as well as a budget (one separate page). Proposals should include pre-approval of all involved parties and organizations involved in the project. The two-page proposal and one-page budget should be submitted electronically to the designated official at each campus as outlined below. This preliminary application should be submitted to lsheppard@methodist.edu no later than February 1.

How are these proposals submitted and judged?

Each involved campus has a designated official to coordinate the process on each campus. This official, in ways s/he deems appropriate, will guide the internal campus procedures for announcing and promoting the opportunity to students, organizing the selection committee to evaluate the proposals submitted, communicating results on a timely basis to the Davis UWC Scholars office, and distributing the awarded grant funds for the winning proposal(s) on campus. Final review and approval of all recommended proposals from individual campuses rests solely with the office of the Davis UWC Scholars Program which will then forward the appropriate grant funds to each school with winning project(s).

How will the 100 grants be awarded?

The intention is to fund 100 projects, with at least one at each of the Davis UWC Scholar schools. Therefore, all involved schools are invited to select and submit one proposal for funding and one alternate proposal that might be funded as well. Final decisions on all grants are made by the Davis UWC Scholars Program office. Grants are made upon assurance that the project proposed will, in fact, be undertaken during the summer.

Timetables for Proposals and Decisions

- All students must submit a preliminary draft to Ms. Lyle Sheppard, Director of the International Programs at lsheppard@methodist.edu by January 20. Final proposals submitted to the International Programs Office by February 1.
- Recommended proposals determined and submitted by International Programs Office by February 10.
- Final decisions on all winning proposals rendered by Davis UWC Scholars office to campus officials by March 10.
- All grant payment letters signed by recipient school and student proposers due March 31.
- Any alternates selected will be finally agreed to in April.
- Projects completed during the summer.
- Final reports are due to the International Programs Office by September 15.

What is required for each project’s final report?

Each funded project must submit a final report to the Davis UWC Scholars office by September 15. The final report is to be limited to two pages of narrative using the final
report form posted on the website. It also includes an additional one-page accounting of the funds expended. Students have the option of including up to 3 digital photos, attaching them to the end of their two-page final report. Final reports are submitted on disk to the Davis UWC office by the authorized campus contact. Reports will be posted on the program's website for all to see and learn from.

Projects for Peace Forms

- Projects for Peace Budget Template (MS Excel)
  http://www.methodist.edu/davis-projects-for-peace

- Instructions for Projects for Peace Budget Template (PDF)
  http://www.methodist.edu/sites/default/files/ctools/peace_instructions.pdf
Dear MU Community,
It is with great pleasure that I announce the 2015 Davis Projects for Peace recipients:

Pierre Ricardo Jean-Baptist- Project: "Goat Breeding for Peace: Women Empowerment Through Sustainable Agriculture"- Haiti

Archibald Miracle, Gynal Saintilien- Project: "Family Farming for Peace"- Haiti

This year, 93 Davis UWC Scholar Program partner schools submitted proposals. Methodist University was one of a few institutions who had two projects selected by the Davis Projects for Peace committee. Both projects will receive $10,000 from the Davis foundation. All projects will be conducted during the summer, 2015.

Congratulations to all recipients from Methodist University!

With Best Regards,
Lyle Sheppard

Methodist University
Director, International Programs and Study Abroad
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**Davis Peace Project Award**

**2014**

**Educating Future Leaders**

**Country of Project Implementation:** Swaziland

**Sponsoring College:** Methodist University

**Participants:**
- Natalie Mathews: Home Country: Swaziland (UWCSA)
- Busiswa Vilakazi: Home Country: Swaziland (UWCSA)

**Blog HTML:** [http://www.sercaserca.wordpress.com/](http://www.sercaserca.wordpress.com/)

The project goals are to produce a free monthly children’s newspaper for Swazi children between the ages of 8 and 10 in order to facilitate their learning by reigniting their drive to meet their goals.

**Fundraising:** We hope to gain revenue by selling advertising space and allowing companies to sponsor pages. This has proved to be difficult as we are starting out and September is our first issue but we are working with key companies such as Coca Cola Swaziland, Unicef and the Deputy Prime Minister of Swaziland in order to gain support and trust. We want this first issue to be a great reflection of our aim so that we can attract consistent sponsorship. By doing this we intend for the newspaper to be a sustainable educational resource for the children.

**Overview:** After getting a group of writers, a designer and an editor together we worked to find the appropriate place to print the newspaper, design the logo, create the theme and write the articles for the newspaper. It is called Next Generation News and we are printing 10000 copies of our first issue. 9900 of these will be sent out to schools on the 22nd of September and the other 100 will be used to gain more sponsorship. The theme of our first issue is Nature and all articles and sponsored pages are related to our theme in some way. Articles that are present in our first issue are available on the CD. The 100 schools that we are delivering the newspaper to are a mixture of private and public schools. We intend on increasing the amount of schools we reach once we have established good support from companies in the country. Currently at 10000 copies we are the second largest newspaper in Swaziland after the Times of Swaziland.

**Successes:** Getting a good team together that is both passionate about the project and its goals was an easy task, we wanted to get a group of young people together in order to give them an opportunity to work on something innovative and rewarding. All current members of the team either have a Bachelors degree or are perusing one and have had related work experience to their position.

Nercha Swaziland, which is a NGO that works with children in Swaziland, has agreed to distribute the paper at no charge because they already regularly interact and visit schools in the country. This has saved us on distribution costs which we originally feared would be costly.

**Challenges:** Working with September 22nd as our goal has been challenging because it didn't give us enough time to put together all the pieces required to make this as successful as we intended, especially for our first issue’s release. We didn't have enough time to get a team together, come up with the content and sell the advertising space that we intended. With all that said, we did accomplish two out of the three things required and are hoping to focus on getting more sponsors and selling more advertising space for the October issue. We were challenged because we were working at a fast pace in a country where people tend to take their time to make decisions.

Gaining support at first was challenging and we made slow progress but started to get recognized after people saw that we were serious. We used Enactus as a base for our contacts and companies were more open to acknowledging us as they had previous experience with the Enactus group in Swaziland.

Working with the Deputy Prime Minister has also helped in regards to support as he is a key supporter of the education of the youth in the country.
Cost was also a challenge, the company that we chose to print the newspaper with (because they were the most reasonable in price) raised their prices closer to the date of printing and thus we have had to negotiate with them tirelessly to get to the bottom of the problem. This inconsistency with what we are being charged makes it difficult to budget accordingly.

