



**UNIVERSITY SENATE**

**UNIVERSITY AT ALBANY  
STATE UNIVERSITY OF NEW YORK**

Introduced by: Undergraduate Academic Council

Date: April 2006

**PROPOSAL TO ESTABLISH A FACULTY-INITIATED INTERDISCIPLINARY  
MAJOR IN GLOBALIZATION STUDIES**

IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

1. That the University Senate approve the attached proposal to establish a Faculty-Initiated Interdisciplinary Major in Globalization Studies.
2. That this proposal be forwarded to the President for approval.

**RATIONALE:**

The attached proposal has been reviewed and supported by the Interdisciplinary Studies Committee of UAC and has been considered and approved by the Undergraduate Academic Council.

**PROPOSAL FOR A FACULTY-INITIATED**  
**INTERDISCIPLINARY MAJOR IN GLOBALIZATION STUDIES**  
**COLLEGE OF ARTS AND SCIENCES**

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**(Submitted by CAS Globalization Studies Committee: Fernando Leiva (Coordinator), Edna Acosta-Belén and Christine E. Bose).**

**I. Introduction**

The global forces and processes that are shaping the lives of populations and countries in the twenty-first century have led to the emergence of the interdisciplinary field of Globalization Studies at several U.S. and international institutions. The emergence of these programs is related to the fact that the world is changing at a rapid pace and education should be responsive to these changes by preparing students with the knowledge, skills, and experiences that better prepare them to deal with the new challenges posed by a global society. This new area of study aims at:

- enhancing our understanding the world as an interconnected and interdependent economic, social, political, cultural, and environmental system;
- the interdisciplinary and comparative study of some of the most pressing global issues across different regions and cultures (e.g., development and the multiple effects of a globalized economy; transnational migration flows and increased human diversity in societies and nations; global conflicts and human rights; global technologies and communication networks; critical environmental and health issues);
- creating a systematic awareness of how globalization forces and processes are producing changes in local communities and nations, in power relations and systems of governance, in the distribution of wealth and of natural and human resources, and on the environment;
- training students in new ways of acquiring and applying knowledge in order to achieve a deeper understanding of current global challenges, and seek potential solutions to conditions and problems affecting different regions and peoples of the world;
- creating new international experiences for students and new opportunities for civic engagement (e.g. internships, community service, study abroad, field work).
- expanding the notion of diversity that goes beyond a U.S. context to encompass wider continental and global realities.

As an offshoot of the President's Task Force on Sweatshop Labor, and drawing from the experience of team teaching<sup>1</sup> CAS 103 "Perspectives on Globalization" during the Spring 2003, a group of faculty was charged with developing a proposal for a faculty-initiated major in Globalization Studies.<sup>2</sup> The group met throughout the Summer of 2003, presenting its final proposal to CAS Dean Wick-Pelletier in November 2003. After a series of subsequent conversations, the Dean agreed to support the faculty initiative by: 1) endorsing its circulation to CAS department chairs and interested faculty; and 2) offering basic support so that the CAS 103 "Perspectives on Globalization" course could once again be taught during the Spring 2005 semester and in subsequent years.

During the 2004-2005 academic year, the Globalization Studies Committee (Fernando Leiva, Coordinator [LACS]; Edna Acosta-Belén [LACS & Women's Studies]; and Christine E. Bose [Sociology, Women's Studies, LACS]) invited all the CAS Departments to send representatives to a series of meetings to discuss the proposal for the major in Globalization Studies and engage their participation and collaboration. Four different meetings were held with various department groupings. Departments were asked to:

- Identify relevant courses from their departmental offerings that fit with the themes and objectives of the major in Globalization Studies;
- Identify faculty interested in becoming part of this initiative;
- Offer specific suggestions about the goals and proposed structure of the major and its requirements.

The following departments responded to the invitation and had representatives at one of the meetings: English, History, Geography and Planning, Language, Literatures, and Cultures, Latin American, Caribbean, and U.S. Latino Studies, Sociology, and Women's Studies. Other departments also gave feedback on the proposal to the Globalization Studies Committee. They include: Anthropology, Biology, Earth & Atmospheric Science and Economics. All of these departments submitted the information requested from the Committee and mentioned above.

