

# UNF International Studies Program 2017–2018 Annual Report

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## Enrollment

**INS Majors.** In Spring 2018 we had 142 currently enrolled majors, distributed into the following concentrations:

- Asian Studies, 10
- European Studies, 12
- Foreign Language and Culture, 24
- International Relations and Politics, 75
- Latin American Studies, 8
- Middle East and African Studies, 5
- No concentration declared (in error): 8

**Double–majors/Dual Degrees.** In Spring 2018, 34 currently enrolled INS majors were pursuing double majors or dual degrees in the following fields:

- Anthropology, 1
- Criminal Justice, 1
- Economics, 3
- Deaf Education, 1
- French Studies, 3
- History, 4
- International Business, 1
- Music Performance, 1
- Philosophy, 1
- Psychology, 1
- Political Science, 12

Spanish, 5

**Minors of INS Majors.** In Spring 2018, 98 currently enrolled INS majors had a declared minor (24 of those students had two minors). The minors that were pursued by at least 5 INS majors were:

Anthropology, 6  
Chinese, 10  
Criminal Justice, 6  
Environmental Studies, 7  
French, 8  
History, 6  
International Business, 10  
Political Science, 11  
Spanish, 15

Of the currently enrolled Spring 2018 INS majors, 60% were identified in the registration system as female (85 students) and 40% as male (57 students).

**INS Minors.** In Spring 2018, 56 currently enrolled students were pursuing the minor in International Studies (55 in COAS, 1 in CECC).

## Curricular Matters

**Study Abroad Development.** The International Studies Program played a central role in the creation of the new interdisciplinary, cross-college study abroad program “Disasters, Public Health and International Cooperation.” After initial conversations with Dr. Emma Apatu, assistant professor of public health, and Dr. Sericea Stallings-Smith, assistant professor of public health, we convened a meeting to connect Dr. Apatu and Dr. Stallings-Smith with Dr. Josh Gellars, assistant professor of political science. These meetings led to the development of the program described on the poster and Facebook post in the Appendix to this document. We assisted the three faculty leaders in preparing a successful application for an International TLO that yielded \$24,000 to offset costs to students. The International Studies Program took responsibility for managing the student application process, in partnership with Susan Russo of the International Center.

### INS Courses.

**INS3003 Introduction to International Studies.** This course was offered for the first time in the 2017–2018 academic year. The program director taught the introductory course both semesters. The course was offered simultaneously with the senior seminar, Fridays, noon–2:45 PM.

**INS4991 International Studies Senior Research Seminar.** In Fall 2017, Dr. Sarah Mattice, associate professor of philosophy, taught the seminar, mentoring 16 students on individual research projects, the results of which they presented at the International Research Symposium on Nov. 17. Dr. Brandi Denison, assistant professor of religious studies, taught the seminar in Spring 2018, mentoring 32 students, who presented their research at SOARS on April 13.

**INS4941 International Studies Internship.** The International Studies Program has helped the following students arrange internships for academic credit. The internships that fulfilled the international educational experience requirement are also listed for the corresponding semesters in the following section (INS3950 International Educational Experience).

### **Summer 2017**

Chistophe Agricole, Lechería Santa Mónica, Río Hato, Panama  
Ali Alsalman, Digital Humanities internship with coloniaLab  
Maria Bello, Department of Transportation Summer  
Transportation Internship Program for Diverse Groups  
(STIPDG)  
Theodore Mason, UNF English Language Program (ELP)  
Brittney Mullins, CISV International (Jacksonville/Prague)  
Ana Ortiz, research assistant to Dr. Constanza López  
Laura Ortiz, research assistant to Dr. Sucheta Pyakuryal  
Laura Ortiz, Jacksonville Zoo and Gardens  
Michael Scott, Small Business Development Center

### **Fall 2017**

Philip Falsetti, Office of the Public Defender, Fourth Judicial  
Circuit Court of Florida  
Ana Ortiz, Catholic Charities Refugee Resettlement Program  
Rebecca Weiner, Digital Humanities research assistant to Dr.  
Constanza López

### **Spring 2018**

Diana Botello, Catholic Charities Refugee Resettlement Program  
Meagan Daly, office of Congressman John Rutherford in  
Washington, DC  
Natalie Holland, UNF Digital Humanities Initiative  
Kelsy Ann Serre, UNF International Center  
Sarah Lynch, UNF Digital Humanities Initiative  
Nicolandy Morrobel-Cruz, Catholic Charities Refugee  
Resettlement Program  
Sarah Redlhammer, UNF Digital Humanities Initiative

Alexandar Srisupa, TAG program at the University of Cantabria,  
Spain

**INS3950 International Educational Experience.** We use this 0-credit course to track completion of the international educational experience requirement. During the 2017–2018 year, the following students registered for this course, in relation to the activities indicated. In some cases, activities took place during previous semesters, as noted in parentheses.

### **Summer 2017**

Christophe Agricole, internship with Lechería Santa Mónica, Río Hato, Panama  
Ali Alsalman, Digital Humanities internship with coloniaLab  
Jacob Bradley, summer semester in China through Coggin Study Abroad  
Dylan Curran, Languages, Literatures and Cultures faculty–led summer program in China  
Jacqueline Daniels, Art and Design faculty–led summer program in Italy  
Melody Fordan, summer program at Kyungnam University in Changwon (Global Hanma), South Korea, through UNF exchange  
Elizabeth Kelley, Nutrition & Dietetics faculty–led summer program in Italy  
Dominique Lapierre, summer program at Kyungnam University in Changwon (Global Hanma), South Korea, through UNF exchange  
Kayla Latour, Hicks Honors College faculty–led trip to Cambodia and Vietnam  
Dylan Maltby, summer Japanese language program at Sophia University, through UNF exchange  
Gabrielle Marquis, summer Japanese language program at Sophia University, through UNF exchange  
Theo Mason, internship with UNF English Language Program (ELP)  
Janelle MacDowell, Art and Design faculty–led summer program in Italy  
Brittney Mullins, CISV internship in Prague  
Joana Neziri, Languages, Literatures and Cultures faculty–led summer semester at the University of Cantabria, Santander, Spain  
Shannon Reynolds, summer program in several European countries focused on environmental sustainability and collective action, through UF  
Kathryn Sandridge, Languages, Literatures and Cultures faculty–led summer semester at the University of Cantabria, Santander, Spain  
Michael Scott, internship with Small Business Development Center at UNF



Rebecca Weiner, Hicks Honors College faculty–led trip to Cambodia and Vietnam

### **Fall 2017**

Samantha K. Arbuckle, History faculty–led (Camino de Santiago) study abroad in Spain (Summer 2017)  
Christina Fletcher, Hicks Honors College faculty–led trip to Cambodia and Vietnam (Summer 2017)  
Taylor Forest, semester abroad in Grenoble through AIFS (Fall 2015)  
Pedro Gomez, semester abroad at Universidad de las Américas (UDLAP) in Puebla, Mexico, through UNF exchange  
Sarah Lynch, Languages, Literatures and Cultures faculty–led summer semester at the University of Cantabria, Santander, Spain (Summer 2017)  
Kathleen Nicholson, semester abroad in Greece through UNF exchange (Fall 2016)  
Angeli O’Connor, semester abroad at Audencia Business School in Nantes, France (Fall 2016)  
Graham Pittenger, History faculty–led (Camino de Santiago) study abroad in Spain (Summer 2017)  
Katherine Satterfield, semester abroad in Cantabria, Spain, through UNF exchange (Summer 2017)  
Maranda Spinweber, Languages, Literatures and Cultures faculty–led summer semester in Strasbourg, France (Summer 2010)  
Jessica Taylor, semester abroad at Richmond University, London, through UNF exchange

### **Spring 2018**

Gabrielle Bayot, Languages, Literatures and Cultures faculty–led summer program in China (Summer 2017)  
Maria Bello, May–break program in Spain through Coggin Study Abroad  
Kaye Davies, spring break trip to Chile and Argentina, through Coggin Study Abroad  
Dustin Garner, summer semester abroad in Argentina, through Coggin Study Abroad (Summer 2018)  
Brandon Geiger, semester abroad in Morocco, through UNF exchange (Summer 2016)  
Kaitlynn Himmelreich, Hicks Honors College trip to Cambodia and Vietnam (Summer 2017)  
Miles Kemerer, Languages, Literatures and Cultures faculty–led summer program in China (Summer 2017)

Larisa Kupinszky, spring break trip to Chile and Argentina,  
through Coggin Study Abroad  
Emily Powers, semester at University of French Polynesia through  
Simpson College  
Sarah Redlhammer, internship with UNF Digital Humanities  
Initiative  
Robert Reynolds, semester abroad in Germany through Coggin  
Study Abroad  
Jazmin Sellars, summer program at Kyungnam University in  
Changwon (Global Hanma), South Korea, an exchange  
coordinated by the UNF International Center  
Alexander Srisupa, semester at University of Cantabria, Santander,  
Spain, through UNF exchange  
Olivia Testasecca, spring break trip to Chile and Argentina,  
through Coggin Study Abroad  
Chuckia Tolbert, spring break trip to Czech Republic and Austria,  
through Coggin Study Abroad  
Anthony Taylor, Languages, Literatures and Cultures faculty–led  
summer program in China (Summer 2017)

**Course lists.** We published lists of course offerings for International Studies majors and minors each semester, prior to the beginning of registration for the subsequent semester. See Appendix for the lists corresponding to Summer 2017, Fall 2017 and Spring 2018.

**Assessment.** In consultation with the program’s Advisory Committee and Amanda Kulp, UNF director of assessment, Dr. McCarl updated the program’s mission statement and student learning outcomes, and created rubrics for measuring two of the outcomes. In Spring 2018, Dr. McCarl conducted the program’s assessment for the 2016–2017 academic year (see Appendix for revised materials and feedback).

## Event Programming

**International Research Symposium.** In partnership with the Office of International Affairs and the Office of Undergraduate Research, the International Studies Program co-sponsored the inaugural UNF International Research Symposium on November 17, 2017. This event featured a showcase of 26 international research projects, including those of the students in the International Studies Senior Research Seminar. The symposium also involved a panel featuring students from the Master of Arts in International Affairs and the Master of Public Administration, moderated by Dr. Alison Bruey, associate professor of history (see Appendix for program).

**International Studies/Digital Humanities Symposium.** On March 9, 2018, the International Studies Program joined the UNF Digital Humanities Initiative and the UNF

Center for Instruction and Research Technology in cosponsoring the inaugural UNF International Studies/Digital Humanities Symposium. This event involved a panel discussion titled “Intersections between International Studies and Digital Humanities,” featuring Crystal Andrea Felima, CLIR postdoctoral fellow in Caribbean studies data curation, George A. Smathers Libraries, University of Florida; Josh Gellers, assistant professor of political science, University of North Florida; Hélène Huet, European studies librarian, University of Florida, and vice-chair, Florida Digital Humanities Consortium; Barry Mauer, associate professor of English and director, Texts and Technology Ph.D. program, University of Central Florida; and Tiffany Earley-Spadoni, assistant professor of history, University of Central Florida. The event also involved a showcase of 16 digital projects. Eight international studies majors, and two recent graduates of the program, presented digital projects as part of this showcase (see Appendix for poster and program).

**Lecture Series.** In 2017–2018, we continued to program the weekly [International Studies Lecture Series](#) initiated in Fall 2015.