Finding an appropriate designer was also a challenge and Next Generation News had to replace two because their quality of work was not up to the standard that we required. We are now using a company to design the layout and cover pages of our paper to ensure that we release on time. In the meantime we will be looking for a more suitable person to fill the design position. This setback has cost us more as the company that is designing the paper costs considerably more than what we would pay our in-house designer.

Sustainability: There is a future to this project, we have set our pricing for advertising space and sponsored pages to exceed all the costs associated with the printing of the newspaper therefore allowing longevity.

Peace: I believe that peace is being able to wake up every day and not having to worry about where your next meal will come from, being able to receive an education without feeling threatened. Peace is living happily in a supportive, encouraging environment where there is no conflict.

Our project strives to show children that their goals are attainable through dedication to their education. Education will allow them to achieve goals such as a better job and lifestyle for themselves and for their family. In the short term Next Generation News aims to get children excited about learning, engage their interests and encourage them to strive to continually get better at their school work. In the long term we hope that through this refocused dedication children will grow into responsible adults therefore lowering the Hrv/AIDS prevalence that plagues our country, changing the mothers mean age of first birth to a more responsible age and pulling our country out of a mind frame that change is bad.

Reflection: The project has made me see my country in a different light; I never realized how afraid we are to change. I never thought that poverty rate is as high as it is. Knowing the facts makes me as a UWC student want to drive change in my country, help those who cannot help themselves and I feel that this is best done through educating children. If you change the way they view the world and their place in it then they can in turn do that for others and ensure a better life for themselves and others. It is difficult to work in a country that is so determined to stay the same, to be entrepreneurial in a place that is in its comfort zone. This is why Next Generation News is important to me as its publisher because it is my way of teaching children that change is inevitable and that they need to take responsibility for their education. We as a less economically developed country cannot grow or change if we continually loose our educated citizens to more economically developed countries. This is a trend that has been and continues to grow and as a country we continue to stay stagnant in a world that is moving ahead.

Quote: "Education enables people to help themselves and in turn help others. Next Generation News is a resource that Swazi children can use to better themselves. We are proving the resource and encouragement that they require; now it is up to them!" Natalie Mathews
Sewing and Business Skills for Integration of Women in Society (SBSIWS)
Yemen
Methodist University
Esra Al-Shawaf, Yemen, Methodist University
Li Po Chun United World College of Hong Kong

Section I

"It isn't enough to talk about peace. One must believe in it. And it isn't enough to believe in it. One must work at it," Eleanor Roosevelt.

The goals of "Sewing and Business Skills for Integration of Women in Society" were to train women to get sewing and basic business skills. Then to provide those trained women with the opportunity to use their gained skills to get a job by creating a small textile factory for those women to work in by providing the required machines and fabric to make products, and finally find venues to sell the product the trained women produced to generate revenue. Through these skills and the ability to create revenue the women would be empowered in society.

This project was collaboration between me and Beliqis Foundation. However, the location of the project was not in the Beliqis headquarters in central Sana’a but in the Al-Eshraq center, one of their biggest centers in the country. Al-Eshraq center consist of six floors, which one of them is ground floor. The first four floors are for kindergarten and elementary school form first until sixth grade. The other last floors were where the project took place. The fourth floor was used for training and the fifth floor was used for production, so the fifth floor is our small textile factory.

On the 25th of May 2013 I had my first meeting with the head manager of the Al-Eshrak center. At that meeting we discovered that we had more space than had been originally budgeted for and the amount of machines that were intended to be purchased would not fill the space. Because the space was provided by a non-profit organization any unused space for them is an expense. To remedy this, we would need to purchase more machines; we had to find other ways to get more money. We contacted many companies and only one of them, MTN, responded to our offer on the 5th of June. MTN is a telecommunication company that agreed to donate $10,000 in the form of machines that they would choose. Thankfully, MTN bought the machines I was going to buy for my project, and so, I and the head manager of the Al-Eshraq center reevaluated our needs to complete the small textile factory, and accordingly reallocated the money toward more specialized machines that could produce more than one type of clothing, diversifying the products created. This led us to divide the textile factory into three sections: the first section to be used to produce school uniforms, the second to be used to produce dresses for little girls, and the third to make traditional Yemeni Abayas.

I never thought that I would experience any cultural barriers with my country mates, yet this past summer during my project I did. One of the most difficult situations I had encountered was trying to take photos with the trained women, as they were afraid that their families would see their photos. Even though those women were completely covered, they were still afraid. I had an ethical dilemma because I wanted to share this project and the success of these women even though they were against being involved in the publicity. Eventually I took photos when they did not pay attention despite my concerns. Another problem I encountered was how I think and manage things compared to the way things operated there. Because I have been living my past four years abroad, I have forgotten how business is done in Yemen. I am accustomed to being organized with my plans, meetings, and deadlines, and I want everything to be on time. Yet, in Yemen most people in business seem to rely not on deadlines, but faith, believing that everything will eventually happen sometime. Because of that habit, the production phase of the project was delayed. This was most problematic because some of the very important machines for production were delayed because, and by the time all the machines required came the month of Ramadan had begun. This in itself became a difficulty as well as a blessing. During Ramadan it is usually hard to get people to work because they are fasting all day and as a result some women dropped out of the program. Yet, the month of Ramadan helped my project in another way. Because Ramadan is considered to be the month of fasting and charity, we were able to secure free fabric form merchants which helped with our plan...
of making multiple clothing types. Luckily all the women had been already trained on how to sew before I arrive to Yemen during the spring term of my university, so we capitalized on the unexpected free time during the delay period to get some of the women on the job training in one of the big textile factories in Yemen. The women were sent to Al-Akeal textile factory, in which the owner of the factory is the brother of Beliqis’s Foundation founder, Zinab Al-Akeal. Consequently, when all the machines arrived the women were not only trained in the school house, but also mentored by experienced factory workers. While Ramadan and cultural barriers were large problems we overcame in this project, the biggest changes to our plan were due to electricity. Because of the economic situation in Yemen the electricity can be described as unreliable at best. The inability to predict electrical outages created strain during the production and selling phase, therefore we decided to minimize our reliance on outside vendors who we would not be able to supply in a timely manner by opening our own shop. We were able to capitalize on an unutilized room facing the street on the first floor as a storefront. Here, we sold our products with other products such as jewelries and accessories at minimum selling prices to encourage consumption.