The University at Albany should strive to create a high-quality Globalization Studies major in terms of its intellectual coherence, rigor, and opportunities for study-abroad experiences and civic engagement. The proposed major will rely to a large extent on existing faculty resources and will not require any immediate new faculty hiring in order to begin accepting majors after it is approved. Recent hires in LACS, English, Women's Studies, LLC, and History for 2004-05 and 2005-06 will add to an already existing group of resource faculty and course offerings. A few CAS departments also are recruiting in specialty areas that are relevant to this major and these efforts should be continued in the future. Some departments are considering revising existing courses to make them a better fit for this major. The various thematic areas can be built up in future years with more departmental hiring of faculty from the social sciences, natural sciences, the humanities, and professional fields (e.g., education, international relations, public policy) with expertise in Globalization Studies.

The creation of an Honors College is a CAS initiative that will involve many departments and programs. The Globalization Studies major will contribute to the Honors Program by offering honors sections of its core courses, especially those courses that best reflect the broad range of thematic concentrations within the major. CAS will be encouraged to offer an Honors section of CAS 103 "Perspectives on Globalization." Participating departments will be encouraged to select specific courses for this purpose.

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<sup>1</sup> Participating faculty in Spring 2003 "Perspectives on Globalization" included Professors Armstrong (Epidemiology), Collier (Undergraduate Studies), Collins (Anthropology), Ghiradella (Biology), Hirsh (Biology), Hobson (Women's Studies), Johnson (English), Leiva (LACS), Mody (Economics), Ng (Women's Studies), Nowell (Political Science), Sims (Public Administration), Stump (Geography and Planning), and Uppal (Economics). The course was coordinated by Professors Ghiradella and Stump (Teaching Assistant: M. Onetti).

<sup>2</sup> This group included Fernando Leiva (LACS), Liliana Goldin (Anthropology & LACS), Helen Ghiradella (Biology), Richard Collier (Undergraduate Studies), and Jolindar Uppal (Economics).

An unavoidable stumbling block regarding the Globalization Studies major is that it deals with an area that is, and will continue to be contested terrain. Whether we are referring to the conceptualization of globalization, its causal dynamics, its socioeconomic consequences, its historical trajectory, or the implications for state-power and governance (see David Held et al., *Global Transformations: Politics, Economics, and Culture*, 1999), a major in this field poses unique challenges and requires that students and faculty make the practice of theoretical self-awareness and inquisitiveness a constant reality. Held defines globalization as “a process (or set of processes) which embodies a transformation in the spatial organization of social relations and transactions—assessed in terms of their extensity, intensity, velocity, and impact—generating transcontinental or interregional flows and networks of activity, interaction, and the exercise of power” (1999, 16). In his article “The Making of Global Citizenship,” Richard Falk (1993) argues that compounding the complexity of the concept of globalization is the coexistence of “two sorts of globalization that are impinging on the life experiences of individuals and groups. There is globalization-from-above, reflecting the collaboration between leading states and the main agents of capital formation,” and “globalization-from-below [which] consists of an array of transnational social forces animated by environmental concerns, human rights, hostility to patriarchy, and a vision of human community based on the unity of diverse cultures seeking an end to poverty, oppression, humiliation, and collective violence” (39).

The proposed major will engage in these debates and foster the discussion of new paradigms for understanding the complex and multifaceted nature of globalization processes.

## II. Main Characteristics of the Globalization Studies Major

- It aims at helping students gain a systematic awareness of the global forces and processes that shape our lives, and why we need to engage new ways of acquiring and applying knowledge so as to be more effective in the rapidly changing world of the 21st century.
- It is designed to give students one of two different options for pursuing a major:
  - A combined major and minor program requiring a minimum of 54 and/or maximum of 60 credits (depending on level of foreign language proficiency the student brings; see Degree Requirements, Section IV). The combined major/minor in Globalization Studies uniquely brings together training in multidisciplinary/transnational/comparative perspectives with a student’s particular area of thematic and geographic concentration, preparing students for more specialized careers and professional pursuits;
  - A second option is the regular 36-credit major. This alternative is similar to the one above, except for requiring less credits (15 rather than 21 credits) in the thematic concentration area, and not having a Geographic concentration requirement. However, students still have the flexibility to develop a regional focus (**see Section IV: Degree Requirements for the Major in Globalization Studies**).