**Fall 2017.** The semester theme was “Friends and Foes,” and the series was programmed jointly by Dr. McCarl and Dr. Sarah Mattice (see Appendix for poster). The events were as follows:

9/8, 1–2:30 PM **Iterations: Lorrie Fredette.** Gallery visit and moderated discussion with exhibiting artist Lorrie Fredette. Moderator: Sheila Goloborotko, assistant professor of printmaking. Cosponsored by MOCA Jacksonville and the UNF Department of Art and Design. MOCA Jacksonville, 333 N. Laura St. [Canceled due to Hurricane Irma]

9/22, Noon–1:15 PM. **Making the Strange Familiar and the Familiar Strange.** Julie Ingersoll, professor and coordinator, Religious Studies Program. Building 58W/Room 3806

9/29, Noon–1:15 PM **The Evolution of Offshore Financial Centers and Services: Twenty-First Century Economic Development Strategies.** Sharon Cobb, professor of economic geography. Building 58W/Room 3806

10/6, Noon–1:15 PM **Genetically Modified Organisms: Friend or Foe?** Dave Waddell, associate professor of biology and director, Biomedical Program. Building 51/Room 1209

10/20, Noon–1:15 PM **Does Your Culture Influence Your Conflict Resolution Style?** Dan Richard, associate professor of psychology and director of faculty enhancement. Building 58W/Room 3806

10/27, Noon–1:15 PM **Foes and Neighbors: Community Solidarity in Pinochet’s Chile.** Alison Bruey, associate professor of history. Building 58W/Room 3806

11/3, Noon–1:15 PM **Grassroots Social Structures for Combating Stigma and Supporting Families Raising Children on the Autism Spectrum in Jamaica.** Angela Mann, assistant professor of psychology. Building 51/Room 1209

11/17, Noon–1:15 PM **Senior Seminar Research Exhibit**, as part of the inaugural International Research Symposium. Building 58W/Room 3073

**Spring 2018.** The semester theme was “New and Old,” and was jointly programmed by Dr. McCarl and Dr. Denison (see Appendix for poster). The events were as follows:

1/19 1:30-2:45 PM **Lysis: Gallery Visit and Conversation.** A gallery talk with visiting artist Andrea Frank, assistant professor of photography and related media, State University of New York at New Paltz, moderated by Sheila Goloborotko, assistant professor of printmaking. Cosponsored by the Department of Art and Design. UNF Gallery of Art, Building 2/Suite 1001

2/9, Noon–1:15 PM **What is Science? Then and Now, Here and There.** Aaron Creller, assistant professor of philosophy. Building 4/Room 1705

2/23, Noon–1:15 PM **Human Response to Natural Disasters in a Digital Age.** Emma Apatu, assistant professor of public health. Building 4/Room 1705

3/2, Noon–1:15 PM. **Transition of South Korea into a Racially/Ethnically Diverse Society.** Shinwoo Choi, assistant professor of social work. Building 4/Room 1705

3/9, Noon-2:45 PM **International Studies/Digital Humanities Symposium.** Cosponsored by the UNF Digital Humanities Initiative, and the UNF Center for Instruction and Research Technology. Building 58W/Room 3703

3/30, Noon–1:15 PM **Embroidering for Peace and Memory Showcase.** Constanza López, associate professor of Spanish and student participants. The Green.

4/6, Noon–1:15 PM **From Supply Line to Supply Chains: The US Military and the South Korean “Economic Miracle.”** Patrick Chung, assistant professor of history. Building 4/Room 1705

4/13, Noon-12:55 PM **Senior Seminar Research Exhibit**, as part of Showcase of Osprey Advancements in Research and Scholarship (SOARS). Building 58W/Room 3703

**International Mondays.** We continued the [International Mondays](#) series of conversations in Chinese, French and Spanish that we began in Fall 2016, in partnership with the International Business Flagship Program, the International Center and the Department of Languages, Literatures and Cultures.

**Fall 2017** (see Appendix for poster)

8/28 **Textos visuales cubanos contemporáneos: una perspectiva de género** (*Contemporary Cuban Visual Texts: A Gendered Perspective*). A conversation with Julia Grecia Portela Ponce de León, art historian, art critic, curator, and professor from Havana (ISA-Universidad de las Artes, Facultad de Artes Visuales). Moderated by Alison Bruey, associate professor of history

9/18 **Perspectivas sobre la España de hoy** (*Perspectives on Spain Today*). Nuria Ibáñez, associate professor of Spanish, and student participants from the Summer 2017 Semester Abroad program in Santander

10/2 **Reflexiones sobre un viaje a las minas y viñedos de Chile: la sostenibilidad y el comercio internacional** (*Reflections on a Trip to the Vineyards and Mines of Chile: Sustainability and International Commerce*). Chris Baynard, associate professor of geography and Geographic Information Systems (GIS)

10/16 **中国的新节日** (*New Holidays in China*). Yongan Wu, associate professor of Chinese

10/30 **Le nationalisme: autrefois et aujourd’hui** (*Nationalism: Past and Present*). A round table conversation moderated by international studies major Tamlynn Torchon, with faculty panelists Pat Geesey, professor of French and chair, Department of Languages, Literatures and Cultures; David Schwam-Baird, associate professor of political science and director, Master of Arts in International Affairs program; Shira Schwam-Baird, professor of French; and Rosa de Jorio, associate professor of anthropology

**11/6 El profiling racial y étnico de los inmigrantes hispanos en los Estados Unidos** (*Racial and Ethnic Profiling of Hispanic Immigrants in the U.S.*). Ruth López, director of the UNF International Center, with a panel of international students

**11/20 Repas en France, nourriture et interactions sociales** (*Meals in France: Food and Social Interactions*). Nathan Kunz, assistant professor of operations management, and special guest Sara Kunz

**11/27 Los medios de comunicación y los estereotipos sobre los colombianos** (*The Media and Stereotypes about Colombians*). A conversation moderated by international studies/political science major Ana Ortiz and international studies/philosophy major Laura Ortiz

**Spring 2018** (see Appendix for poster)

**2/12 Perspectives sur un séjour linguistique en France** (*Perspectives on a language study abroad program in France*). Shira Schwam-Baird, professor of French, and student participants in the 2017 French Study Abroad Program in Strasbourg

**2/26 用中文讲政治笑话：有的不是真的** (*Telling Political Jokes in Chinese: Some are Not Real*). Yongan Wu, associate professor of Chinese

**3/12 «J'élève mes enfants bilingues»** (*I raise my children to be bilingual*). George Rainbolt, dean, College of Arts and Sciences, and professor of philosophy

**3/26 ¿Por qué se borda la voz colectiva?** (*Why embroider the collective voice?*). Constanza López, associate professor of Spanish and organizer, Embroidering for Peace and Memory. Special location: The Green (Building 10/Room 2245 in case of rain)

**4/2 Iniciativas de memoria para la construcción de paz en Colombia** (*Initiatives of memory for the construction of peace in Colombia*). Elvira Sánchez-Blake, associate professor of Spanish, Michigan State University

**4/16 Reflexiones sobre la charla de Felipe Calderón en UNF** (*Reflections about the lecture by Felipe Calderón at UNF*). A conversation reflecting on the April 10 World Affairs Council lecture at UNF by Felipe Calderón, president of Mexico (2006-2012). Moderated by international studies/Spanish majors Sarah Lynch and Nathan McClure

**Workshops.** During the 2017–2018 academic year, International Studies organized or co–organized the following workshops and information sessions:

## Fall 2017

- 9/1, Noon–12:50 PM **Internships and Career Paths with the Department of State and Foreign Service.** A presentation for students in all UNF majors, by Amy Radetsky, US Department of State Diplomat in Residence. Ms. Radetsky will provide an overview of State Department careers, discuss the various paths to entry, and take questions. Building 51/Room 1205.
- 9/15, Noon–1:15 PM. **Researching Graduate School and Career Opportunities.** A workshop designed for current and prospective International Studies students, coordinated by the International Studies Program with assistance from the UNF College of Arts and Sciences Career Success Center, UNF College of Arts and Sciences Academic Advising, the UNF Graduate School, and the UNF Master of Arts in International Affairs Program. Building 51/Room 1205.
- 10/6, 1:30–2:45 **What is Graduate School Really Like?** A discussion with current and recent UNF graduate students, featuring Mary Bishop (Master of Public Health), Trevor Cheatham (Master of Arts in International Affairs), Imani Phillips (Master of Arts in History), and Stephanie Worley (Master of Arts in International Affairs). Building 51/Room 1209.
- 10/20, 1:30–2:15 **Study Abroad Workshop for International Studies Students,** with Lauren Hodge of the International Center. Building 2/Room 2002.
- 10/20, 2:15–2:45 **Arranging International Studies Internships.** Building 2/Room 2002.

## Spring 2018

- 1/19, 12:00–12:45 PM **Resume Workshop and Preparing for Osprey Career Fair,** with Audra Morrison of the COAS Career Success Center. Building 4/Room 1705.
- 2/2, Noon-12:30 PM **Information Session: Environmental Leadership Program, GlobalJAX, Peace Corps Prep Program.**
- 2/2, 12:30–1:15 PM **Internships and Career Paths with the Department of State and Foreign Service,** with Amy Radetsky, US Department of State Diplomat in Residence.
- 2/2, 1:30-2:45 PM **Researching Graduate School and Career Opportunities.** A workshop designed for current and prospective International Studies students, coordinated by the International Studies Program with assistance from the

UNF College of Arts and Sciences Career Success Center, UNF College of Arts and Sciences Academic Advising, the UNF Graduate School, and the UNF Master of Arts in International Affairs Program. Building 4/Room 1705

2/16, 1:30–2:15 PM **Study Abroad Workshop for International Studies Students**, with Lauren Hodge of the International Center. Building 4/Room 1705

2/16, 2:15–2:45 PM **Arranging International Studies Internships**. Building 4/Room 1705.

**Graduate Student Research Series.** During the 2017–2018 academic year, we initiated our [Graduate Student Research Series](#), featuring UNF graduate students (and, on occasion, advanced undergraduates doing exceptional work) in a variety of fields who are researching international topics, or who are working with methodologies that are relevant to the field of International Studies.

### **Fall 2017**

9/15, 1:30–2:45 PM **Cultural Competency: How Culture Affects Health**  
Mary Bishop, Master of Public Health program. Building 2/Room 2002.

10/13, 1:30–2:45 PM **The Distributed Denial of Service (DDoS) Attack as an International Threat**  
Faustina Morais, Master of Science in Computer and Information Sciences program. Building 2/Room 2002.

11/17, 1:30–2:45. **Graduate Student Research Panel.** Moderator: Alison Bruey, associate professor of history. Presented as part of the inaugural [International Research Symposium](#). Building 58W/Room 3703.  
Presentations:

“Finding the Constitutional Right to Water and the EnviroRights Map,” Trevor Cheatham, Master of Arts in International Affairs

“Invisible Wounds: A Look at Save the Children’s Efforts to Combat the Psychological Effects of War on Syrian Children,” Caitlyn Roykovich, Master in Public Administration

“Liberation Theology in Nicaragua: The U.S. Response to Religion in the Sandinista Revolution,” Stephanie Worley, Master of Arts in International Affairs

### **Spring 2018**



2/9, 1:30–2:45 PM **Bringing Local History to Life: From Archives to Interviews.** A research talk by Imani Phillips of the UNF Master of Arts in History program. Building 42/Room 2120

3/2, 1:30–2:45 PM **Religion and Revolution in Nicaragua: 1979-1989.** A research talk by Stephanie Worley of the UNF Master of Arts in International Affairs program. Building 42/Room 2120

4/6, 1:30–2:45 PM **Visualizing Refugee Jacksonville,** a conversation about a digital project documenting the experience of the local refugee community, with collaborators Natalie Holland (international studies), Sarah Lynch (international studies/Spanish), and Chris Wilson (international studies, 2017). Building 42/Room 2120

**Cosponsored Events.** During the 2017–2018 academic year, we helped to organize and promote the following cosponsored/special events:

#### **Fall 2017**

9/15, 1:30-3:30 PM. **International Politics Discussion Group:** “US and East Asia (China, North Korea, the South China Sea).” Building 10/Room 2245.

9/29 1:30–2:45 **Haiti’s Rural Poor and their Path to a Better Life.** A conversation with Steven Werlin, Communications and Learning Officer, Chemen Lavi Miyò Program, Fonkoze, Haiti. Cosponsored by the UNF Department of History. Building 51/Room 1205.

10/13, 1:30-3:30 PM. **International Politics Discussion Group:** “Foreign Policy and the Trump Administration.” Building 10/Room 2245.

10/24-10/26 **International Poetry Festival.** Cosponsored by the International Studies Program, the Department of Languages, Literatures and Cultures, the International Center, the Center for Instruction and Research Technology (CIRT), the Latin American and Caribbean Council, and the Spanish Club. Various times and locations.

11/3, 1:30-3:30 PM. **International Politics Discussion Group:** “Political Hot-Spots in Africa,” led by Russell Schiebel, US Dept. of State foreign service officer and visiting faculty member in the Department of Political Science and Public Administration. Building 51/Room 1103.

#### **Spring 2018**

2/9, 1:30-3:30 PM. **International Politics Discussion Group:** “Rhetoric, Persuasion and Politics—Beyond ‘Fake News’.” Building 4/Room 1705.

3/2, 1:30-3:30 PM. **International Politics Discussion Group:** “The Washington-Moscow-Beijing Triangle: Big Power Rivalries Today.” Building 4/Room 1705.

3/5, Noon–2:00 PM. **Sex Week Research and Resources Symposium.** Co-hosted by the LGBT Resource Center and the International Studies Program. Student Union Ballrooms.

3/26-3/31, 9:00 AM-5:00 PM **Embroidering for Peace and Memory.** Cosponsored by the UNF International Studies Program and the Department of Languages, Literatures and Cultures. On the Green.

4/6, 1:30-3:30 PM. **International Politics Discussion Group:** “US and Mexican Approaches to Border Issues,” a conversation with Hillary Quam, Border Affairs Coordination, US Department of State. Building 4/Room 1705.