This project has impacted the lives of twenty women and their families. The women we chose were divorced, widowed, or separated form their husbands and most lived at their parents’ house. The ages range from the early twenties to mid-thirties. All the women are residents of this small poor town in Sana’a called Waddi-Ahmed. This project has empowered these women with skills and eventually with a source of income to help their families under the very hard economic situation that Yemen is going through. By becoming income providers in their respective families, these women who are often viewed as a burden to their families, will hopefully be seen with more respect. Our hope from all of this is that if this project gets replicated in other Yemeni cities, the general image of women and the country’s gross income will improve, and it will help to solve some of the county’s social and economic problem. Because of the revenue generated from this project it has the ability to expand with minimal outside investment. In fact, before I came back to the US, the Beliqis foundation informed me that some investors were interested to buy a big piece of land nearby my project location to begin a similar project with larger scale. They have proposed to use the small textile factory we made as training location for women before entering the future larger textile factory.

Section II

Peace for me is the noble desire and determination to make a positive change in the people around us and the world; to better the circumstances of people emotionally, physically, and mentally. My project will contribute to peace by helping women in Yemen stop being abused and discriminated against just because they are women. It will have the short term effect to give women the ability to depend on themselves. In the long run it will help change the image of women in the country, as women are the basic unit of family. With more skilled, educated, and independent women there will be more prosperous, educated generations to come. The economy will improve as the gross profit increases and as a result there will be less poverty and less violence and more chances for prosperity, education, and peace.

This project made me rethink how to do things in my life. I realized that things sometimes take time to be done, but I should have the belief that it will happen. I learned that just as my project needed a lot of patience and time, making peace in the world is even harder with more challenges, but I must believe that with patience and time there will be peace. I learned that Yemenis are not lazy as I first thought when I started working with them. Yemenis are actually very patient because although they are living in horrible conditions they still work to make a change in their country. And I believe we have started to change the country with the women I was able to work with this summer. As Ahmed Shawki said “The woman is a school, if you prepared her well, you have prepared a very flourishing generation.”
MU Students Engage in Global Peace Project

FOR IMMEDIATE RELEASE
JULY 10, 2012

FAYETTEVILLE, NC—As South Sudan marked its one-year independence anniversary Monday, July 9, two Methodist University students were engaged in a summer project designed to cultivate peace in the area, which has seen decades of conflict.

Financial economics major Nyoma Clement Nickonora, a junior, and political science/international relations major Talata Evers, a junior, are originally from the region. They designed the project with fellow South Sudanese student Joy Minalla, who attends Macalester College in Minnesota. All three were born in what was then Sudan, but spent time as refugees in neighboring countries before getting scholarships to study at United World College schools.

In 2009, the students visited Yei, a town in the southern part of the country, where they saw firsthand how much of the area had been destroyed in Sudan’s civil war, which was a protracted on-off conflict for 39 of the last 57 years.

Their project, "Rebuilding the Ruins and Promoting Peace" won one of this year's Davis Projects for Peace grants and was one of eight projects submitted by Methodist University students. College students across the country design and undertake "Projects for Peace" around the world, thanks to philanthropist Kathryn W. Davis. Now 105 years "young," Davis launched Projects for Peace on the occasion of her 100th birthday in 2007 and has renewed her commitment every year since. In 2012, nearly $1.25 million was awarded in $10,000 grants to students submitting the winning proposals for projects to be completed over the summer.

With the $10,000 grant, the students have renovated the library of St. Joseph Secondary School in Yei, purchased textbooks and teaching materials, and are holding workshops on study skills while emphasizing the need for women’s education in community development and youth involvement in the community’s leadership. The school has about 450 students, but the library’s resources will also benefit students in neighboring schools.

"The renovation of the library is all done," Nickonora said in an email July 3. "We just moved new study tables and bookshelves into the library this last week. Yesterday, we received some of the text books from Kampala (Uganda). Today, we are receiving the second order of the books and tomorrow we shall be receiving all the books from Kampala."

On a website the students designed for their project, http://www.youtheducationforpeace.org, the students explain how they hope the library and books will help promote peace.

"This project will give youths a ticket out of poverty. Educated girls can eventually give their own families a good start in life. Educated boys can escape a family cycle of hard labor. This will have a ripple effect on their families and community."

The project began June 1, when the students met with administrators and assessed the school’s need for textbooks. As well as purchasing the books, the students will also categorize, label and shelve them in the library.

The students are also holding study strategy seminars with the local students. In August, the students will hold a seminar on the importance of women’s education.

"We did one academics seminar, ('Going Beyond Your Potential in Academics,' and some alternative paths to a successful future) with the students," Nickonora said in his email. "Today we did one workshop that focuses on problem-solving approaches. We gave the students different scenarios and divided them into groups. It was interesting. Tomorrow, we shall have a student leadership seminar with all the prefects and other student leaders."

Before the students left the United States, they held additional fundraisers to help pay for their travel to South Sudan, which was not covered by the grant. The students held bake sales, asked for donations through their website, and from faculty and staff.

"They are moving along well within their time line," said Jana Moore, International Programs assistant director at Methodist University. "With four to five weeks left to complete things, they will surely be able to meet all the planned goals and hopefully complete any additional seminars and training they had hoped to fit in should time allow."
Methodist University is an independent four-year institution of higher education with over 2,400 students from 41 states and 53 countries. Methodist University offers over 80 majors and concentrations, 100 clubs and organizations, four master's degree programs, and 19 NCAA III intercollegiate sports. For more information, please contact Roxana Ross, assistant director of marketing and communications, at ross@methodist.edu or visit methodist.edu. For more information on Projects for Peace, see davisprojectsforpeace.org.

Contact Information
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CcT
Co-Curricular Transcript

A Co-Curricular Transcript is a reflection of you and your time outside of the classroom while at Methodist University.

What is a Co-Curricular Transcript?
A Co-Curricular Transcript ("CCT") is an official University document that will help you get the competitive edge for securing employment, internship opportunities, graduate school admission and scholarships. A CCT is a document that complements your academic transcript by verifying your extra-curricular involvement while enrolled as a MU student.

Why do I need a Co-Curricular Transcript?
To highlight my scholarships and awards received.
• To highlight my leadership roles and community service hours.
• To highlight my extra-curricular activities when applying for graduate school, internships, and employment.