Initially, the major will be a faculty-initiated endeavor that requires support from different departments and engagement from interested faculty to move forward and become a reality. However, depending on student demand and other CAS-level administrative decisions, changing the faculty-initiated major to a regular major remains a viable future course of action.

The curriculum for the major combines a richly diverse interdisciplinary program with opportunities to develop knowledge and expertise in a series of thematic concentration areas that will prepare students to address the intellectual, professional, and personal challenges of global society. These include: **1) Global Flows, Local Changes; 2) Power Relations, Governance, and Equity; 3) Cultures and Identities; 4) Global Environment, Local Access to Resources, and Social Ecology (see Section III).**

This set of set of thematic concentrations give the major a qualitatively unique and innovative character.

The structure of the major allows for the inclusion of the perspectives of the social sciences, humanities, the natural sciences, and the professional fields; and encourages discussion, critical thinking, and engaged and applied learning through coursework, fieldwork, study-abroad, internships, and/or community service.

The major strives to prepare well-rounded individuals who are able to contribute to society benefiting from multi- and interdisciplinary approaches and methods. It does not attempt to replace disciplinary perspectives but engages each discipline to contribute to an understanding of complex current issues embedded in globalization processes.

The major combines flexibility and rigor, enabling students to design, in consultation with faculty, their own path of study within a broad yet coherent set of concentrations. Through careful advisement of each student, a custom-tailored major can be developed to serve an individual student's interests and goals, including disciplinary and geographic preferences.

Globalization Studies promotes greater synergy across the College of Arts and Sciences and the entire University by drawing on existing courses, resources, and a closer collaboration across departments, disciplines, and among faculty.

As currently structured, the major depends on effective student advisement and the coordination of faculty efforts across departmental boundaries, both of which are to be the responsibility of a Director of the Globalization Studies who will engage the collaboration of members of the Resource Faculty (see Section VIII).

### III. Basic Thematic Concentrations for the Major in Globalization Studies

The design, selection, and grouping of courses for the major encompass the following **four** general thematic concentrations of study and research.

- **Global Flows, Local Changes:** This concentration will study both the causes and consequences of the intensifying flows of goods, people, money, forms of capital, symbols, ideologies, information, and viruses across borders. It will also address development programs, transportation technologies, telecommunications, and forms of reorganization of production, distribution, and consumption. The students will be able to examine the multifaceted processes of the deterritorialization/re-territorialization of socioeconomic, political, and cultural spaces, as well as issues pertaining to social mobility and stratification in relation to the expansion of such flows. Courses in this concentration will include international political economy, international relations, international migration, transnationalism, economics, business, and finance, and social reproduction.
- **Power Relations, Governance, and Equity:** This concentration will deepen a student's understanding of how globalization transforms power relations among regions, countries, social classes, genders, ethnicities, racial groups, and other relevant social categories. It addresses issues of hegemony and subordination among nations and peoples, new forms of social organization, participation, and resistance within civil society, and the role of the State, non-state actors (e.g., social movements, non-governmental organizations) in transforming society. This concentration encompasses courses on the changing nature of power and power relations in a globalized world including international relations and public policies; the emergence of supranational governance systems and the role of the State; transformations in the systems of representation, political demand making, and policy formulation; and the emergence of transnational civil society. It studies newly emerging forms of State, market, and network-based social coordination, and their impact on the scope and quality of democracy, equity, and participation in all aspects of social life.
- **Cultures and Identities:** This concentration explores changes in the forms of consciousness, identity construction, collective action, and cultural expression engendered by globalization's processes of deterritorialization and re-territorialization. It addresses debates on cultural homogenization/heterogeneity/hybridity accompanying the development of global media or

cultural industry conglomerates. Students choosing this concentration take courses in literature, art, film, popular culture, the performing arts, and communication. Other course areas include the development of cultural expressions among different groups or regions of the world (e.g. Africans, African-Americans, Latin Americans, Caribbean peoples, U.S. Latinos, Asians, Middle Easterners, Europeans, North Americans), as well as other relevant courses in cultural studies, cultural anthropology, sociology of culture, history and dissemination of ideas, and feminist, postmodern, and postcolonial theories.