**Other events.** At the invitation of Dr. Pam Zeiser, the International Studies Program coordinated the attendance of eight students from our program, along with two students from the Master of Arts in International Affairs, at the April 10, 2018, lecture at UNF by Felipe Calderón, President of Mexico (2006–2012), sponsored by the World Affairs Council of Jacksonville. The students were accompanied by Dr. Constanza López, associate professor of Spanish, and Dr. Alison Bruey, associate professor of history.

## Administrative Matters

**Director.** Clayton McCarl, associate professor of Spanish, continued as director of the program in 2017–2018. In Fall 2017, McCarl prepared a description of the position of director (see Appendix).

**Advisory Committee.** For the 2017–2018 academic year, the committee consisted of the following members:

Katie Arroyo, international trade specialist, Florida Small Business Development Center at UNF  
Christopher Baynard, associate professor of geography and GIS  
Mina Balamoune, professor of economics  
Patrick Chung, assistant professor of history  
Nicholas de Villiers, associate professor of English and film

David Jaffee, professor of sociology  
Ronald Kephart, associate professor of anthropology  
David Kersey, academic advisor, COAS Academic Advising  
Ruth López, director, International Center  
Sarah Mattice, associate professor of philosophy  
Lauren Newton, head of instruction, Thomas G. Carpenter Library  
Nataliya Roman, assistant professor of communication  
Katie Sarria, academic advisor, ACE  
David Schwam–Baird, associate professor of political science  
Chris Trice, associate professor of photography

The committee did not meet in person, but members were consulted individually and as a group for feedback on a variety of matters. The faculty members of the committee assisted in the preparation of the International Studies course list for each semester. In Spring 2018, Patrick Chung, Ronald Kephart and David Kersey served on the selection committee for the James Van Vleck Study Abroad Scholarship.

**Advisors.** In Summer 2017, David Kersey became the advisor assigned to International Studies in COAS Academic Advising. He has worked closely with the program director and the students throughout the year, and is a great asset to our program. We have also continued to cooperate closely with ACE, with Katie Sarria, assistant director of retention initiatives, serving as our primary liaison. Dr. Patricia Geesey, chair of Languages, Literatures and Cultures, has continued to advise students on matters related to foreign language study. Lauren Hodge of the International Center has served as the primary point of contact for study abroad matters for students in our program.

### **Administrative Support.**

**Program–funded Student Assistant.** Student assistant Rebecca Weiner provided support on matters related to event programming and promotion, marketing (website, social media and UNF Calendar/Osprey Update) and the documentation, in photos and written summaries, of our events. Rebecca was paid from the annual budget of the International Studies Program.

**Departmental Support.** As the host department for the program, Languages, Literatures and Cultures continued to provide assistance related to financial transactions, enrollment permissions for the 0-credit International Educational Experience course, human resources paperwork and approval of timesheets for our student assistant, and other routine matters. Elizabeth Noriega, the department’s office manager, estimates that she spent 15-30 hours on tasks related to the International Studies Program during the 2017-2018 year.

**Other Support.** Michael Boyles of CIRT assisted in the design of posters for our lecture series, International Mondays, and the “Disasters, Public Health and International Cooperation study abroad program, and also created the program and poster for the International Studies/Digital Humanities Symposium. Jess

Harden of CIRT provided extensive support related to the International Studies/Digital Humanities Symposium. Kelsey Eagen in the Office of Undergraduate Research has provided support related to research, including taking a central role in organizing the International Research Symposium and in arranging for our students' presentations at SOARS. Adianez Garcia in the International Center has provided help related to CPT and other matters for the international students in our program. Lauren Hodge and Susan Russo in the International Center have assisted in the tracking of students for registration in INS3950 International Educational Experience. Alyssa Kyff in Coggin International Business Study Abroad has helped with paperwork related to study abroad for INS students participating in Coggin trips. Stephanie Howell in the Office of the General Counsel has helped us to ensure that agency agreements and liability waivers or acknowledgement forms are on file for students pursuing internships.

**Graduate Program Liaisons.** Program director Clayton McCarl has continued to convene a group of current UNF graduate students who advise international studies undergraduates about their programs, and their experiences in graduate school. The liaisons for 2017–2018 were:

Trevor Cheatham, Master of Arts in International Affairs  
Imani Phillips, Master of Arts in History  
Caitlyn Roykovich, Master of Public Administration  
Stephanie Worley, Master of Arts in International Affairs

### **Program Communications.**

**Social Media.** We have continued to use [Facebook](#) and [Instagram](#) to promote and document all our events, as well as to distribute our Student/Alumni News profiles.

**Website.** We have worked during 2017–2018 to update our website, employing the new templates and ensuring that it is ADA compliant.

**Canvas.** We have continued to use our [group site in Canvas](#) to distribute announcements related to events and advising.

**Calendar/Osprey Update.** We have also continued to publicize all program activities through the UNF Calendar and Osprey Update.

**Resources and Forms.** We have continued to update and improve the advising materials available in the “Resources” section of our website. These include a variety of new or updated forms designed to streamline advising processes and avoid problems related to the international educational experience and foreign

language requirements (see Appendix). We have also created a “Policies” section, where we define the parameters of these requirements, as well as establish other standard protocols for handling such matters as academic internships for credit and other matters.

**Student Awards.** At the joint awards ceremony held by International Studies and the Department of Languages, Literatures and Cultures on April 20, 2018, we presented the following honors

**Award for Excellence**

Diana Botello  
Daniela Mujica La Rotta  
Maranda Spinweber

**James Van Vleck Study Abroad Scholarship**

Stephanni Greenan

**Award for Outstanding Digital Scholarship**

Rebecca Weiner

**Award for Leadership**

Alicia Smith

Due to difficulties encountered in administering the James Van Vleck Study Abroad Scholarship, we have revised the application to make eligibility criteria more transparent, and have altered the calendar for application and disbursement. We are working with all impacted parties to make sure our new wording is acceptable (see Appendix for draft).

**LGBT Ally Award.** The International Studies Program was presented with an LGBT Ally award by the UNF LGBT Resource Center at Lavender Graduation on April 19, 2018. Dr. McCarl accepted the award on behalf of the program, accompanied by international studies majors Brittney Mullins, Alicia Smith and Maranda Spinweber.

**International Council.** In 2017–2018, Dr. McCarl continued to serve on the International Council convened by Dr. Mauricio Gonzalez, vice present for student and international affairs. The International Studies Program was recognized in the 2018 update published by UNF International Affairs (see Appendix).

**Promoting Faculty-Led Study Abroad Programs.** During 2017–2018, we created guidelines for faculty who ask us to promote their programs, in order to provide consistent and complete information to students (see Appendix). In response to such requests, we helped the following areas to publicize their faculty-led trips:

**Spring Break 2018**

Coggin Study Abroad Chile and Argentina

**Summer 2018**

Art and Design in Italy

Philosophy and Religious Studies in China

Languages, Literatures and Cultures in China

Languages, Literatures and Cultures in Spain

Nutrition and Dietetics in Italy

Psychology in Jamaica

**Statement on Diversity and Inclusion.** In Fall 2017, the International Studies Program developed a formal statement on diversity and inclusion (see Appendix). This language was approved by the program's Advisory Committee, and is published on the program's website.

**COAS Operational Practice: Formalizing the Relationship between Interdisciplinary Programs and Departments.** In Spring 2018, Dr. McCarl and Dr. Sarah Mattice, director of the Interdisciplinary Studies Program, drafted a proposed operational practice, which will be discussed by the COAS council of chairs and submitted for comments by faculty in the coming months.

**Budget.** The annual budget of the program is currently \$3,500. During the 2017–2018 academic year, these monies were utilized approximately as follows: \$1,200, student assistant; \$570, poster printing; \$180, space rental; honorariums, \$500; transportation, \$75; conference registration, \$150; supplies, \$300.

Projected expenses for 2018–2019:

\$1,500	Student assistant (5 hours/week x 30 weeks x \$10/hour)
\$1,000	INS co-sponsorship of inaugural conference of Florida Digital Humanities Consortium
\$600	Poster printing
\$250	INS co-sponsorship of Embroidering for Peace and Memory (to be used for supplies and table/chair rental fees)
\$120	Misc. expenses
\$30	Parking for guests to campus
<b>\$3,500</b>	<b>Total</b>

## Appendix

This section contains:

- Poster for “Disasters, Public Health and International Cooperation” study abroad program
- Facebook post listing details for “Disasters, Public Health and International Cooperation”
- Course lists: Summer 2017, Fall 2017, Spring 2018
- Revised assessment materials
- Feedback on 2016–2017 assessment
- International Research Symposium program
- International Studies/Digital Humanities Symposium poster and program
- Lecture Series posters for Fall 2017 and Spring 2018
- International Mondays posters for Fall 2017 and Spring 2018
- 2018 SOARS program (pages corresponding to Interdisciplinary Hour only)
- Program Director Job Description
- New/revised International Studies Program advising materials:
  - Policy Acknowledgement
  - Request for Approval to Register in INS3950 International Educational Experience
  - Request for Permission to Fulfill International Studies Language Requirement with a Language Other than Chinese, French or Spanish
  - Internship Agreement
  - Request for Special Consideration Regarding Double Majors/Dual Degrees
  - Advising Checklist for International Studies majors
  - Policy on directed independent studies
- Draft revised application for James Van Vleck Study Abroad Scholarship
- LGBT Ally Award
- International Affairs Annual Report (page corresponding to International Studies)
- Statement on Diversity and Inclusion
- Guidelines for promoting faculty–led study abroad programs
- Representative Social Media posts



# Disasters, Public Health, and International Cooperation

**An Interdisciplinary Study Abroad  
Course in Switzerland and France  
Focusing on Global Health and  
International Crisis Response**



## **Travel Dates: July 19–29**

***This three-credit course is open to all students and has been approved as an elective for the International Studies minor and major, the Public Health minor and major, the Political Science minor, and some concentrations in the Political Science major. A cross-listed graduate course is an approved elective for the Master of Public Health.***

This course prepares students to be global thought leaders in disaster management and human rights advocacy. We begin at UNF with collaborative activities related to disease outbreak and risk communication. We then travel to Europe to meet with experts and field workers affiliated with the United Nations and the World Health Organization in Geneva, Switzerland. In France, we engage in a UN-style disaster simulation, working alongside students from Université Lyon 2. In addition, we explore local landmarks and culture in both countries.

***\$200 Due Jan 30  
\$1375 Due Feb 15  
\$1375 Due March 15***

***Sponsored by the Department of Public Health,  
the Department of Political Science and Public  
Administration, and the International Studies Program***

***For additional information contact:  
Dr. Clayton McCarl ([clayton.mccarl@unf.edu](mailto:clayton.mccarl@unf.edu))***





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the Department of Public Health and the Department of Political Science and Public Administration (UNF PSPA), and the International Studies Program have designed an experience that will prepare the students to be global thought leaders in disaster management and human rights advocacy. The course will begin with classroom-based sessions at which students will analyze the psychosocial determinants that affect disaster preparedness, response, and recovery through the critical review of local disaster case studies. Next, students will examine the principles of risk communication and the practice of disaster management through on-site discussions with staff at local organizations including the American Red Cross, as well as with staff and refugee clients at Lutheran Social Services in Jacksonville. Students will be actively engaged in learning through multiple collaborative simulations, including a disaster-related disease outbreak exercise, and a mock media interview in which students will respond using risk communication techniques.

Diaphney Tort

UNF International Studies Program

Summer Language Yongan Wu from the Department of English and Cultures, and the Department of English summer study Chair

Paul Hout, Chair

UNF International Studies Program

UNF Intensive Chair Summer 2017 • N by Dr. Yongan Wu, weeks long, from Beijing, Pengshan

Richard Allen

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Gabby Ba

Guys this trip was

UNF International Summer Language

Glehn Von Lo

Videos

UNF International Studies Program

January 12 · 🌐

Price reduction and extended deadlines! The summer 2018 study abroad program "Disasters, Public Health and International Cooperation" has received TLO funding, reducing the cost per person, and application/payment deadlines have been extended. See below for full details.

Disasters, Public Health, and International Cooperation Summer B 2018

Primary destinations: Lyon, France and Geneva, Switzerland  
Travel dates: 7/19-7/29, with on-campus meetings and local site visits before and after travel (dates have not yet been determined, but students must be available to attend class locally during the Summer B semester)

Faculty leaders: Dr. Emma Apatu, assistant professor of public health; Dr. Josh Gellers, assistant professor of political science; Dr. Sericea Stallings Smith, assistant professor of public health

Description: From the devastation wrought locally by Hurricane Irma to the flooding that has affected tens of millions in Southeast Asia this year alone, natural disasters have become an unfortunate but common part of human life. These occurrences are projected to worsen with the exacerbation of climate change, leaving everyone at risk, but particularly the most vulnerable among us. Collaborative and innovative interdisciplinary solutions, both at the local and global level, are increasingly necessary.