What can I include on my Co-Curricular Transcript?
• Athletics/Intramurals- Serving as a member, captain, coach, or manager of a Methodist University intercollegiate athletics or intramural team such as captain of the women's basketball team or a member of an intramural volleyball team, etc.
• Clubs and Organizations- Involvement as a member and/or officer of Methodist University's Student Government Association, or official student organization such as Residence Hall Association, Accounting Club, Greek organizations, etc.
• Community and Campus Service- Service to the Methodist University campus community such as serving as a student representative on a University committee (Student Community Court, etc.), a New Student Orientation Leader, a Resident Assistant, etc.
• Honors and Awards- Awards and honors received while a student at Methodist University. Submit a copy of the award, certificate or letter.

How do I obtain my Co-Curricular Transcript?
All forms are located on the Methodist University website under Student Affairs, Co-Curricular Transcript. Completed forms can be turned in to the Student Affairs office.
Step 1: Activity Entry Form
Use this form to enter co-curricular activities.
Step 2: Validation Form
Use this form to have each activity validated. It must be completed by both the student and the activity facilitator and is used to verify the information you provided on the Activity Entry Form.
Step 3: Co-Curricular Transcript Request Form
Use this form to request your co-curricular transcript and provide details for pickup or delivery. You must have at least five entries to have a printed co-curricular transcript.

For more information:
Contact the Office of Student Affairs, (910) 630-7152, or visit us in the Berns Student Center.
DEPARTMENT OF MODERN LANGUAGES AND LITERATURE
Dr. Jennifer Williams, Chair

The Department of Modern Languages and Literature offers programs in Spanish, French, German, Italian, Arabic, and English as a Second Language at the undergraduate level. Students may major or minor in Spanish and the other foreign languages are offered through the Intermediate Level. There are also opportunities for study abroad. The department has five full-time faculty members, four with a Ph.D., and three adjunct instructors.

Mission
In keeping with the mission of Methodist University, the Department of Modern Languages and Literature is committed to cultural awareness and the development of individuals who appreciate and accept diversity and become effective global citizens. Recognizing the value of being able to communicate in another language and the interrelationship of language and culture, the department prepares students for global citizenship and international travel through the study of languages, literatures and culture, developing students’ communicative foreign language skills in the areas of reading, writing, listening and speaking.

Goals
1. Upon completion of the exit courses of their foreign language sequence students will be able to produce short, comprehensible written pieces of increasing complexity based on the course and content presented at each level. It is our goal that each student will be at the 75th percentile or above in the areas of language (syntax) and vocabulary (lexicon) on a written composition.
2. In accordance with the proficiency guidelines of the American Council on Teaching Foreign Languages (ACTFL), students will be able to effectively communicate in writing at an intermediate-low level in the target language. Students in Arabic will have mastered the writing systems of the language.
3. Minor in Spanish (300-400 levels) - Students will demonstrate ability to comprehend and communicate verbally and in writing in target language at intermediate high-level based on proficiency guidelines of the American Council on Teaching Foreign Languages. Students will demonstrate speaking and listening skills. They will comprehend, in reading and in writing, general texts of moderate difficulty and write clear descriptions, messages, summaries, and short papers with limited vocabulary at an advanced level.
4. Major in Spanish (300-400 levels) - Students will demonstrate ability to comprehend oral and written language and communicate (speaking and writing accurately) in the target language at an Intermediate High to Advanced Level based on proficiency guidelines of ACTFL. Students will meet entrance exam requirements for graduate study in target language and/or be able to study or work successfully in countries where the target language is spoken.

Degrees awarded: B.A, A.A.

Writing Enrichment Courses: LAN 1020, 2020, 3050

MODERN LANGUAGE COURSES – LAN Coordinator Dr. Cristina Francescon

LAN 1010, 1020, 2010, 2020, 3010, 3050 FOREIGN LANGUAGE 3 or 4 s.h. (Italian is offered under the LAN)
Sequential learning and acquisition of reading, writing, speaking, and understanding such foreign languages as Arabic, Chinese, Italian, Portuguese, and Russian. Offered upon sufficient demand and availability of an instructor on campus. Placement and prerequisites determined by the department chair. These courses are offered as needed.

LAN 2600 FOREIGN CULTURE 3 s.h.
The history and civilization of a specific country or cultural area, such as Russia, the Far East, a section of Africa, or the Western hemisphere (the United States for international students), from its origins to the present, including the artistic heritage and the recent political situation. Instruction in English. Presupposes some knowledge of world geography and history. This course is offered as needed.

ENGLISH AS A SECOND LANGUAGE
International students whose first language is not English will be required to take an English placement test. Based on their scores, students will be placed in ENG 1000, ENG 1010, or the ESL program. International students who test out of ESL or whose first language is English must meet the B.A. core requirements in French, German, or Spanish or may satisfy these requirements with CLEP or ACTFL.

International students whose scores and performance in English (including their TOEFL scores) do not indicate sufficient mastery for enrollment in ENG 1000 or 1010 are required to take up to 12 s.h. of English as a Foreign Language during their first two semesters at Methodist University. The required course possibilities are ESL 0960 and 0970 Writing Skills in the English Language (6 s.h.) and ESL 1210 and 1220 English Conversation (6 s.h.). ESL 09100, 0920, 0960, and 0970 do not count toward graduation requirements or the awarding of honors. Upon completion of the ESL courses the student is required to enroll sequentially in ENG 1000 (if required), ENG 1010 and ENG 1020 to meet the core requirements for any of the degree programs.

ENGLISH AS A SECOND LANGUAGE COURSES
ESL 09100, 0920 READING SKILLS IN THE ENGLISH LANGUAGE I, II 3, 3 s.h.
These courses emphasize vocabulary, comprehension, paraphrasing, and writing to annotate and summarize selected readings from a variety of academic disciplines. Attention is given to readings in all academic areas. These courses do not count toward graduation requirements or the awarding of honors. ESL 09100 and ESL 0920 are offered as needed.

ESL 0960, 0970 WRITING SKILLS IN THE ENGLISH LANGUAGE I, II 3, 3 s.h.
Students will learn basic composition skills for writing genres within various academic disciplines. Attention will be given to all levels of composition including sentence structure, punctuation, grammar and discourse level structures. These courses do not count toward graduation requirements or the awarding of honors. ESL 0960 is offered in the fall semester; ESL 0970 is offered in the spring semester.

ESL 1210, 1220 ENGLISH CONVERSATION I, II 3, 3 s.h.
These courses emphasize spoken vocabulary, American idioms, pronunciation, grammar, fluency in speaking, and understanding the English language and its cultural implications. ESL 1210 is offered in the fall semester; ESL 1220 is offered in the spring semester.