- **Global Environment, Local Access to Resources, and Social Ecology:** This concentration examines how globalization processes interact and affect basic human values such as living a complete, healthy, fulfilling life, including control over one's destiny, opportunities to develop and express one's particular skills and abilities. Also explored are issues related to the sense of close family and community ties; and connectedness to culture, land, and the natural world. This concentration also seeks to understand how changing access to land and other resources transforms the livelihoods, structures, survival strategies, and composition of families and communities throughout the world. It includes courses that examine the access, use, and control over land and other natural resources; transformations in property rights regimes, as they expand to include intellectual property, culture, life forms, and previously commonly owned resources like water. Students choosing this concentration will also explore distribution, adaptation, and evolution of living organisms, global climate change, biodiversity, social ecology, and environmental-centered conflicts and public policies linked to globalization. Included here are also issues such as global warming, famine, nutrition, and health.

**Alternative Conceptualizations and Visions:** The major will promote alternative conceptions and policy proposals for influencing the processes through which globalization transforms the economy, social relations, political systems, democratic life, cultural production, and our own relations to other countries and the environment.

The major's pedagogical approach is to promote active, participatory, and engaged learning. The crowning educational experience of the major will be a required **practicum** whereby students will become active learners either in doing fieldwork in the United States or abroad, enrolling in study abroad programs, and/or participating in service internships in public, private, and civil society entities addressing relevant issues of globalization. These experiences are aimed at encouraging students to reflect on the modes through which knowledge is currently produced, validated, and disseminated.

#### IV. Degree Requirements for the Interdisciplinary Major in Globalization Studies

As mentioned in a previous section, students may choose a combined major/minor or a stand alone major in Globalization Studies. These options are described below.

A. The **combined major and minor** in Globalization Studies requires a minimum of 54 credits or a maximum of 60 credits (depending on satisfaction of language requirements) distributed as described below. Students majoring in Globalization Studies may choose to have a second major, since some courses may be "double counted" toward any two majors.

##### ♦ Major Core Courses (6 credits)

A GLO 103 (CAS 103) Perspectives on Globalization (3)

A GLO 203 (New Course) Theoretical Perspectives on Globalization (3)

The core sequence serves as the backbone of the major, providing coherence and linking the diverse and complex themes covered. Each student in the major, regardless of concentration or orientation towards the social sciences, humanities, or natural sciences, is afforded this common experience and a common space for joint reflection in the freshman, sophomore, and junior years. Until GLO 203 is created, this requirement will be met by a single course chosen from a designated list of 3 to 5 possible courses. As the major matures, the required GLO 203 will be created to replace this list of options.

♦ **Other Major Course Requirements: 15 credits as follows:**

1) Methodology Requirement (3 credits)

One methods course, approved by the major advisor, should be taken in support of the student's field of concentration from a list of options provided by participating departments. As the major matures, we will develop a third required course, as a single methods requirement for all globalization majors.

2) Information Literacy Requirement (3 credits)

One course approved by the student's advisor to ensure the student can effectively use information technologies to successfully complete course work.

3) Practicum (6 credits)

The practicum six-credit requirement includes a study abroad experience or an internship in a relevant institution or organization, and will normally be completed in the junior or senior year. The practicum should be linked in some fashion to the student's area of concentration and must be approved by the student's advisor and Director of the Globalization Studies major. In addition, practicum students are required to participate in a web-based, faculty-moderated colloquium and produce a web-based journal/blog reflecting on their experience and understanding the issues discussed. This course will initially be UNI 390 and, once there are sufficient majors, a new course will replace it.

**Note:** Since many internships and study abroad programs yield more than six credits, some or all of the additional credits may, with permission of the Director and student's advisor, be applied to the major.

4) GLO 403 Senior Essay (3 credits)

An extensive research project, which may be based on the practicum experience and incorporate elements of the web-based blog created during that experience. The essay should constitute some substantial and original critical or scholarly argument on a topic relevant to the student's area of concentration. The student's advisor should approve the topic and an outline beforehand. The essay should be between 35-50 pages long and demonstrate the student's grasp of multi-disciplinary approaches and of new ways of acquiring and applying knowledge.

♦ **Major Thematic Concentration (21 Credits)**

Each student works with an assigned faculty adviser in the program to develop an individualized and coherent area of concentration equivalent to a minor. Typically the concentration relates to the student's thematic area, regional and disciplinary interests, and appropriate methodology course requirements (see #1-4 above). It may also relate to the student's second major (if the student has one), and the student's future career objectives.