In response to this situation, the Department of Public Health (UNF Public Health) and the Department of Political Science and Public Administration (UNF PSPA), and the International Studies Program have designed an experience that will prepare the students to be global thought leaders in disaster management and human rights advocacy. The course will begin with classroom-based sessions at which students will analyze the psychosocial determinants that affect disaster preparedness, response, and recovery through the critical review of local disaster case studies. Next, students will examine the principles of risk communication and the practice of disaster management through on-site discussions with staff at local organizations including the American Red Cross, as well as with staff and refugee clients at Lutheran Social Services in Jacksonville. Students will be actively engaged in learning through multiple collaborative simulations, including a disaster-related disease outbreak exercise, and a mock media interview in which students will respond using risk communication techniques.

To gain a greater global perspective, students will then travel to Europe for a total of nine days. In Geneva, they will meet with experts and field workers affiliated with the United Nations (UN) and the World Health Organization (WHO). They will consider first-hand accounts of response and recovery efforts around the world, as well as examine the human rights and health challenges that can accompany such processes. In Lyon, they will engage in a mock UN-style international disaster crisis simulation, working alongside students from Université Lumière Lyon 2. Participants will also meet with members of the local refugee population and social service agencies. Students will also have the opportunity to visit geographical landmarks to learn more about the local culture.

Upon their return, students will engage in synthesis exercises, leading up to a public presentation at which they will reflect upon their learning and discuss how to put it into action.

Semester for which students register: Summer B 2018

Courses for which students register: HSC4931 (3 credits, undergraduate), HSC6931 (3 credits, graduate).

Prerequisite courses: none

Can these courses count toward the major in International Studies? Yes, HSC4931 has been approved as an elective for students in the International Studies minor and major (any concentration).

Toward what other degree programs can these courses count? HSC4931 has been approved for students in the Public Health major and minor, and the Political Science major (any concentration) and minor. HSC6931 has been approved as an elective for students in the Master of Public Health and Master of Arts in International Affairs. These courses can potentially be used as an elective by students in other programs of study, contingent upon the approval of the responsible department chair or program director.

Estimated program cost: \$2,950, includes airfare, most ground transportation, a welcome dinner in Switzerland and a farewell dinner in France, all hotel accommodations and breakfasts in both countries, and several excursions. Does not include tuition for one three-credit UNF course. (Note that graduate students are not eligible to receive TLO funds, and so may pay a different price. Graduate students may apply for SAILS or other

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Heldi Geo

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Sarah Lynch

Imani Phillips

Angela Mann

Kaitlin Legg

Patricia Angelica

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scholarships. See the International Center for assistance.)

Estimated out-of-pocket costs: \$650 for most lunches and dinners, and miscellaneous spending money

Deadlines:

--application and first payment (\$200): Jan. 30, 2018

--second payment (\$1,375): Feb. 15, 2018

--final payment (\$1,1375): March 15, 2018

How to apply:

--Log on to MyWings

--Fill out the necessary information

--Upload a 500 word essay describing how participation in the study abroad course will help you achieve your personal and professional goals.

For additional information on how to apply, visit: <https://www.unf.edu/.../Study%20Abroad%20Application%20Manual...>

For more information, contact: Dr. Clayton McCarl, director, International Studies Program, [clayton.mccarl@unf.edu](mailto:clayton.mccarl@unf.edu).

You can also join the Canvas group for this trip (<https://canvas.unf.edu/enroll/KNRYKT>).

#unfinsfacultyled

### Disasters, Public Health, and International Cooperation

An Interdisciplinary Study Abroad Course in Switzerland and France Focusing on Global Health and International Crisis Response



#### Travel Dates: July 19-29

This three-credit course is open to all students and has been approved as an elective for the International Studies minor and major, the Public Health minor and major, the Political Science minor, and some concentrations in the Political Science major. A cross-listed graduate course is an approved elective for the Master of Public Health.

This course prepares students to be global thought leaders in disaster management and human rights advocacy. We begin at UNF with collaborative activities related to disease outbreak and risk communication. We then travel to Europe to meet with experts and field workers affiliated with the United Nations and the World Health Organization in Geneva, Switzerland. In France, we engage in a UN-style disaster simulation, working alongside students from Université Lyon 2. In addition, we explore local landmarks and culture in both countries.

\$200 Due Jan 30  
\$1375 Due Feb 15  
\$1375 Due March 15

Sponsored by the Department of Public Health, the Department of Political Science and Public Administration, and the International Studies Program

For additional information contact:  
Dr. Clayton McCarl ([clayton.mccarl@unf.edu](mailto:clayton.mccarl@unf.edu))



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**University of North Florida  
International Studies Program  
Summer 2017 Course Offerings**

This document lists Summer 2017 courses that count toward the interdisciplinary International Studies major and minor. Students must meet established prerequisites to enroll in any course. Minors must choose their electives from the approved courses corresponding to the various concentrations below.

Students should consult with their academic advisor each semester to ensure that they are meeting the appropriate requirements of the degree program and that all prerequisites for upper-level courses have been satisfied.

Students in the International Studies major should begin foreign language coursework as early as possible.

**Contact information:**

- Freshmen should meet with their assigned advisor in the Academic Center for Excellence (ACE), Building 2/Room 1200, 904-620-1012, [ace@unf.edu](mailto:ace@unf.edu).
- Students at the sophomore level and above should contact Liz Wondell in College of Arts and Sciences Academic Advising, Building 51/Room 2500, 904-620-2797, [l.wondell@unf.edu](mailto:l.wondell@unf.edu).
- For information regarding foreign language coursework, including placement exams and retroactive credit, please contact Professor Yongan Wu (for Chinese), Building 10/Room 2131, 904-620-2887, [yongan.wu@unf.edu](mailto:yongan.wu@unf.edu); Professor Clayton McCarl (for Spanish), Building 10/Room 2139, 904-620-1242, [clayton.mccarl@unf.edu](mailto:clayton.mccarl@unf.edu); and

Professor Patricia Geesey (for French), Building 10/Room 2425, 904-620-1246, [pgeesey@unf.edu](mailto:pgeesey@unf.edu).

- Students seeking help with study abroad and related matters should contact the International Center, Building 58E/Room 2300, 904-620-2657, [intlctr@unf.edu](mailto:intlctr@unf.edu).
- Professor Clayton McCarl, director of the International Studies Program, is available to provide general guidance to all students. Building 10/Room 2139, 904-620-1242, [clayton.mccarl@unf.edu](mailto:clayton.mccarl@unf.edu).

The online course schedule provides information about the time and location of each course. Courses listed here remain subject to change and cancellation.

Recommended Courses

INR 2002 Intro to Int'l Relations (B online)  
(This course is NOT required for entry into the program, but is a required prerequisite for one of the optional "Frameworks" course in the core.)

Core: Required Courses

ANT 3212 People/Cultures of the World (A & B, online and on campus)  
GEO 3553 Cultural Dimensions of Eco Geo (B)

Core: Frameworks options

Neither course is offered.

Core: Methodology options

GIS 3043 Introduction to GIS (A)  
POS 3733 Research Design for Poli Sci (A)

Required International Educational Experience

INR 3950 Int'l Educational Experience  
(Permission required to enroll; contact  
Clayton McCarl, program director.)

Foreign Language Courses

SPN 1120 Beginning Spanish I (A)  
SPN 1121 Beginning Spanish II (B)

Electives: Asian Studies Concentration

CHT 3500 Chinese Culture (A)  
MAN 4956 Study Abroad:  
Vietnam/Cambodia (C)

Electives: Latin American Studies  
Concentration

FOT 3931 (FC) Latin Amer Cult/Film (A)  
SPN 4541 Adv Hispanic Culture (A)

Electives: Middle Eastern/African Studies  
Concentration

AFH 3450 (CD)(FC) South Africa (B)  
INR 3084 Terrorism Today (A online)

Electives: European Studies Concentration

ARH 3930 Italy: Art/Culture/History (C)  
ARH 3930 History of Italian Museums (C)  
ARH 3955 Art History on Site: Rome (C)  
CPO 3123 (FC) Pol/Soc in Britain/Ireland  
(A & B online)  
CRW 3930 Writing London: Study Abroad  
(A)  
EUH 3932 Study Abroad in Spain (B)  
EUH 3411 (FC) Ancient Rome (C online)  
FOL 3953 Culture of Northern Spain (B)  
FRT 3550 (FC) Faces of France (C)  
INR 3084 Terrorism Today (A online)  
PGY 3952C Study Abroad: Photo. in Italy  
(C)

SPN 3500 (FC) People/Cultures of Spain (B  
online) (*language of instruction is  
English*)

SPN 4541 Adv Hispanic Culture (A)  
SYA 4930 Study Abroad - Iceland

Electives: Foreign Language and Culture  
Concentration

ARH 3930 Italy: Art/Culture/History (C)  
ARH 3930 History of Italian Museums (C)  
ARH 3955 Art History on Site: Rome (C)  
CPO 3123 (FC) Pol/Soc in Britain/Ireland  
(A & B online)  
CPO 3123 (FC) Pol/Soc in Britain/Ireland  
(A & B online)  
EUH 3932 Study Abroad in Spain (B)  
EUH 3411 (FC) Ancient Rome (C online)  
FOL 3953 Culture of Northern Spain (B)  
FOT 3931 (FC) Latin Amer Cult/Film (A)  
FRT 3550 (FC) Faces of France (C)  
PGY 3952C Study Abroad: Photo. in Italy  
(C)  
SPN 3500 (FC) People/Cultures of Spain (B  
online) (*language of instruction is  
English*)  
SPN 4541 Adv Hispanic Culture (A)

Electives: International Relations & Politics  
Concentration

CPO 3123 (FC) Pol/Soc in Britain/Ireland  
(A & B online)  
ECO 3704 International Trade (B)  
HIS 3307 Modern War (A)  
INR 3084 Terrorism Today (A online)  
MAN 4600 International Management (A)  
SYP 3440 Social Change/Int'l Development  
(A)

**University of North Florida  
International Studies Program  
Fall 2017 Course Offerings**

This document lists Fall 2017 courses that count toward the interdisciplinary International Studies major and minor. Students must meet established prerequisites to enroll in any course.

**See your advisor.** Students should consult with their academic advisor each semester to ensure that they are meeting the appropriate requirements of the degree program and that all prerequisites for upper-level courses have been satisfied. Contact information related to academic advising can be found on the [For Current Students](#) page of the Program website.

**Start your language study early.** Students in the International Studies major should begin [foreign language coursework](#) as early as possible.

**Be proactive.** If you feel there is a course not listed for your concentration that is relevant to your academic or professional interests, contact program director [Clayton McCarl](#) or your advisor.

The online course schedule provides information about the time and location of each course. *Courses listed here remain subject to change and cancellation.*

Recommended Courses

CPO2002 Intro to Comparative Politics  
INR2002 Intro to Int'l Relations  
(These courses are NOT required for entry into the program, but are required prerequisites for the optional "Frameworks" course in the core.)

Core: Required Courses

ANT3212 (CD)(FC)Peoples/Cultures World

ECO3701 CD-Contemporary Intl Eco  
GEO3553 Cultural Dimensions of Eco Geo  
INS3990 Intro to International Studies (new course required of those entering under 2017-2018 catalog)  
INS4991 Int'l Studies Senior Rsch Sem  
(formerly *INR4930 Intl Studies Capstone*)

Core: Frameworks options

CPO4014 Framewk: Analy Comp Pol

Core: Methodology options

ANT4497 Ethnographic Methods  
GIS3043 Introduction to GIS  
HIS3051 (GW) Craft Of The Historian  
POS3733 Research Design for Poli Sci

Required International Educational Experience

INS3991 Int'l Educ Experience (formerly *INR3950*). Permission required to enroll. See the section "Registering for and Completing INR3950 International Educational Experience" on the following pages: [Study Abroad](#), [Internships](#).