ESL 2070 REVIEWING ENGLISH 3 s.h.
This class is a combination of reading, writing, and conversation for foreign-born students whose SAT, ACT, TOEFL or English Placement Test scores indicate a weakness in the English language. This course is pass/fail and is offered as needed.

CERTIFICATE PROGRAM IN TEACHING ENGLISH AS A SECOND LANGUAGE

Professor Jan Turner, Coordinator

The Department of Modern Languages and Literature, in cooperation with the Department of Education, offers a program of four courses designed to acquaint the student to language study and an understanding of the process of learning another language along with effective methods and skills needed to assist speakers of other languages in their learning English. A certificate in
Teaching English as a Second Language will be awarded the candidates who have completed this program and have at least 60 semester hours of college level credit. The courses listed below will serve to satisfy the competencies as set forth by the North Carolina Department of Public Instruction (NCDPI) for an add-on certificate in ESL.

The required courses (offered at least once a year) are as follows: LAN 3200 Introduction to Linguistics, 3 s.h.; LAN 3300 Second Language Acquisition, 3 s.h.; EDU 4160 Teaching Methods for Foreign Languages and TESL, 3 s.h.; OCL 3600 Intercultural Communication, 3 s.h. These courses, considered electives with any major or minor, may be taken in any sequence. Upon successful completion of the entire sequence of 12 s.h., the Department of Modern Languages and Literature will award the official certificate; however; there will be no record of this program on the student’s transcript.

This certificate will serve many purposes. Interested students should discuss this program with the TESL coordinator.

LAN 3200 INTRODUCTION TO LINGUISTICS 3 s.h.
The primary purpose of the course is to provide a framework for the formal study of language. As language is one of the most basic of human abilities and activities, the study of language overlaps with many other disciplines and areas of human interaction. The course includes general introductions to the fields of morphology, syntax, semantics, phonology, historical and comparative linguistics, sociolinguistics, and psycholinguistics.

LAN 3300 SECOND LANGUAGE ACQUISITION 3 s.h.
This course will provide the student with an in-depth study of both theoretical issues in second language acquisition and the practical application of theories in the ESL or Foreign Language classroom. Included will be an overview of the historically important and current theoretical models of second language acquisition. In addition, the course will cover affective and socio-cultural factors in language learning, contrastive analysis, and error analysis.

EDU 4160 TEACHING METHODS FOR FOREIGN LANGUAGES AND TESL 3 s.h.
This course will focus on a broad range of pedagogical methods for anyone teaching a foreign language or ESL. Attention will be given to the foundational theories that build to the methods and materials chosen in teaching foreign languages.

OCL 3600 INTERCULTURAL COMMUNICATION 3 s.h. (GP) This course examines the complex relationship between communication and culture including major domains such as recognition of cross-cultural dynamics, broadening of cultural experiences, cultural sensitizing, and skill building for effective communication with people of diverse cultures as well as a variety of sub-cultural groups in the United States. Attention is also given to the formation of one’s worldview. Prerequisites are OCL 1510 or permission of instructor. This course is offered as needed.

FRENCH

Dr. Joan Bitterman

The French major is on temporary inactive status. The French minor is offered only on special occasions with the pre-approval of the Department Chair, School Dean, and the Executive Vice President for Academic Affairs.

Degrees awarded: B.A., A.A.

Requirements for the major: 24 s.h. of 3000/4000 level French courses, including FRE 3010, 4010, and one of the following: 3020, 3200, 3060 (FRE 2510 may be counted if a grade of B or better is obtained).

Requirements for the minor: 12 s.h. in 3000/4000 level French courses, including FRE 3010 (FRE 2510 may be counted if a grade of B or better is obtained.).
Requirements for the A.A. Concentration: 18 s.h. of French courses, including FRE 3010.

Writing-Enrichment/Intensive Courses: FRE 1020, 2020, 3030, 3040, 3200, 4010, 4120

FRENCH COURSES

FRE 1010, 1020 ELEMENTARY FRENCH I, II 4, 4 s.h.
(GP) The four skills (speaking, listening, reading, and writing) are addressed in class as are many aspects of French/francophone culture. A functional approach to language usage with emphasis on oral skills for communicative purposes. The phonetics and phonological features are presented and practiced with gradual introduction to the linguistic forms of the written language. Each course consists of four class hours and one hour independent laboratory per week. Prerequisite for 1020: FRE 1010 or equivalent proficiency. These courses are offered every fall and spring semester.

FRE 2010, 2020 INTERMEDIATE FRENCH I, II 3, 3 s.h.
(GP) Review and expansion of the four skills (speaking, listening, reading, and writing) are emphasized as is French/francophone culture through the review and detailed study of functional grammar and through selected readings. The goal is to develop these skills to a level of proficiency necessary to understand and communicate French at a level of moderate difficulty. Prerequisite for 2010: FRE 1020 or equivalent proficiency. Prerequisite for 2020: FRE 2010 or equivalent proficiency. These courses are offered every fall and spring semester in sequence only.

FRE 2510 BUILDING ORAL PROFICIENCY IN FRENCH 2 s.h.
(GP) Structured conversation emphasizing practical classroom vocabulary and situations. Recommended for teachers who want to conduct their classes in the target language and who must meet American Council for Teaching Foreign Languages (ACTFL) oral proficiency standards for licensure. Meets three hours per week. This course may be counted toward the 12 hours required for a minor in French with the permission of the Chair of the Department and toward the major if a grade of B or better is obtained. Prerequisite: two years of college-level French or the equivalent or permission of the instructor. This course is offered as needed.

FRE 3010 REVIEW OF FRENCH GRAMMAR 3 s.h.
(GP) Drill and reinforcement of intermediate language skills. Graded reading with accompanying comprehension drills, grammatical analysis, and structured conversation. Three class hours per week, which may include supervised laboratory work. Prerequisite: FRE 2020 or a satisfactory score on the placement test. This course is offered occasionally.

FRE 3020 CIVILIZATION AND STRUCTURED CONVERSATION 3 s.h.
(GP) The history, geography, government, arts, and current political and economic structure of France through readings, Internet searches, and oral and written reports in French. Audio-visual materials, videos, current French periodicals, computer-generated projects such as spread sheets and power point presentations, field trips and guest lecturers are integrated into the class. Prerequisite: FRE 3010 or permission of the instructor. This course is offered occasionally.