Although the Globalization Studies major encourages students to choose from the four pre-designed thematic concentrations, students may also work with their faculty advisor to select the most appropriate courses for their concentration and special academic and career interests.

♦ **Geographic Region Requirement (12 credits)**

A minimum of 12 credits relating to a specific geographical region or regions (Africa, Asia, the Caribbean, Latin America, Eastern Europe, Western Europe, the Middle East, the United States) is required.

♦ **Foreign Language Requirement (0-6 credits)**

In order to graduate with a major in Globalization Studies, a student must demonstrate proficiency in a foreign language at least equivalent to the intermediate level of the language. This requirement may be met by satisfactory completion of intermediate (or higher level) courses in the language or by demonstrated proficiency through an exam or other approved means.

**Note:** With approval of the major advisor, some foreign language courses at the intermediate level or above may be applied to the “Geographical Region” requirement or elsewhere in the major, if appropriate.

## **B. Degree Requirements for the 36 credit stand-alone major in Globalization Studies**

### **♦ Major Core Courses (6 credits)**

GLO 103 (CAS 103) Perspectives on Globalization (3)

GLO 203 (New Course) Theoretical Perspectives on Globalization (3)

The core sequence serves as the backbone of the major, providing coherence and linking the diverse and complex themes covered. Each student in the major, regardless of concentration or orientation towards the social sciences, humanities, or natural sciences, is afforded this common experience and a common space for joint reflection in the freshman, sophomore, and junior years. Until GLO 203 is created, this requirement will be met by a single course chosen from a designated list of 3 to 5 possible courses. As the major matures, the required GLO 203 will be created to replace this list of options.

### **♦ Other Major Course Requirements: 15 credits of the following:**

#### **1) Methodology Requirement (3 credits)**

One methods course, approved by the major advisor, should be taken in support of the student’s field of concentration from a list of options provided by participating departments. As the major matures, we will develop a third required course, as a single methods requirement for all globalization majors.

#### **2) Information Literacy Requirement (3 credits)**

One course approved by the student’s advisor to ensure the student can effectively use information technologies to successfully complete course work.

#### **3) Practicum (6 credits)**

The practicum six-credit requirement includes a study abroad experience or an internship in a relevant institution or organization, and will normally be completed in the junior or senior year. The practicum should be linked in some fashion to the student’s area of concentration and must be approved by the student’s advisor and Director of Globalization Studies. In addition, practicum students are required to participate in a web-based, faculty-moderated colloquium and produce a web-based journal/blog reflecting on their experience and understanding of the issues discussed. This course will initially be UNI 390 and, once there are sufficient majors, a new course will replace it.

**Note:** Since many internships and study abroad programs yield more than six credits, some or all of the additional credits may, with permission of the Director and student’s advisor, be applied to the major.

#### **4) GLO 403 Senior Essay (3 credits)**

An extensive research project, which may be based on the practicum experience and incorporate elements of the web-based blog created during that experience. The essay should constitute some substantial and original critical or scholarly argument on a topic relevant to the student’s area of concentration. The student’s advisor should approve the topic and an outline beforehand. The essay should be between 35-50 pages long and demonstrate the student’s grasp of multi-disciplinary approaches and of new ways of acquiring and applying knowledge.



#### ♦ Major Thematic Concentration (15 credits)

Each student works with an assigned faculty adviser in the program to develop an individualized and coherent area of concentration. Typically the concentration relates to the student's thematic area, geographical region, disciplinary interests, and appropriate methodology course requirements (see above). It may also relate to the student's second major (if the student has one), and the student's future career objectives.

Although the Globalization Studies major encourages students to choose from the four pre-designed thematic concentrations, students may also work with their faculty advisor to select the most appropriate courses for their concentration and special academic and career interests.

#### ♦ Foreign Language Requirement (0-6 credits)

In order to graduate with a major in Globalization Studies, a student must demonstrate proficiency in a foreign language at least equivalent to the intermediate level of the language. This requirement may be met by satisfactory completion of intermediate (or higher level) courses in the language or by demonstrated proficiency through an exam or other approved means.

**Note:** With approval of the major advisor, some foreign language courses at the intermediate level or above may be applied elsewhere in the major, if appropriate.