Beginning/Intermediate Foreign Language Courses

CHI1120 Beginning Chinese I  
CHI1121 Beginning Chinese II  
CHI2200 Intermediate Chinese I  
FRE1120 Beginning French I  
FRE1121 Beginning French II  
FRE2240 Intermediate French I  
GER1120 Beginning German I  
GER1121 Beginning German II  
GER2200 Intermediate German I  
SPN1120 Beginning Spanish I  
SPN1121 Beginning Spanish II  
SPN2200 Intermediate Spanish I  
SPN2201 Intermediate Spanish II

Valid for all concentrations

COM4930 Strategic Social Media  
GIS4048 Intermediate GIS  
INS4990 Int'l Studies Internship (materials were due on 4/1; see [details on program website](#))

Electives: Asian Studies Concentration

AMH3932 Asian-American Immigration  
ASH3337 (FC) Gandhi and Modern India  
ASH3401 Contemporary China  
ASN3106 (FC) Women/Gender in East Asia  
CHI3400 Conversation in Chinese  
CPO3402 Pol. of Pakistan/Afghanistan  
CPO3643 (FC)Pol/Society in Russia  
PHH3860 (FC) Japanese Philosophy  
PHI3932 India: Thought/Cult in S. Asia  
REL3934 India: Thought/Cult in S. Asia  
REL3935 (FC) Japanese Philosophy

Electives: Latin American Studies Concentration

LAH3300 (CD)(FC) Latin America  
LAS3020 (FC)Peoples/Cultures Caribbean  
SPN3242 Spanish Conversation  
SPN3300 Spanish Composition  
SPN3501 Hispanic Culture: Span Am  
SPN4400 Advanced Spanish Composition  
SPW3030 Intro to Lit in Spanish  
SPW3130 Span Am Lit to Mod

Electives: Middle Eastern/African Studies Concentration

ANT4931 Women in Islam  
ASH3200 (FC) Ancient Near East  
CPO3213 (FC) Sub-Saharan Africa  
INR3084 Terrorism Today  
INR3153 U.S. Mideast Policy  
REL3936 Women in Islam

Electives: European Studies Concentration

ARH3319 Art of Michelangelo  
ARH3331 Northern Renaissance Art  
ARH3453 Post War Art: 1940-1980  
ARH4710 History of Photography

CPO3123 (FC)Pol/Soc in Britain/Ireland  
CPO3643 (FC)Pol/Society in Russia  
ENL3333 Shakespeare  
ENL3501 Periods Early British Lit  
ENL3503 Periods Later British Lit  
EUH3142 Renaissance-Reformation  
EUH3205 19th Century Europe  
EUH3403 (FC) Ancient Greece  
EUH3451 France Since 1789  
EUH3462 Modern Germany  
EUH3932 French Revolution  
EUH3990 French Empire: 19th C. Africa  
EUH4990 SEM: Tudor World  
FRE3350 Readings Fren Lit and Culture  
FRE3300 French Grammar and Composition  
FRE4402 Advanced French Conversation  
INR3084 Terrorism Today  
LIT4243 Chaucer  
SPN3242 Spanish Conversation  
SPN3300 Spanish Composition  
SPN4400 Advanced Spanish Composition  
SPN4541 Journeys in Span Lit/Film  
SPW3030 Intro to Lit in Spanish

Electives: Foreign Language and Culture Concentration

ARH3319 Art of Michelangelo  
ARH3331 Northern Renaissance Art  
ARH3453 Post War Art: 1940-1980  
ARH4710 History of Photography  
CHI3400 Conversation in Chinese  
FIL3828 International Film Survey  
FRE3350 Readings Fren Lit and Culture  
FRE3300 French Grammar and Composition  
FRE4402 Advanced French Conversation  
SPN3242 Spanish Conversation  
SPN3300 Spanish Composition  
SPN3350 Spanish for Heritage Speakers  
SPN3501 Hispanic Culture: Span Am  
SPN4400 Advanced Spanish Composition  
SPN4541 Journeys in Span Lit/Film  
SPW3030 Intro to Lit in Spanish  
SPW3130 Span Am Lit to Mod

Electives: International Relations & Politics

Concentration

AMH3990 US in World Hist- 20th Cent  
CPO3123 (FC) Pol/Soc in Britain/Ireland  
CPO3402 Pol. of Pakistan/Afghanistan  
CPO3643 (FC)Pol/Society in Russia  
ECO3704 International Trade  
ECO4933 ST: Environmental Economics  
INR3016 Global Issues in Contemp Poli

INR3084 Terrorism Today  
INR3102 Real Policy World  
INR3153 U.S. Mideast Policy  
INR4703 Intl Political Economy  
JOU4930 International Journalism  
MAN4600 International Management  
MAR4156 International Marketing  
POS3931 American Foreign Policy  
SYP3440 Social Change/Intl Development



# Spring 2018 Course Offerings

This page lists Spring 2018 courses that count toward the International Studies major and minor.

A few reminders:

- Students should consult with their academic advisor each semester to ensure that they are making appropriate progress toward completion of their degree. Make an appointment through MyWings or see [Advising](#) for contact information.
- To review the current requirements for the International Studies major and minor, see [Programs of Study](#) . (If you entered UNF prior to the 2017-2018 year, your requirements may be slightly different, as some catalog changes have taken place. See your advisor for assistance.)
- Students in the International Studies major should begin completion of the [Foreign Language Requirement](#) as early as possible. For help, see [Foreign Language Study](#) .
- Further information on courses, including times and locations, can be found in the online [course schedule](#) .
- Courses listed here are subject to change and cancellation.
- Students must meet established prerequisites to enroll in any course.
- If a particular elective course is relevant to your academic or professional interests but is not listed for your concentration, contact your advisor or [Clayton McCarl](#) , program director.
- This list is subject to revision. Courses will not be removed, unless listed in error, but corrections may be made, or additional courses added. Last updated 10/27/17.

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## Suggested Lower-Level Electives

WOH1012 (GW) World History I

WOH1022 (GW) World History II

(These lower-level courses are not required prerequisites for any upper-level courses on this list, and cannot count toward the International Studies major itself. They are, however, good preparation for upper-level courses in history, international relations and other areas. Both are options in the "Thinking Critically" category of UNF's [General Education Requirements](#). Both also count toward the [Gordon Rule writing requirement](#).)

## Recommended Foundation Courses

CPO2002 Intro to Comparative Politics

INR2002 Intro to Int'l Relations (online)

(These courses are NOT required for entry into the program, but are required prerequisites for core courses.)

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## Core Courses

### Required

ANT3212 (CD)(FC) Peoples/Cultures World (online)

ECO3701 CD-Contemporary Intl Eco

GEO3553 Cultural Dimensions of Eco Geo

INS4991 Capstone Seminar (prereqs: core courses and senior standing)

### Frameworks option

INR4603 Framewk: Analy Int Rel (prereq: INR 2002)

### Methodology options

ANT4083 Quantitative Methods in Anthro

GIS3043 Introduction to GIS

HIS3051 (GW) Craft of The Historian

POS3733 Research Design for Poli Sci (online and on campus)

## Required International Educational Experience

INS3991 Int'l Educational Experience

(This is the 0-credit course used to mark completion of the [International Educational Experience](#) requirement on your transcript. You must register for this course in the semester during which your activity takes place. Permission is required to enroll. See [Registering for and Completing INS3991](#) for instructions.)

---



## Foreign Language Courses

CHI1120 Beginning Chinese I  
CHI1121 Beginning Chinese II  
CHI2201 Intermediate Chinese II  
CHI3301 Composition in Chinese  
FRE1120 Beginning French I  
FRE1121 Beginning French II  
FRE2241 Intermediate French II  
FRE3283 Fren Listening/Speaking Skills  
GER1120 Beginning German I  
GER1121 Beginning German II  
GER2201 Intermediate German II  
SPN1120 Beginning Spanish I  
SPN1121 Beginning Spanish II  
SPN2200 Intermediate Spanish I  
SPN2201 Intermediate Spanish II  
SPN3242 Spanish Conversation  
SPN3300 Spanish Composition  
SPN3351 Comm for Heritage Speaker

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## Electives

Valid for All Concentrations

COM4930 ST: Strategic Social Media

INS4990 Exp: Intern'l Studies Internship (see program policy on [Academic Credit for Internships](#) \_\_)

### Asian Studies Concentration

ANT3243 (FC) Comparative Muslim Cultur  
ARH3930 ST: Islamic Art  
ASH3402 Traditional China  
ASH3440 (CD)(FC) Japanese Civilization  
CHI3301 Composition in Chinese

### Latin American Studies Concentration

GEO4956/ECO4956 Study Abroad Geography Chile/Argentina (with travel during Spring Break)  
LAH3736 (FC) Mod Lat Am Hist Film  
LAH4932 Sem: Rebell/Rev in Lat America  
SPN3351 Comm for Heritage Speakers  
SPW3030 Intro to Lit in Spanish  
SPW3131 Span Am Lit to Present  
SPW4930 Women's Lit in Lat America

### Middle Eastern/African Studies Concentration

AFH3990 Exp: (FC) Pre-Colonial Africa (online)  
ANT3243 (FC) Comparative Muslim Cultur  
ANT4352 (FC) Peoples/Cultures Africa  
ARH3930 ST: Islamic Art  
ASH3201 (FC) Ancient Israel  
ASH3223 (CD)(FC) Middle East (online)  
CPO 3213 (FC) Subsaharan Africa (online)  
HIS3932 French Empire: N. Africa  
INR3084 Terrorism Today (online)  
LIT4934 African Diaspora  
PHI3931 Jewish & Islamic Philosophy  
REL3931 Jewish and Islamic Philosophy

### European Studies Concentration

ARH3354 Rubens to Rembrandt  
ARH3404 British Art: Hogarth to Hirst  
ARH3410 Modern European Art I  
ART3930 ST: Examining Italian Film  
ARH4710 History of Photography  
CPO3123 (FC) Pol/Soc in Britain/Ireland (online and on campus)

EUH3206 20th Century Europe  
EUH3411 (FC) Ancient Rome  
EUH3465 Nazi Germany (online)  
EUH3511 Tudor-Stuart England 1485-1714  
EUH3932 Early Modern Europe (online)  
EUH3990 Exp: Reform to Rev. in France  
FRE3283 Fren Listening/Speaking Skills  
FRE4930 War/Society 20th Cen. France  
FOT3510 (FC) Love in the Middle Ages  
FOT3931 (FC) Myth/Cult Ancient Greece  
HIS3932 French Empire: N. Africa  
INR3084 Terrorism Today (online)  
PHI3930 Germany Today  
PHH3500 Kant to Nietzsche  
SPN3501 Hispanic Culture: Spain  
SPW3030 Intro to Lit in Spanish

#### Foreign Language and Culture Concentration

AFH3990 Exp: (FC) Pre-Colonial Africa (online)  
ANT3243 (FC) Comparative Muslim Cultur  
ARH 3404 British Art: Hogarth to Hirst  
ARH3930 ST: Islamic Art  
ARH4710 History of Photography  
ART3930 ST: Examining Italian Film  
ASH3201 (FC) Ancient Israel  
ASH3223 (CD)(FC) Middle East (online)  
CHI3301 Composition in Chinese  
CPO3123 (FC) Pol/Soc in Britain/Ireland (online and on campus)  
EUH3411 (FC) Ancient Rome  
FRE3283 Fren Listening/Speaking Skills  
FRE4930 War/Society 20th Cen. France  
FOT3510 (FC) Love in the Middle Ages  
FOT3931 (FC) Myth/Cult Ancient Greece  
LAH3736 (FC) Mod Lat Am Hist Film  
LIT4934 African Diaspora  
PHI3931 Jewish & Islamic Philosophy  
REL3931 Jewish and Islamic Philosophy  
SPN3242 Spanish Conversation  
SPN3300 Spanish Composition  
SPN3351 Comm for Heritage Speakers  
SPN3501 Hispanic Culture: Spain  
SPW3030 Intro to Lit in Spanish  
SPW3131 Span Am Lit to Present  
SPW4930 Women's Lit in Lat America

#### International Relations & Politics Concentration

AMH3992 Exp: US and the Global Cold War  
ASH3223 (CD)(FC) Middle East (online)  
CPO3123 (FC) Pol/Soc in Britain/Ireland (online and on campus)  
ECO3704 International Trade (in person and online)  
ECO4713 International Monetary System  
GEO4956/ECO4956 Study Abroad Geography Chile/Argentina (with travel during Spring Break)  
HSC4931: International Health (online)  
INR3016 Global Issues in Contemp Poli  
INR3102 Real Policy World  
INR3084 Terrorism Today (online)  
INR4703 Intl Political Economy (online)  
JOU4930 ST: International Journalism  
POS3931 American Foreign Policy  
SOP3515 Conflict Transformation  
SYP3440 Social Change/Intl Development (online)

## **International Studies Program Revised Assessment Materials**

Mission: The International Studies Program seeks to enable students to think critically about the contemporary world from a variety of disciplinary perspectives, and to endow them with set of competencies needed for success in graduate programs and as professionals and leaders in a diverse range of professions within government, business and the non-profit sector.

Student Learning Outcomes:

1. Demonstrate structural knowledge of the international system.
2. Demonstrate an ability to compare differing cultural systems.
3. Demonstrate the ability to locate and critically evaluate sources of information appropriate to academic research.
4. Demonstrate the ability to construct and substantiate an original and narrowly defined argument in writing.
5. Demonstrate the ability to effectively communicate research results orally and in a public setting.