FRE 3030 SURVEY OF FRENCH LITERATURE I 3 s.h.
(GP) French literature from its beginnings through the seventeenth century, covering the major figures, styles, and genres. All readings in French. Conducted partially in French. Prerequisite: FRE 3010 or permission of the instructor. This course is offered occasionally.

FRE 3040 SURVEY OF FRENCH LITERATURE II 3 s.h.
(GP) The transition from the Classicism of the seventeenth century to the Age of Enlightenment, including the Philosophes, Voltaire, and Rousseau, with major literary movements and genres from the nineteenth century to the present. All readings and most classes in French. Prerequisite: FRE 3010 or permission of the instructor. This course is offered occasionally.

FRE 3060 BUSINESS FRENCH 3 s.h.
(GP) Basic commercial French vocabulary and business procedures for activities such as letter writing, interviewing, making reservations, billing, ordering, and working in the various areas of
French/francophone commerce. Includes appropriate computer technology and skills such as the Minitel and Internet searches, spreadsheets, e-mail, PowerPoint, etc. Prerequisite: FRE 3010 or permission of the instructor. This course is offered occasionally.

FRE 3200 HISTORY AND CIVILIZATION OF THE FRANCOPHONE WORLD 3 s.h. (GP) Survey of the historical, political, and cultural development of countries where the French culture and language have influenced their heritage. Geography, economic factors, language, arts, and literature are covered in each of these regions: Europe, Africa, North America, the Far East and the Caribbean. Conducted primarily in French, using current periodicals, audio-visual materials, Internet resources, databases, email and Power Point presentations. Prerequisite: FRE 3010 or permission of the instructor. This course is offered occasionally.

FRE 4010 ADVANCED GRAMMAR, COMPOSITION, AND TRANSLATION 3 s.h. (GP) Analysis of and practice with syntax, idiomatic expressions, and usages that present special problems to American learners. Compositions and translations assigned in different styles on topics pertaining to French culture. Prerequisite: FRE 3010 or permission of the instructor. Designated as the writing-intensive course required for all French majors. This course is offered occasionally.

FRE 4120 TWENTIETH CENTURY LITERATURE 3 s.h. (GP) Literary trends in prose, poetry, and theatre since 1900, including Catholic literature, Surrealism, Existentialism, the Theatre of the Absurd, and the Nouveau Roman. Conducted primarily in French. Prerequisite: FRE 3010 or permission of the instructor. This course is offered occasionally.

FRE 4510 ADVANCED CONVERSATION 2 s.h. (GP) Intensive listening and speaking practice with native speakers and with tapes, radio broadcasts, videos, etc., which will help students attain a minimum score of 2+ on the American Council of Teaching of Foreign Languages (ACTFL) oral proficiency rating scale. Meets two hours per week. Prerequisites: FRE 2510 (for non-native speakers) and 3010, or permission of the instructor. This course is offered occasionally.

FRE 4520 PHONETICS 2 s.h. (GP) The phonetic system as it pertains to teaching French. Rigorous refinement of students’ pronunciation through the application of phonetics to vocabulary of everyday situations, readings, and intonation drills. The International Phonetic Alphabet is used to compare the sound systems of French and English. Required for teacher licensure. Prerequisite: one year of college-level French or its equivalent, or permission of the instructor. This course is offered occasionally.

FRE 4850 SEMINAR IN FRENCH STUDIES 1-3 s.h. (GP) In-depth study of a specific period of French literature or civilization determined by the department. Can be utilized for credit on multiple topics. Prerequisite: Permission of the department chair. This course is offered occasionally.

FRE 4990 INDEPENDENT STUDY IN FRENCH TBA (GP) An opportunity for a well-qualified, upper-division student to engage in special research in his/her major. Requires approval by the faculty advisor, the supervising professor, the department chair, and the school dean before approval by the Vice President for Academic Affairs. Credit to be determined.

GERMAN

Dr. Joan Bitterman, Coordinator

The German minor and Associate of Arts concentration are on temporary inactive status. All 1000-2000 level courses will continue to be offered.

Degree awarded: A.A.

Requirements for the minor in German: 12 s.h. of 3000 level German courses, including GER 3010.
Requirements for the A.A. Concentration: 18 s.h. of German courses, including GER 3010.


GERMAN COURSES

GER 1010, 1020 ELEMENTARY GERMAN I, II 4, 4 s.h.
(GP) A functional introduction to the structure of the German language. The class activity develops the four skills (speaking, listening, reading, and writing) as well as basic linguistic skills that enable the student to appreciate the common origins and features of German and English. State-of-the-art audio-visual materials are used in class. Four hours of class and one hour independent laboratory per week. Prerequisite to 1020: GER 1010 or a satisfactory demonstration of equivalent proficiency. These courses are offered every fall and spring semester in sequence only.

GER 2010, 2020 INTERMEDIATE GERMAN I, II 3, 3 s.h.
(GP) Readings, videos, and conversational practice provide the student experience with the contemporary German idiom and culture. Grammar review and exposure to expressions used in everyday life enable the student to understand German of moderate difficulty as well as the customs and features of the German-speaking countries. Prerequisite for 2010: GER 1020 or a demonstration of equivalent proficiency. Prerequisite for 2020: GER 2010 or a demonstration of equivalent proficiency. These courses are offered every fall and spring semester in sequence only.

GER 3010 ADVANCED CONVERSATION AND GRAMMAR 3 s.h.
(GP) Conversation and comprehension drills and advanced grammatical analysis based on readings from literary works and periodicals. For future language teachers, but also meets cultural and professional needs. Prerequisite: GER 2020 or permission of the instructor. This course is offered in alternate fall semesters.

GER 3020 GERMAN CIVILIZATION 3 s.h.
(GP) German geography, history, culture, and literature. Conducted primarily in German. Prerequisite: GER 2020 and 3010 or a demonstration of oral proficiency. This course is offered in alternate spring semesters.

GER 3030 SURVEY OF GERMAN LITERATURE I 3 s.h.
(GP) The development of German literature from its beginnings through 1750. Prerequisite: GER 3010 and 3020 or permission of the instructor. This course is offered in alternate fall semesters.

GER 3040 SURVEY OF GERMAN LITERATURE II 3 s.h.
(GP) German literature from the late eighteenth century to the present. Prerequisite: GER 3010 and 3020 or permission of the instructor. This course is offered in alternate spring semesters.