#### V. Student Preparation and Careers

The Globalization Studies major is aimed at ensuring that students gain a new multi- and interdisciplinary perspective, at the same time that they develop abilities grounded on concrete academic skills and experiences (e.g., cultural literacy, foreign language competency, critical thinking, writing skills, computer literacy, fieldwork, participatory action research, community service, study abroad); a combination that will prepare them for any variety of career paths. The undergraduate major provides a solid foundation for diverse areas of graduate study in the disciplines and professional areas (e.g. law, public policy, social welfare, business, education), or employment in a wide variety of public, non-profit/civil society, and private sector careers.

Emphasis is placed on transnational and cross-national interconnections and interdependence, gaining knowledge of the United States in relation to other regions of the world, as well as stressing the importance of comparative perspectives and approaches.

Throughout the program students have multiple opportunities to put into practice their writing, speaking, foreign language, information literacy, and analytical skills.

#### VI. Enrollment Projections for the Globalization Studies Major

Based on the experience of the past three years, it is fair to say that the Globalization Studies Major will be highly attractive to students and will have high enrollment rates. The demand for the introductory pilot General Education course, CAS 103 "Perspectives on Globalization," has been consistently high over the years. During the Spring 2003 semester, 70 students registered for the course; for the Spring 2005, the course was capped at 101 students at the request of the instructor to allow for joint sessions with other courses. At the same time, before the major officially exists, enough upper-level undergraduate students have approached faculty to inquire about possibilities of combining their existing major with the Globalization Studies major, to state that this major is of interest to students.

On the basis of the past enrollment in CAS 103, student inquiries, the timeliness of the topic, the possibilities offered for double majoring, and the growing awareness of students that they must prepare for an increasingly interconnected global society it is fair to say that we can expect the following patterns:

- An increasing pattern of enrollment (over 125 students or more) in CAS 103 when is offered next in the Spring 2006. It is also expected that when created the new GLO 203 course on “Theoretical Perspectives on Globalization” will have an increasing enrollment pattern from year to year.
- A consistent cohort of students that choose the Globalization Studies Major after being exposed to it from their freshman year onwards.
- A small but growing number of upper-level undergraduates that will be interested in double majoring when the proposed program is approved.

## **VII. Administration of the Major**

CAS will appoint a Director of Globalization Studies when the major is approved. The process of faculty consultation and revisions of the original proposal were conducted by the Globalization Studies Committee. Dr. Fernando Leiva is currently serving as Coordinator of the Globalization Studies Committee and chaired the Globalization Studies Committee that worked on the proposal for the major. The Coordinator receives one course release per year from CAS to be the instructor of record for CAS 103 Perspectives on Globalization and lead the process of getting the major approved. It is anticipated that this need will continue in the future. Other needs might arise after the major is approved and depending on student demand for CAS 103 and on the number of students who enroll in the major.

## **VIII. University at Albany Supporting Faculty Identified by Individual Departments**

### **A. The faculty listed in this section have all been part of the team taught course CAS 103 Perspectives on Globalization in the Spring 2003 and Spring 2005.**

Armstrong, Donna (Epidemiology, 402-0402, [dla02@health.state.ny.us](mailto:dla02@health.state.ny.us))  
 Collier, Richard (Undergraduate Studies, 437-3747, [rcollier@uamail.albany.edu](mailto:rcollier@uamail.albany.edu))  
 Collins, James (Anthropology, 442-408, [Collins@albany.edu](mailto:Collins@albany.edu))  
 Eubanks, Virginia (Women’s Studies), [veubanks@albany.edu](mailto:veubanks@albany.edu)  
 Ghiradella, Helen (Biology, 442-4344, [hghff@albany.edu](mailto:hghff@albany.edu))  
 Hirsch, Helmut (Biology, 442-4311, [Hirsch@albany.edu](mailto:Hirsch@albany.edu))  
 Hobson, Janell (Women’s Studies, 442-5575, [jhobson@albany.edu](mailto:jhobson@albany.edu))  
 Johnson, Judith (English, Women’s Studies, 442-4066, [jej84@mindspring.com](mailto:jej84@mindspring.com))  
 Leiva, Fernando (LACS, 442-4890, [fleiva@albany.edu](mailto:fleiva@albany.edu))  
 Mody, Raghuvir (Economics, 442-4751, [rjmody@albany.edu](mailto:rjmody@albany.edu))  
 Ng, Vivien (Women’s Studies, 442-4771, [vng@albany.edu](mailto:vng@albany.edu))  
 Nowell, Greg (Political Science, 442-5267, [gnowell@albany.edu](mailto:gnowell@albany.edu))  
 Sims, Holly (Public Administration, 442-5268, [hsims@albany.edu](mailto:hsims@albany.edu))  
 Stump, Roger (Geography and Planning, 442-4776, [rstump@albany.edu](mailto:rstump@albany.edu))  
 Uppal, Jorindar S. (Economics, 442-4748, [jsu11@albany.edu](mailto:jsu11@albany.edu))