## **Rubric for SLO 1: Demonstrate structural knowledge of the international system**

5. Student's chosen topic, and the execution of the paper itself, demonstrate an advanced understanding of international political and economic systems, and, as appropriate, the ways those systems interact with or influence matters of culture within societies and across international boundaries. The research project suggests that student has successfully assimilated concepts from coursework in international relations and economics, as well as coursework more related to culture, as appropriate, and that the student has been highly successful in bringing this background to bear on their choice of topic and their approach to that topic.

4. Student's chosen topic, and the execution of the paper itself, demonstrate a good understanding of international political and economic systems, and, as appropriate, the ways those systems interact with or influence matters of culture within societies and across international boundaries. The research project suggests that student has a strong grasp of concepts from coursework in international relations and economics, as well as coursework more related to culture, as appropriate, and that the student has brought this background to bear with reasonable success on their choice of topic and their approach to that topic.

3. Student's chosen topic, and the execution of the paper itself, demonstrate some understanding of international political and economic systems, and, as appropriate, the ways those systems interact with or influence matters of culture within societies and across international boundaries. The research project suggests that student has partially assimilated some concepts from coursework in international relations and economics, as well as coursework more related to culture, as appropriate, but that the student has struggled to bring this background to bear on their choice of topic and their approach to that topic.

2. Student's chosen topic, and the execution of the paper itself, demonstrate a weak understanding of international political and economic systems, and, as appropriate, the ways those systems interact with or influence matters of culture within societies and across international boundaries. The research project suggests that student has a undeveloped grasp of concepts from coursework in international relations and economics, as well as coursework more

related to culture, as appropriate, and that the student has therefore been unable to bring this background to bear on their choice of topic and their approach to that topic.

1. Student's chosen topic, and the execution of the paper itself, demonstrate little or no understanding of international political and economic systems, and, as appropriate, the ways those systems interact with or influence matters of culture within societies and across international boundaries. The research project suggests that student has a minimal, if any, grasp of concepts from coursework in international relations and economics, as well as coursework more related to culture, as appropriate, and that the student has failed to formulate an appropriate topic or successfully address that topic in their research.

**Rubric for SLO 3: Demonstrate the ability to locate and critically evaluate sources of information appropriate to academic research**

5. Student has identified a collection of secondary sources that all proceed from peer-reviewed scholarly publications or are books of a scholarly nature. All sources relate directly to the student's chosen topic, and form a focused, coherent group, suggesting a distinctly clear focus on a specific aspect of that topic. Without being excessive, the number of sources listed exceeds the amount of research expected for a writing project of the assigned length.

4. Student has identified a collection of secondary sources that all proceed from peer-reviewed scholarly publications or are books of a scholarly nature. All sources mostly relate directly to the student's chosen topic, and they mostly form a focused, coherent group, suggesting a generally clear focus on a specific aspect of that topic. The number of sources listed is appropriate for a writing project of the assigned length.

3. Student has identified a collection of secondary sources that all proceed from peer-reviewed scholarly publications or are books of a scholarly nature. A majority of the sources relate directly to the student's chosen topic, and, with some exceptions, they form a coherent group, suggesting a somewhat clear focus on a specific aspect of that topic. The number of sources listed is appropriate for a writing project of the assigned length.

2. Student has identified a collection of secondary sources that do not all proceed from peer-reviewed scholarly publications and/or are not books of a scholarly nature. Some of the sources may not relate directly to the student's chosen topic, and/or, as a group the sources listed do not form a coherent group, suggesting a lack of clear focus for the research project. The number of sources listed may not be sufficient for a writing project of the assigned length.

1. Student has identified a collection of secondary sources that generally do not proceed from peer-reviewed scholarly publications or are not books of a scholarly nature. Some of the sources may not relate directly to the student's chosen topic, and/or, as a group the sources listed do not form a coherent group, suggesting a lack of clear focus for the research project. The number of

sources listed is insufficient for a writing project of the assigned length.

April 10, 2018

Hi, Clayton,

I sincerely appreciate the time you took this year to facilitate the timely completion and submission of your program's ALC/GALC report. The work that you and the faculty in your program have done helps us collectively document what we are doing in terms of student learning outcomes assessment. Thank you!

I also realize that this kind of annual reporting on assessment is vastly different (and in some cases, very separated) from the assessment work that faculty do on a daily basis in their individual classrooms. However, by periodically looking at student learning at the program level, my hope is that your program can gauge whether and how students are learning well, or what steps you can take to refine your collective understanding of student learning in your program. There is value in the intentionality of going through this process and in documenting the program's plans to move forward.

I see my role as supportive, not punitive. I am here to work with you as a colleague. With that in mind, I read through your assessment report and I've provided some constructive feedback below. My feedback is based on the best practices in student learning outcomes assessment articulated in the [ALC/GALC rubric](#) and on my opinions about where you might go from here with the assessment work you are doing.

If you have any questions, comments, or feedback for me on how to make this process more meaningful, less time consuming, and ultimately more useful for you and your program, I'd love to chat about it.

Best,

*Amanda*

Amanda Kulp, Ph.D.  
Director of Assessment  
University of North Florida  
Office of Assessment, 1/2720  
904.620.1944, [amanda.kulp@unf.edu](mailto:amanda.kulp@unf.edu)



**PROGRAM NAME: INTERNATIONAL STUDIES BA**

The program is engaging in program-level assessment using direct evidence of student learning at the senior level.

**Strengths:**

- Student learning outcomes are stated in specific terms and outline what students must know and do upon successful program completion.
- The program is commendable for using direct evidence of student learning (e.g., final projects) to assess program SLOs and for connecting that assessment to your overall program review and revision process.
- The program's interpretations of the assessment findings focus more on students' growth and on contextualizing student performance in light of recent program/curricular changes, rather than reporting students' simple mastery of a learning outcome. I appreciate the nuanced, thoughtful approach.
- In our discussion, I loved hearing about how you included students in the process of formulating learning outcomes for the program. I'd like to spotlight that for the UNF community via the assessment website. Could you send me a short paragraph/snippet about why and how you included students in this process? Thanks!

**Things to Consider:**

- Your student learning outcomes are well-written, and I believe students would appreciate them being displayed publicly. I encourage you to (once they are finalized with the faculty) place them on your [program website](#).
- A curriculum map can be an invaluable tool for analyzing where and how students attain the skills, attributes, behaviors, etc., they need to achieve the learning outcomes. I suggest that you update the program's curriculum map (attached to the end of this document) for next year's report. The goal is to identify how the major courses directly and significantly align with the program learning outcomes.
- I'd encourage you to think about how to include your colleagues more directly in the program's assessment work in future years in a way that still allows you to produce this report with relative ease/efficiency. It's a fine line, but I think it's worth it and that others would benefit from being involved in the process.

Academic Learning Compact/Graduate Academic Learning Compact

Feedback Form for 2017-18 Review

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Program Name: International Studies BA

Reviewer: Amanda Kulp

Date of Review: Spring 2018

**I. Mission Statement**

Included	Not Included
The program mission statement describes the purpose of a given program in serving its students. <b>If applicable</b> , external partners are listed as are pertinent areas of program-based faculty research.	Mission statement is not present.

## II. Assessment Approaches

Included	Not Included
A description of the program's assessment approaches concisely and accurately communicates a list of the types of assessments that students might encounter in the program. The description uses language that people outside the program (e.g., students) can understand.	Description of the program's assessment approaches is not present.

## III. Four-Year Plan and Curriculum Map

Good	Developing	Beginning
A schedule is designed to assess all program-level student learning outcomes <b><u>at least once</u></b> every four years. A curriculum map has courses linked to all student learning outcomes and the level (Introduced, Reinforced, Mastered, and/or Assessed) is indicated.	A schedule is designed to assess some program outcomes, but not all. A curriculum map is partially populated with links between courses and outcomes, but seems incomplete.	A schedule to assess program outcomes is not evident. No curriculum map with courses listed is present, or courses are listed by the link to outcomes is absent.

**I've attached what I believe is an old curriculum map from Trac Dat. It has the old learning outcomes on there, and given the changes you're making to the program, potentially old core courses as well. Next year, if you just want to update this document and send it in with your report, that would be great.**

#### IV. Number of Student Learning Outcomes Assessed

Included	Not Included
Two or more student learning outcomes were assessed this year (Assessment Year 2017). ( <b>Assessing two or more SLOs annually is required.</b> )	Fewer than two student learning outcomes were assessed this year (Assessment Year 2017).

#### V. Student Learning Outcomes

Exemplary	Good	Developing	Beginning
At least one student learning outcome is provided in each of the required areas.*  *For ALCs, the required areas are critical thinking, written communication, and discipline-specific knowledge.  *For GALCs, the required areas are knowledge of the literature of the discipline and ability to engage in independent research or professional practice.	Outcomes are provided in each of the required areas*, but the categorization may be ill-fitting or unclear.	Outcomes are provided in one or two required areas*.	Outcomes are not stated or are not categorized.

Exemplary	Good	Developing	Beginning
<b>a. Clarity and specificity</b>			
<p>All outcomes are clearly and specifically stated. They include precise verbs and a rich description of what students should know, think, or do.</p>	<p>Outcomes generally contain precise verbs and a rich description of what students should know, think, or do.</p>	<p>Outcomes are present but contain imprecise verbs (e.g., know, understand), and/or a vague description of what students should know, think, or do.</p>	<p>Outcomes are not stated.</p>

## Measures

Exemplary	Good	Developing	Beginning
<b>a. Relationship between measures and outcomes</b>			
Detail is provided about how measures align with the student learning outcome(s). Specific items on the test, assignment, or survey are logically and comprehensively linked to program-level student learning outcome(s). The alignment could easily be affirmed by faculty subject experts (e.g., through a backwards translation).	How the measures relate the student learning outcome(s) is generally described. For example, the faculty wrote items/posed open-ended questions on the measure to match the outcome(s), or the measure was selected "because its general description appeared to match our outcomes."	At a superficial level, it appears the content assessed by the measures matches the outcomes, but no explanation is provided.	There seems to be no relationship between outcomes and measures.

Exemplary	Good	Developing	Beginning
<b>b. Use of direct measures</b>			
All student learning outcomes are assessed using at least one direct measure (e.g., test, essay, course-embedded assignment).			Outcomes are not assessed using direct measures, or are assessed using indirect measures only (e.g., surveys, job placement rates, etc.)

Exemplary	Good	Developing	Beginning
<b>c. Specification of desired results</b>			
Desired results are clearly identified AND justified by providing a rationale for why the desired results are reasonable or appropriate. Justification can occur through considering issues of context, assessing results against available literature/results of similar programs, considering alternative explanations, comparing program outcomes with those of previous years, etc. For example, "Last year the typical student scored 20 points on measure x. The current cohort underwent more extensive coursework in the area, so we hope that the average student scores 22 points or better."	Desired results are clearly identified, but not justified by providing a rationale for why the desired results are reasonable or appropriate. For example, "We expect that our students will score above a faculty-determined standard." Baseline data is appropriate for this category.	Desired results are stated but not clearly and specifically identified (e.g., "we want students to do well.")	No desired results are included.

**I liked how you described your interpretation of the results. Many times, folks just say, "OK, 67% of our students scored at a 3 or above," and that's it. You did more – you noted that a third of students fell into that gap, and that led you to suggest that the majority of students are performing where you want them to, but a sizeable proportion of students is not. I also liked how you provided context/history in that some students in this cohort didn't have the benefit of taking the interdisciplinary overview introduction course. I agree that these results support the notion that there may be a lack of a coherent core.**



Exemplary	Good	Developing	Beginning
<b>d. Data collection and research design</b>			
<p>The data collection process includes a clear description of how many students were assessed, who assessed students' performance, and how they assessed it. The data collection process yields quality information that enable faculty to determine whether students achieved faculty's desired results.</p>	<p>The data collection process is generally described.</p>	<p>The data collection process is minimally described, or unclear.</p>	<p>No information is provided about data collection and/or data are not collected.</p>

## VI. Results and Evaluation

Exemplary	Good	Developing	Beginning
<b>a. Presentation of results</b>			
Results are clearly present, and they directly relate to the student learning outcome(s).	Results are present, and they directly relate to the student learning outcome(s), but presentation is difficult to follow.	Results are present, but it is unclear how they relate to the student learning outcome(s).	Results are not present.
<b>b. Interpretation of results</b>			
Interpretation of results seems reasonable given the outcomes and methodology. Interpretation includes discussion of how classes, activities, or measurement methods might have affected results. Student learning and the assessment process are critically evaluated, including acknowledgement of flaws. If appropriate, results are compared to prior results.	Interpretation of results seems reasonable given the outcomes and methodology.	Interpretation is attempted, but the interpretation does not refer back to the student learning outcome(s) or the desired results.	Interpretation is not present.