GER 3060 BUSINESS GERMAN 3 s.h.
(GP) Basic commercial German vocabulary for business skills such as letter writing, making reservations, billing, ordering, and working with the various departments of a German business. E-mail and use of Internet in German are integral components. Prerequisite: GER 3010 or permission of the instructor. This course is offered as needed.

GER 3850 SEMINAR IN SPECIALIZED READING IN GERMAN 1-2 s.h.
(GP) For students who have finished the minor or want to retain their language proficiency. Prerequisite: GER 2020 or permission of the department chair. This course is offered as needed.

GER 3990 INDEPENDENT STUDY IN GERMAN TBA
(GP) An opportunity for a well-qualified, upper-division student to engage in special research in his/her major. Requires approval by the faculty advisor, the supervising professor, and the department chair, before approval by the Vice President for Academic Affairs. Credit to be determined.

SPANISH
Dr. Cristina Francescon and Dr. Jennifer Williams, Coordinators

The Major in Spanish is offered in the day curriculum only. Students majoring in Spanish will take an exit exam consisting of language, literature of both Spain and Latin America, and Culture and Civilization of Spain and Latin America in the last semester of their senior year. Date, place and time will be determined by the Department Chair.

Students who have had Spanish prior to enrolling at Methodist University may take the Modern Languages and Literature Department placement exam. This will place the student in the appropriate level but will not give credit for prior levels of study unless the student takes the CLEP or Challenge exams. Students who are true native speakers of Spanish cannot enroll in SPA 3010/3050, nor receive credit for it without permission of the Chair of the Department of Modern Languages and Literature. Please see the Chair for guidelines and for other course offerings to replace these courses.

Goals
1. Minor in Spanish (3000-4000 levels) - Students will demonstrate ability to comprehend and communicate verbally and in writing in target language at intermediate high-level based on proficiency guidelines of the American Council on Teaching Foreign Languages.
2. Students will demonstrate speaking and listening skills. They will comprehend, in reading and in writing, general texts of moderate difficulty and write clear descriptions, messages, summaries, and short papers with limited vocabulary at an advanced level.
3. Major in Spanish (300-400 levels) - Students will demonstrate ability to comprehend oral and written language and communicate (speaking and writing accurately) the target language at an Intermediate High to Advanced Level based on proficiency guidelines of ACTFL.
4. Students will meet entrance exam requirements for graduate study in target language and/or be able to study or work successfully in countries where the target language is spoken.

Degrees awarded: B.A., A.A.

Requirements for the major in Spanish: 24 s.h. of 3000 and 4000 level Spanish courses (some of both), of which 9 s.h. should be Literature courses. Also includes SPA 3010 and 3050 or substitute approved by the Department Chair in the case of demonstrated proficiency, SPA 3100 or 3200, and 4020. All upper level classes taught in Spanish.

Requirements for the minor in Spanish: 12 s.h. of 3000 and 4000 level Spanish courses (some of both), including SPA 3010 and 3050 or substitute approved by the Department Chair in the case of demonstrated proficiency. All upper level classes taught in Spanish.

Requirements for the A.A. concentration: 18 s.h. of Spanish courses, including SPA 3010 and 3050 or substitute approved by the Department Chair in the case of demonstrated proficiency.

Placement testing: Students wishing to continue in foreign language must take the department placement test if they have had more than two years study of the language in high school or can demonstrate proficiency beyond the elementary level. Core requirements are satisfied in accordance with performance for those continuing with foreign language study. CLEP or ACTFL credit: applied as 1-4 courses (at the 1000/2000 level) in fulfillment of the core/general education requirements.


SPANISH COURSES
A student may not enroll for any 1000 or 2000 level course if he or she is a native or heritage speaker of the target language. Some exceptions to the 2000 level may apply with permission of the department chair.

SPA 1010, 1020 ELEMENTARY SPANISH I, II 4, 4 s.h.
(GP) Development of the four language skills: listening, speaking, reading, and writing. Emphasis on verbal and written skills for communicative purposes; the phonetic as well as the phonological features of Spanish are presented and practiced in both courses. Gradual introduction into the linguistic conventions used in the written form of the language. Each course consists of 4 class hours and 1 unsupervised laboratory hour per week. Prerequisite for 1020: SPA 1010 or a satisfactory score on the placement test. These courses are offered every fall and spring semester. No native speakers or Spanish heritage speakers may take this course.

SPA 1040 CONVERSATIONAL SPANISH I FOR BUSINESS 3 s.h.
(GP) Emphasis is on pronunciation, vocabulary building, basic grammar and basic conversation for students studying business with very basic knowledge of the language. With permission of Chair, may be taken in conjunction with but not in lieu of SPA 1010 and/or 1020. This course is closed to native or advanced heritage speakers. Class is offered as needed.

SPA 1060 CONVERSATIONAL SPANISH FOR CRIMINAL JUSTICE 3 s.h.
(GP) Emphasis is on pronunciation, vocabulary building, basic grammar and basic conversation for students studying justice studies with very basic knowledge of the language. With permission of Chair, may be taken in conjunction with but not in lieu of SPA 1010 and/or 1020. This course is closed to native or advanced heritage speakers. Class is offered as needed.

SPA 1080 CONVERSATIONAL SPANISH FOR GOLF 3 s.h.
(GP) Emphasis is on pronunciation, vocabulary building, basic grammar and basic conversation for students studying professional golf management with very basic knowledge of the language. With permission of Chair, may be taken in conjunction with but not in lieu of SPA 1010 and/or 1020. This course is closed to native or advanced heritage speakers. Class is offered as needed.

SPA 1100 CONVERSATIONAL SPANISH I FOR SOCIAL SERVICES 3 s.h.
(GP) Emphasis is on pronunciation, vocabulary building, basic grammar and basic conversation for students studying social services with very basic knowledge of the language. With permission of Chair, may be taken in conjunction with but not in lieu of SPA 1010 and/or 1020. This course is closed to native or advanced heritage speakers. Class is offered as needed.

SPA 1120 CONVERSATIONAL SPANISH FOR TEACHERS 3 s.h.
(GP) Emphasis is on pronunciation, vocabulary building, basic grammar and basic conversation for students studying education with very basic knowledge of the language. With permission of Chair, may be taken in conjunction with but not in lieu of SPA 1010 and/or 1020. This course is closed to native or advanced heritage speakers. Class is offered as needed.