### **B. Other University at Albany Resource Faculty Identified by Individual Departments (not included above)**

Acosta-Belén, Edna (LACS, Women’s Studies)  
 Birn, Donald (History)  
 Bose, Christine (Sociology, Women’s Studies, LACS)  
 Cervantes-Rodríguez, Margarita (LACS)  
 Gauss, Susan (History & LACS)  
 Levy, Daniel (Educational Administration and Policy Studies & LACS)  
 Loscocco, Karyn (Sociology, Women’s Studies)  
 Jarvenpa, Robert W. (Anthropology)

Little, Walter (Anthropology)  
Pinho, Patricia (LACS)  
Pipkin, John S. (Geography and Planning)  
Sattinger, Michael J. (Economics)  
Valverde, Gilbert (Educational Administration and Policy Studies & LACS)  
Wittner, Lawrence (History)

## **X. Supporting Courses By Thematic Area**

**This course information has been provided by the departments. Other courses will be added as they become available.**

It should be noted that a student's course work will depend on the particular thematic and/or discipline-based concentration chosen. As such, students will follow a wide variety of different paths to complete the major, according to their inclination and career objectives. The courses listed below, therefore, represent those identified by departments as relevant to the Globalization Studies major, as well as illustrate what is currently possible.

### **A. Global Flows, Local Changes**

Ant 119 City & Human Health  
Eco 110 Principles: Microeconomics  
Eco 111 Principles: Macroeconomics  
Eco 130 The Third World Economies  
Eco 330 Economics of Development  
Eco 360 International Economic Relations  
Eco 371 Distribution of Income and Wealth  
Eco 445 International Trade  
Eco 446 International Finance  
Gog 160 China in the Post-Utopian Age  
Gog 180 Asian America  
Gog 225 World Cities  
Gog 240 Patterns of American Immigration  
Gog 250 Geography of Latin America  
Gog 270 Geography of Africa  
Gog 344 World Populations  
Gog 345 Economic Geography  
Gog 350 Urban Development in China  
Gog 470 China After Xiaoping  
His 158 The World in the 20<sup>th</sup> Century  
His (Aas) 287 Africa in the Modern World  
His ((Aas) 286 African Civilizations  
Lcs (His) 451 Gender and Class in Latin American Development  
Lcs 223 Global Migration and Transnationalism  
Lcs 358 Globalization and Culture in the Americas  
Lcs 359 Workers and Globalization in the Americas  
Lcs/Eco 361 Development of the Latin American Economy  
Lcs 405 Caribbean Migration  
Wss 303 Popular Technology: Activism and Advocacy  
Wss 308 (Soc 309) Global Perspectives on Women

### **B. Power Relations, Governance, and Equity**

Ant 140 Anthropological Survey of World Cultures

Ant 361 Anthropology and Public Policy  
 Ant 372 Urban Anthropology  
 Gog 310 World Food Crisis  
 Gog 328 Gender, Space, and Place  
 Gog 440 Political Geography  
 Gog 447 Geography of Development and Underdevelopment  
 His 344 Europe 1914-1945  
 His 345 Europe since WWII  
 His (Lcs) 369 Mexico, Central America, and the West Indies since 1810  
 His (Lcs) 371 South America since 1810  
 His (Eas) 458 New Orders in Asia  
 Lcs (Pos) 349 Urban Politics in Latin America  
 Lcs (Pos) 357 Latin American and Caribbean Politics  
 Lcs 375 (Pos 324) Latino Politics in the U.S.  
 Pln 320 International Urban Planning  
 Pln 430 Environmental Planning  
 Wss 360 Feminist Planning and Political Thought