Exemplary	Good	Developing	Beginning
<b>c. Sharing results with faculty/stakeholders</b>			
Information about the results is provided to the faculty in your department and/or college. The mode and details of the communication (e.g., program meetings, emails) is clear. (attach documentation as needed)	Information about the results seems to have been provided to the faculty in your department, but the mode and details of the communication is unclear.		There is no evidence of communication about the results.

**From our discussion when we met, I know that you shared the assessment results with your colleagues. I also agree with you that there is something to be said for the benefits of autonomy in developing this report and doing the assessments on your own. But, there is also something lost when others aren't more or fully involved in the process. As you move forward with your program revamp/reconceptualization, I hope you'll involve someone else or multiple folks in the assessment process in future years. I think that one useful product of the whole process of program-level assessment is the dialogue/discussion between colleagues about not only whether students learning, but whether they are learning well. Food for thought.**

## VII. Continuous Improvement/Actions to be Taken

Exemplary	Good	Developing	Beginning
<b>Plans for improvement of student learning and/or the assessment process</b>			
Substantive examples of program modifications (or plans to modify) are documented and are directly related to the assessment results. These modifications, which can be curricular, pedagogical and/or assessment-related, are very specific (e.g., approximate dates of implementation and where in the curriculum they will occur.)	Examples of or plans for modifications are documented and directly relate to findings of the assessment. However, the modifications lack specificity.	Examples of modifications documented but the link between them and the assessment findings is not clear.	Improvements or plans for improvement are not included.

**I appreciated how your description in your “Actions to be Taken” section enveloped the assessment work you did this semester in with the larger program review and program changes you’re making to International Studies. My sense is that the work you did this semester is one piece in a larger puzzle you are constructing over time to refocus the program and its goals for students.**

### **National Model for Learning Improvement regarding Continuous Improvement/Actions to be Taken**

This is a new section of the Feedback Form which was announced last year. All programs will receive feedback on this section, but your score from this section will not be included in your overall ALC/GALC score. **Programs who score at an Exemplary or higher will be publically recognized for their efforts.**

<b>National Model for Learning Improvement</b>	<b>Cusp of National Model for Learning Improvement</b>	<b>Exemplary</b>	<b>Good</b>	<b>Developing</b>	<b>Not Evident</b>	<b>Score</b>
The program presents strong evidence, from direct measures, supporting substantive learning improvement due to program modifications. This program responded to previous assessment results, made curricular and/or pedagogical modifications, RE-assessed, and found that student learning improved. The rationale and explanation of the modifications leading to	Evidence, from direct measures, suggesting learning improvement due to program modifications. This program responded to previous assessment results, made curricular and/or pedagogical modifications, RE-assessed, and found that student learning improved. Lack of clarity regarding the interventions or methodological issues (unrepresentative	Substantive examples of modifications (or plans to modify) documented and directly related to findings of assessment. These modifications, which can be curricular, pedagogical and/or assessment-related, are very specific (e.g.,	Examples of modifications (or plans to modify), which can be curricular, pedagogical and/or assessment-related, are documented and directly related to findings of the assessment. However, the modifications	Examples of modifications documented but the link between then and the assessment findings is not clear.	No mention of improvements.	

<p>the change are clearly laid out. The methodology is of sufficient strength that most reasonable Alternative hypotheses can be ruled out (e.g., sampling concerns, validity issues with instrument or student motivation). In essence, the improvement interpretation can withstand reasonable critique from faculty, curriculum experts, assessment experts, and external stakeholders.</p>	<p>sampling, concerns regarding student motivation, etc.) leave legitimate questions regarding the improvement interpretation.</p>	<p>approximate dates of implementation and where in the curriculum they will occur.)</p>	<p>lack specificity.</p>			
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## Program - International Studies (B) - Mapping: Curriculum Mapping

Legend: (1) - Introduced, (2) - Reinforced, (3) - Mastered, (4) - Assessed

Student Learning Outcomes	ANT3212	ANT4083	ANT4497	CPO4014	ECO3701	GEO3553	HIS3051	INR3950	INR4603	INR4930	POS3713
Structural knowledge of Int'l System	1			1, 2		1, 2			1, 2	3, 4	
Awareness of International Orientations	1, 2				1, 2	1, 2				3, 4	
Examine/analyze interactions	1, 2	1	1	1, 2	1, 2	1	1		1, 2	2, 3, 4	1
Effects of Conflict and Cooperation	2			2	2				2	2, 4	
Verbal/written	1, 2		1, 2	1, 2	1, 2	1, 2	1, 2		1, 2	3, 4	
Foreign language											
International Educational Experience								1, 2, 3			

## GRADUATE RESEARCH PANEL

### **Finding the Constitutional Right to Water and the EnviroRights Map**

Trevor Cheatham, Master of Arts in International Affairs

### **Invisible Wounds: A Look at Save the Children's Efforts to Combat the Psychological Effects of War on Syrian Children**

Caitlyn Roykovich, Master in Public Administration

### **Liberation Theology in Nicaragua: The U.S. Response to Religion in the Sandinista Revolution**

Stephanie Worley, Master of Arts in International Affairs

Moderated by Dr. Alison Bruey, Associate Professor of History



**Friday, November 17, 2017**

### **Student Union West**

12:00 - 1:15 p.m.....Poster Session  
1:15 - 1:30 p.m.....Refreshment Break  
1:30 - 2:45 p.m..... Graduate Research Panel  
2:45 - 3 p.m.....Closing Remarks

Sponsored by the International Center, International Studies, and the Office of Undergraduate Research



International Center  
Division of Student Affairs



Undergraduate Research  
Division of Academic Affairs





## **UNIVERSITY OF NORTH FLORIDA PILGRIMAGE PROJECT**

Alison Ballard, Larry Luksha, Zach Poole

History, Sociology, Anthropology, and Social Work | Study Abroad

The UNF Pilgrimage Project, part of the Digital Humanities Initiative at the University of North Florida, applies interdisciplinary approaches to the study of pilgrimage. In 2017, twenty-three UNF students recorded ethnographic interviews, mapped sacred and secular spaces, and produced detailed landscape readings along the Camino de Santiago, one of the oldest and most important European pilgrimage routes.

## **ACHIEVING ECONOMICAL ENERGY CONSUMPTION DUE TO CLIMATE CHANGE BY ACCOMMODATING PARAMETERS OF BUILDING SYSTEMS**

Anna O'Meara and Aiyin Jiang

Construction Management | Research

Impacts of global warming is predicted to increase energy consumption in Florida buildings greater than most other states. The research conducted explores how different parameters in commercial buildings across Florida can combat the increased energy consumption, and act as a catalyst for change in local building conservation codes.

## **EMBROIDERING FOR PEACE AND MEMORY DIGITAL ARCHIVE**

Constanza Lopez and Rebecca Weiner

International Studies/Language, Literature, and Culture | Internship

Embroidering for Peace and Memory Digital Archive is a collection of approximately 200 embroidered pieces of cloth made by UNF students, faculty and staff displaying messages of peace and the stories of people around the world who have endured the violation of their rights.

## **VOCES Y CARAS: HISPANIC COMMUNITIES OF NORTH FLORIDA**

Constanza Lopez, Michael Boyles, and Nicole Mills

Languages, Literatures, and Cultures | Internship

Hispanic Communities of North Florida consists of a series of interviews, in Spanish, performed by UNF students. It highlights the growth, scope and capacity of the Hispanic community in our area. The interviewees come from, or have connections to Spanish-speaking countries in Europe, Africa, and the Americas.

## **International Studies Senior Seminar**

### **THE UNITED STATES IS RESPONSIBLE FOR THE CONTINUATION OF SAUDI ARABIA'S EXECUTION SYSTEM**

Tianna Disalvo

International Studies | Research

Death penalties are established across the globe and each life taken is as irrevocable as the next. The United States and Saudi Arabia both wrongly, yet differently continue punishing crimes with death. Although, Saudi Arabian's are beheaded for non-violent crimes such as: protesting and same-sex relations, the U.S. continues to be Saudi Arabia's largest trading partner. Since the United States is largely responsible for the continuation of Saudi Arabia's cruel execution system, they are equally accountable for proactively supporting its removal, which also involves retiring the faulted death penalty system that operates within their own borders.

### **HOW ETHNIC, CULTURAL, AND RELIGIOUS IDENTITIES WERE DIVIDED: BREAKUP OF YUGOSLAVIA AND THE FALLOUT OF THE VIOLENCE IN SARAJEVO**

Phillip Falsetti

International Studies | Research

Bosnians, Croatians and Serbians originated from the same geographical region, united in Yugoslavia, and share origins of heritage and cultural traditions; although, the breakup of Yugoslavia and subsequent civil war/ethnic cleansing of the three prominent ethnic peoples stemmed initially from desires for autonomous countries and independent cultures and religions. I analyze the lack of infrastructure in any civil departments, a weak central government, and lack of political policy reform in an anthropological, cultural and ethnic lens. I emphasize the importance of the historical context of the region and the neighboring countries, and how they are interrelated now.

## **International Studies Senior Seminar**

### **SAUDIA ARABIA AND COUNTERTERRORISM: A VITAL U.S. PARTNER IN COUNTERING EXTREMISM OR A SPONSOR TO A CLIMATE OF RADICALIZATION?**

Ali Alsalman

International Studies | Research

Saudi Arabia's export of fundamentalist strain of Islam known as Wahhabism has been an ongoing point of contention between the Kingdom and its closest ally the United States. Saudi Arabia's worldwide proselytizing has been a catalyst of global extremism, contradicting and undermining its own effort and multilateralism cooperation to combat extremism. For this project, I examine the rise of religious extremism in Saudi Arabia and the origins of its worldwide religious mission to spread its ideology. I also underline how Saudi Arabia's painstakingly slow and reluctant reform to check the influence of the religious establishment promotes hate and intolerance at home and abroad.

### **AUTONOMOUS WEAPONRY: APPLICATIONS, TECHNICAL & ETHICAL CONCERNS**

David Conkle

International Studies | Research

Autonomous weapons can potentially be beneficial to the troops that they serve on the battlefield, but at the same time create a massive amount of uncertainty and threaten the international system with instability. The technical and ethical concerns tied to autonomous weaponry are being ignored as the international system engages in a robotic arms race. For my project, I examine the applications of autonomous weaponry, as well as the technical and ethical concerns linked to this new and emerging technology in order to get a better understanding of how autonomous weaponry will potentially change international conflict.

### **IS PASSWORD RESET USING EMAIL SECURE?**

Caleb Routh, Brandon DeCrenzo, Swampnoneel Roy

Computing | Research

In this work, we consider the vulnerabilities in using an e-mail as a self-service password reset point by exploiting vulnerabilities in e-mail server forgotten password reset paths.

### **CONTRIBUTIONS OF A POPULATION UNSEEN: REFUGEES OF JACKSONVILLE**

Natalie Holland, Chris Wilson, Sarah Lynch

International Studies | Research

This project explores the economic and social experiences of refugee communities in Jacksonville. Based off of first-hand research involving refugee resettlement agencies and published data, as well as interviews with individuals and families, we seek to visualize the ways that refugees transition to Jacksonville and integrate into the life of our city.

### **FINDING THE CONSTITUTIONAL RIGHT TO WATER AND THE ENVIRORIGHTS MAP**

Trevor Cheatham and Joshua Gellers

International Studies | Research

In Phase IV developments of the EnviroRights Map, substantive rights to water were identified in constitutions at the national and sub-national level across the globe and incorporated into the map. Of 190 national constitutions identified, 20 had a substantive right to water, in addition to two U.S. states.

### **JUVENILE CRIMINAL JUSTICE SYSTEM IN FLORIDA**

Julia Myron and David Forde

Criminal Justice | Research

The juvenile justice system in Florida is in need of some reform. In my research, I will be comparing the juvenile justice system in Nigeria to the juvenile justice system in Florida. I anticipate this research would give birth to a project that would bring some understanding and enlightenment to the need for juvenile justice system reform in Florida, Nigeria and eventually the rest of the world.

### **LA HAINE: A LOOK AT VIOLENCE, THE POLICE, AND PARISIAN BANLIEUES**

Alana Zinninger

International Studies | Research

This project looks at the French film "La Haine" and how it represents the issue of violence between the police and the people that live in banlieues in the outskirts of Paris. My research question is about whether this issue of violence and disrespect between police and the people that live in these urban areas is the fault of the police system or the youth in the cites.

### **TLO IN CHINA**

Caio Kalil Lauand

Electrical Engineering | Study Abroad

During the China Study Abroad experience, cultural immersion was always present, creating a space for improvement of cultural and social awareness on students. It was also a great professional experience, providing students with relevant technical information, which sometimes is beyond the scope of topics covered in an undergraduate program, and with a clear view of the engineering

### **CHINA IN CONTEXT: CAN SCIENCE DETERMINE HUMAN VALUES?**

Blake Guthrie

Philosophy | Study Abroad

This study evaluates an ethnographic survey conducted by students from UNF which found that Chinese college students overwhelmingly attribute their ethics to science. On average, 60 of 100 students answered that science determines ethical values. 71 of 100 students were more comfortable identifying with the label "scientific," not "religious."