SPA 2010, 2020 INTERMEDIATE SPANISH I, II 3, 3 s.h.
(GP) Review and expansion of the four language skills: listening, speaking, reading, and writing. Primary emphasis on oral skills for communicative purposes as in the 1000-level. Additional development of reading comprehension and expository writing skills. A functional approach to language usage aimed at reinforcing the students’ linguistic competence and performance. Prerequisite for 2010: SPA 1020 or a satisfactory score on the placement test. Prerequisite for 2020: SPA 2010 or a placement test score that indicates preparation for the 2020-level. These courses are offered every fall and spring semester in sequence only.

SPA 2510 BUILDING ORAL PROFICIENCY IN SPANISH 2 s.h.
(GP) Structured conversation emphasizing practical classroom vocabulary and situations. Recommended for non-native teachers who want to conduct their classes in the target language and who must meet American Council for Teaching Foreign Languages (ACTFL) oral proficiency standards for licensure. Meets two hours per week. Prerequisite: Two years of college-level Spanish or the equivalent or permission of the department chair. This course is offered as needed. May be taken more than once for credit.

SPA 3000 PHONETICS, PHONOLOGY AND PRONUNCIATION 2 s.h.
A comprehensive study of the speech sounds that occur in Spanish and English: what these sounds are, what patterns they produce, how they are produced and how these sounds change in different circumstances. In addition to pronunciation practice, careful attention will be given to the study of the international phonetic alphabet and phonetic transcription and to the physiological properties of the speech apparatus. Recommended especially for those who are planning to teach. Prerequisite: SPA 1010, 1020, 2010, 2020, or permission of department chair.

SPA 3010 SPANISH CONVERSATION AND GRAMMAR 3 s.h.

(GP) Accurate language use (form) and language usage (meaning) for communicative purposes. Syntax, phonetics, comprehension drills, grammatical structures, and structured conversation. Prerequisite: SPA 2020 or permission of the department chair. This course is offered in the fall semester.

SPA 3050 SPANISH WRITING AND COMPOSITION 3 s.h.

(GP) This course focuses on intensive writing practice through task-oriented compositions and a comprehensive review of grammatical forms and usage. This course must be taken before SPA 4020 Advanced Composition.

SPA 3060 BUSINESS SPANISH 3 s.h.

(GP) Commercial Spanish vocabulary for business skills, such as letter writing, making reservations, billing, ordering, using the metric system, and working with various departments of a business in the Spanish language. Includes appropriate computer applications. Prerequisite: SPA 3010 and 3050 or permission of the department chair. This course is offered as needed.

SPA 3100 CIVILIZATION AND CULTURE OF SPAIN 3 s.h.

(GP) The history, geography, arts, literature, and current political structure of Spain through readings in Spanish. Conducted in Spanish using A-V and Internet resources with required computer-generated applications. Prerequisite: SPA 3010 and 3050 or permission of the department chair. This course is offered alternate years.

SPA 3200 CIVILIZATION AND CULTURE OF HISPANIC AMERICA 3 s.h.

(GP) The history and geography of Spanish America. The blend of Hispanic heritage and native civilizations in colonial times. Arts, literature, and current issues in different countries, with Internet resources and computer applications. Conducted in Spanish. Prerequisite: SPA 3010 and 3050 or permission of the department chair. This course is offered alternate years.

SPA 4010 ADVANCED SPANISH GRAMMAR 3 s.h.

(GP) An introduction to linguistics: brief diachronic study of the Spanish language; dialectal and sociolectal differences in present-day Spanish. Review of different approaches to grammar from Nebrija to the present. Emphasis on transformational grammar to describe and explain the phonological, morphological, and syntactical features of the language system. Required of students for licensure K-6 and K-12. Prerequisite: SPA 3010, 3050 or permission of the department chair. This course is offered alternate years.

SPA 4020 SPANISH COMPOSITION AND TRANSLATION 3 s.h.

(GP) Writing clear and grammatical expository prose and translating accurately from Spanish into English and English into Spanish. For students preparing to teach Spanish and for bilingual education. Prerequisite: SPA 3010 and 3050 or permission of the department chair. Designated writing-enrichment course for Spanish majors. This course is offered as needed.

SPA 4110 SURVEY OF LITERATURE OF SPAIN I 3 s.h.

(GP) Spanish literature through the Golden Age (prose and poetry of the Middle Ages and the Renaissance, the mystics, the creation of the national theatre, the drama from Lope de Vega to Calderon, Cervantes and the modern novel, the Baroque, Quevedo, and Gongora). Conducted in Spanish. Prerequisite: SPA 3010 and 3050 or permission of the department chair. This course is offered alternate fall semesters.

SPA 4120 SURVEY OF LITERATURE OF SPAIN II 3 s.h.
(GP) Spanish literature from the 18th century to the present: Neoclassicism, Romanticism, Realism, and the literary trends of the 20th century. Conducted in Spanish. Prerequisite: SPA 3010 and 3050 or permission of the department chair. This course is offered alternate spring semesters.

SPA 4150 SPANISH LITERATURE: CERVANTES 3 s.h.
(GP) The life, thought, and works of Cervantes, with emphasis on Don Quixote. Conducted in Spanish. Prerequisite: SPA 4110 or permission of the department chair. This course is offered as needed.

SPA 4200 SURVEY OF SPANISH-AMERICAN LITERATURE I 3 s.h.
(GP) Spanish-American literature from the colonial period to the beginning of the 19th century. Conducted in Spanish. Prerequisite: SPA 3010 and 3050 or permission of the department chair. This course is offered alternate years.
SPA 4210 SURVEY OF SPANISH-AMERICAN LITERATURE II 3 s.h.
(GP) Major writers and styles of Spanish-American literature, 19th-20th centuries. Conducted in Spanish. Prerequisite: SPA 3010 and 3050 or permission of the department chair. This course is offered alternate years.

SPA 4850 SPECIAL STUDIES IN SPANISH 1-3 s.h.
(GP) In-depth study of a specific subject in Spanish literature, culture and civilization, or linguistics as determined by the department. Credit to be determined. Prerequisite: permission of the department chair. This course is offered as needed.

SPA 4990 INDEPENDENT STUDY IN SPANISH TBA
(GP) An opportunity for a well-qualified, upper-division student to engage in special research in his/her major. Requires approval by the faculty advisor, the supervising professor, the department chair, and the school dean before approval by the Vice President for Academic Affairs. Credit to be determined.