### **C. Cultures and Identities**

Ant 172 Community and Self  
 Eng 222 World Literature  
 Eng 243 Literature and Film  
 Eng 362 Critical Approaches to Gender and Sexuality  
 Eng 366 Critical Approaches to Ethnicity and Literature  
 Eng 372 Transnational Literature  
 Eng 373 Literature of the Americas  
 Eng 374 Cultural Studies  
 Eng 385 Topics in Cultural Studies  
 Eng 410 Topics in Contemporary Literary and Critical Studies  
 Eng 416 Gender, Sexuality, Race, or Class  
 Eng 447 The Historical Imagination  
 Eng 449 Topic in Comparative Literatures & Cultures  
 Eng 460 Topics in Transnational Studies  
 Eng 465 Topics in Ethnic Literatures  
 Eng 485 Topics in Cultural Studies  
 Fre 208 Haiti through Film and Literature  
 Fre218 Contemporary France  
 Fre238 Great Classics of French Cinema  
 Fre338 French Cinema and Society  
 Fre341 Introduction to Global French Studies  
 Fre355 Contemporary French Society  
 Fre360 Social and Cultural History of France  
 Gog 202 Place, Space, and Landscape  
 Gog 180 Asian America  
 Gog 225 World Cities  
 Gog 321 Exploring the Multicultural City  
 Gog 356 Geography of the United States  
 Gog 442 Cultural Geography  
 His(Eas)177 Cultures and Societies of Asia  
 Ita 213 The Italian American Experience  
 Ita 318 Italian Cinema  
 Ita 414 Contemporary Italian Society  
 Lcs (His)100 Cultures of Latin America  
 Lcs (His)102 Introduction to Caribbean History

Lcs (Ant) 150 Puerto Rico: People, History, and Culture  
 Lcs201 Hispanic Cultures in the U.S.  
 Lcs 203 Introduction to Afro-Latin America  
 Lcs 103 Introduction to Afro-Brazilian Culture  
 Lcs 216 Music and Society in Latin America  
 Lcs (Aas, Ant) 269 The Caribbean: People, History, and Culture  
 Lcs (Spn) 302 Los Latinos en EE.UU.  
 Lcs 315 Latin American and Caribbean Film  
 Lcs (Spn) 317 Latin American Civilization  
 Lcs 330 Globalization and Culture in the Americas  
 Lcs 410 Tourism, Cultures, and Identities  
 Rus 161 Russian Civilization  
 Rus 162 Russia Today  
 Wss 281 Women and the Media  
 Wss (His)357 Chinese Women and Modernity  
 Wss 412 Race, Gender, and Cultural Politics in Asia  
 Wss (Eas) 270 Women in East Asian Literature

#### **D. Global Environment, Local Access to Resources, and Social Ecology**

Aas 150 Life in the Third World  
 Ant 355 Environment, Economy and Culture  
 Ant 365 (Wss 365) The Anthropology of New Reproductive Technologies  
 Ant 414 Anthropology and Demography  
 Atm 100 The Atmosphere  
 Atm 102 Science and Major Environmental Issues  
 Atm 107 The Oceans  
 Bio 320 Ecology  
 Bio 450 Biodiversity  
 Eco 385 Environmental Economics  
 Geo (Gog) 201 Environmental Analysis  
 Geo 260 Earth Surface Processes and Hazards (3)  
 Geo 450 Climate Change (4)  
 Gog 304 Climatology  
 Gog 310 (Bio 311N and U Uni 310) World Food Crisis  
 Gog 344 World Populations  
 Gog (Lcs) 354 Environment & Development  
 Gog 431 Climatic Change  
 Gog 480 Advanced Urban Geography  
 Lcs-- Latinos and Health Issues  
 Pln (Wss) 328 Gender, Space, and Place  
 Pln 330 Principles of Environmental Management  
 Pln 456 Geographic Information Systems  
 Pos (Pub) 396 Energy Policy, Domestic and International (3)  
 Wss 109 Women, Biology, and Health  
 Wss 309 Activism and Health  
 Wss 430 Environmental Justice: Racism, Classism, Sexism

#### **E. Courses with a Globalization Focus**

CAS 103 Perspectives on Globalization  
 Fre 341 Introduction to Global French Studies  
 Eng 385 Globalization and Culture  
 Lcs (Soc) 223 Global Migration and Transnationalism

Lcs 358 Globalization and Culture in the Americas  
Lcs 359 Workers and Globalization in the Americas  
Wss 308 (Soc 309) Global Perspectives on Gender