## **International Studies Senior Seminar**

### **MARTYRDOM AND THE CHURCHWOMEN OF EL SALVADOR**

Madison Harring

International Studies | Research

The open-ended murder case of four American churchwomen in 1980 left not only religious communities and families seeking answers but allowed two countries to get away with not finding justice for the women. Martyrdom, a religious theory encompassing how martyrs are created through a narrative, addresses the issue of the churchwomen, who lack such a story. For my project, I analyze how martyrdom can fill the gaps in the murder case, focussing on how a narrative can fulfill theological agendas and answer questions the United States and El Salvador failed to address during the Salvadoran Civil War.

### **EMOTIONAL AND CULTURAL INTELLIGENCE—A NEW APPROACH TO TRAIN GLOBAL LEADERS**

Theodore Mason

International Studies | Research

Around the world businesses, executives, and CEOs struggle to produce competent global leaders that can effectively meet the demands placed on them when working abroad or with diverse teams. Emotional intelligence has the potential to resolve this issue. Emotional intelligence, which can be defined as one's ability to understand and regulate one's one emotions and to understand and adapt to the emotions of others, can predict strong leadership both domestically and internationally. For my project, I focus on how emotional intelligence, and cultural intelligence, effect global leadership through the context of the US and China.

## **International Studies Senior Seminar**

### **THE LEGITIMACY OF THE UNIVERSAL DECLARATION OF HUMAN RIGHTS: THE VIOLATION OF HUMAN RIGHTS IN NORTH KOREA**

Laura Oritz

International Studies | Research

In this investigation I attempt to establish whether the Universal Declaration of Human Rights is a legitimate source of legal authority by exposing the violation of human rights in North Korea. The status of the declaration is controversial because it has been considered a moral source of authority with no force of law. Additionally, it has been mistakenly interpreted and some see it as an attempt to reaffirm western countries' dominance on others. This paper provides evidence of the lack of action taken by the international community and how this case proves the declaration is not a legitimate source of authority.

### **THE ROLE OF EDUCATION IN SHAPING PERCEPTIONS ON ISLAM: AN ANALYSIS OF FLORIDA'S PUBLIC SCHOOLS**

Ana Oritz Salazar

International Studies | Research

The rapid increase of terrorist attacks, nationalism, and anti-immigration demonstrations have provoked feelings of disdain towards Islam and its practitioners. The spread of Islamophobia in Western societies, facilitated by media and miseducation, has not been effectively addressed by policy-makers and politicians. This paper examines the lack of educational methods to counteract Islamophobia, specifically, in Florida's public schools, regardless of the existence of jurisdiction and curricula elements allowing and mandating the study of religion. This research finds that the battle against Islamophobia has proved to be insignificant when compared to the national promotion of Islamophobia by media, misinformation, and miseducation.

## **International Studies Senior Seminar**

### **EDUCATION EMPHASIS ON STUDENT LANGUAGE LEARNING: A GLOBAL PERSPECTIVE**

Kira Reyman

International Studies | Research

American students fall far behind in rates of multilingualism as opposed to students of other nationalities, particularly those of Europe and Asia. The nations of Luxembourg and China incorporate secondary language instruction at the elementary age and place significant importance on its necessity in order to successfully function both in their home country and abroad. In stark contrast, language learning in America is not high on the national agenda, thus fostering low citizen expectations, poor educational standards, and an overall skill ineptitude. For my research, I examine these three distinct cultural models and I draw support for the numerous psychological and monetary benefits in which multilingual people possess and on those which they capitalize.

### **THE UNIFICATION OF CATALONIA THROUGH LINGUISTIC NATIONALISM**

Katheryn Sandridge

International Studies | Research

Linguistic nationalism is the use of a culture's language to assert dominance and garner support for nationalistic ideologies. Implementing linguistic nationalism can unify a country, such as Catalonia, through creating a national identity and increasing normalization. For my project, I analyze the level of unification of Catalonia as they seek secession from Spain, focusing specifically on the effects of legislature reform on education, public administration, and immigration in Catalonia and how the normalization of the Catalan language has created a strong identity for Catalonia's citizens.

## **International Studies Senior Seminar**

### **WHAT DOES IT TAKE TO BE A DICTATOR?**

Sarah Redhammer

International Studies | Research

Why is there a comparison between Donald Trump and Hitler? To ascertain whether or not the United States is following the path of pre-Nazi Germany I will use the most the similar- systems design and the points from Dr. Walt's "10 ways to Tell if Your President is a Dictator" to compare both Hitler and Trump before and after they took power. Trump and Hitler are completely different leaders with different aims for their society, their use of rhetoric and campaign strategies

### **THE CAUSE OF THE UNEMPLOYMENT CRISIS AFFECTING THE SECOND-GENERATION OF NORTHWEST AFRICAN IMMIGRANTS IN FRANCE**

Taylor Forest

International Studies | Research

Integration into society can be a difficult task for many immigrants, as well as commonly unsuccessful. This lack of success is often inherited and can seriously affect the children of these immigrants. In my project, I examine the unemployment crisis in France faced by the second-generation immigrants of Northwest African descent, which is caused by a severe gap in education as well as the inherited discriminations that faced their parents' generation.

### **ISIS RADICALIZATION THROUGH SOCIAL MEDIA**

Charles Butler

International Studies | Research

In 2011 as the United States pulled out of Iraq a power vacuum was left in the region allowing the terror group Al Qaeda to flourish. In an attempt to take advantage of the civil war in Syria and expand Al Qaeda sent Abu Bakr al Baghdadi to help Sunni rebels fight Assad. The group grew exponentially and in 2013 al Baghdadi broke away from Al Qaeda and formed the Islamic State of Iraq and Syria. Since its formation ISIS has sought to radicalize and recruit individuals throughout the world and has done so by exploiting some of the most popular forms of social media. For my project, I examine how ISIS has used social media, primarily YouTube and Twitter to target young Muslims in hopes of radicalizing them and spreading terror in the name of the Islamic State.

## **International Studies Senior Seminar**

### **ECOTOURISM IN COSTA RICA**

Michael Scott

International Studies | Research

In Costa Rica and beyond, ecotourism is said to be a solution to the detrimental effects of mass tourism. However, it seems to be more of an oxymoronic term. In its ideal form, ecotourism draws excessive amounts of people to a single area, which consequently takes away from the experience. It causes an excessive strain on the infrastructure, leading to a buildup of waste. There is insignificant economic benefit to the communities involved. And little regulation is found on what truly is considered "ecotourism," encouraging misleading claims. With the large influx in people considering an ecotourism vacation to rural, impoverished communities, is it worth considering how to refine this activity to improve the surrounding environmental and economic conditions.

### **SYRIA'S CLIMATE REFUGEES**

Angeli O'Connor

International Studies | Research

In times of war, it is easy to use the number of people killed to measure the scope of a conflict and forget the number of lives changed forever. Currently, over 65 million people worldwide have had to flee their homes due to reasons such as war, famine, or civil rights violations. Syria is one of those countries that has made global headlines not only for their bloody civil war, but also for the refugee crisis that resulted displacing of over 6 million people. For my project, I examined the role unprecedented droughts that affected Syria from 2006-2011 had in acting as primary triggers for the Syrian civil war and ultimately one of the largest refugee crises of this century.



# INTERNATIONAL STUDIES / DIGITAL HUMANITIES SYMPOSIUM 2018



*A one-day event examining intersections  
between the interdisciplinary fields of  
International Studies and Digital Humanities*

*March 9, 2018*

Noon-1:15 PM | Building 58W/Room 3703

"Intersections between International Studies and Digital Humanities," a panel discussion featuring **Crystal Andrea Felima**, CLIR Postdoctoral Fellow in Caribbean Studies Data Curation, George A. Smathers Libraries, University of Florida; **Josh Gellers**, assistant professor of political science, University of North Florida; **Hélène Huet**, European studies librarian, University of Florida/vice-chair, Florida Digital Humanities Consortium; **Barry Mauer**, associate professor of English/director, Texts and Technology Ph.D. program, University of Central Florida; and **Tiffany Earley-Spadoni**, assistant professor of history, University of Central Florida

1:30-2:45 PM | Building 58W/Rooms 3804-3806

An interactive showcase of digital projects that are international in focus, or employ methodologies of relevance to the field of International Studies

3:00-4:00 PM | Online Learning Laboratory, Building 10/Room 1102

An open conversation about opportunities for statewide collaboration on Digital Humanities endeavors

*Cosponsored by the UNF International Studies Program, the UNF Digital Humanities Initiative, and the UNF Center for Instruction and Research Technology*



*For more information  
contact Clayton McCarl,  
[clayton.mccarl@unf.edu](mailto:clayton.mccarl@unf.edu).*





## **digital humanities initiative**

**[www.unfdhi.org](http://www.unfdhi.org)**

- 1. Visualizing Refugee Jacksonville**  
Natalie Holland/Sarah Lynch/Chris Wilson
- 2. colonialLab: Sprint 2018 Update on Collaborators and Projects**  
Ali Alsalman/Kathlina Brady/Sarah Lynch/Nicole Mills/Teri Pepitone/Victoria Richter
- 3. Voces y Caras: Hispanic Communities of North Florida**  
Constanza López/Larisa Kupinsky/Nicole Mills/Natalia Rivera-Pacheco
- 4. Embroidering for Peace and Memory Digital Archive**  
Constanza López/Rebecca Weiner
- 5. Information Table: Texts and Technology Ph.D. Program**  
University of Central Florida
- 6. Grenada National Museum's Amerindian Online Exhibit**  
Brittany Mistretta
- 7. Infinite Armenias**  
Tiffany Earley-Spadoni/Travis Corwin
- 8. Digging into Human Rights Documents**  
Karthikeyan Umapathy
- 9. UNF Pilgrimage Project**  
David Sheffler/Michael Boyles/William Galane/Madalyn Lancaster/Graham Pittenger
- 10. Mapping Constitutional Environmental Rights using the Enviro Rights Map**  
Trevor Cheatham
- 11. Reviving the Archives: Sharing UNF LGBT Resource Center History**  
Kaitlin Legg
- 12. Applying Technology to the Digital Humanities**  
Center for Instruction and Research Technology (CIRT)
- 13. Beyond the Stereotypes: Autism Explained by Individuals with ASD at UNF**  
Tara Rowe/Tyler Charles/Jessica Harden/Clayton McCarl
- 14. The Deaf Experience Revealed: Photovoice**  
Kaitlynn Himmelreich
- 15. ster-e-o-type**  
Ricder Ricardo
- 16. Mapping International Metal**  
Sarah Redlhammer
- 17. Synthesis**  
Zachary Mease
- 18. Editing the Eartha M. M. White Collection: Spring 2018 Update**  
Clayton McCarl/Susan Williams
- 19. UNF Minor in Digital Humanities**  
Department of English

# UNIVERSITY OF NORTH FLORIDA

## INTERNATIONAL STUDIES / DIGITAL HUMANITIES SYMPOSIUM

### MARCH 9, 2018



[www.unfdhi.org](http://www.unfdhi.org)

**Presented by International Studies,  
UNF Digital Humanities Initiative  
and the Center for Instruction and  
Research Technology**

#### **NOON-1:15 p.m. — Panel Discussion**

##### **Intersections between International Studies and Digital Humanities**

*A panel discussion featuring Dr. Crystal Andrea Felima, CLIR Postdoctoral Fellow in Caribbean Studies Data Curation, George A. Smathers Libraries, University of Florida; Dr. Josh Gellers, assistant professor of political science, University of North Florida; Dr. Hélène Huet, European studies librarian, University of Florida/vice-chair, Florida Digital Humanities Consortium; Dr. Barry Mauer, associate professor of English/director, Texts and Technology Ph.D. program, University of Central Florida; and Dr. Tiffany Earley-Spadoni, assistant professor of history, University of Central Florida.*

#### **1:30-2:45 p.m. — Digital Projects Showcase**

*An interactive exhibit of projects that are international in nature, or that involve objectives or methodologies of relevance to the field of International Studies.*

#### **3-4 p.m. — Online Learning Laboratory**

*Opportunities for statewide collaboration on Digital Humanities endeavors. An open conversation about future possibilities.*





# Friends and Foes

9/8, 1–2:30 PM

**Iterations: Lorrie Fredette**

*Gallery visit and discussion with exhibiting artist Lorrie Fredette. Moderator: Sheila Goloborotko, assistant professor of printmaking. Cosponsored by MOCA Jacksonville and the UNF Department of Art and Design. MOCA Jacksonville, 333 N. Laura St.*

9/22, Noon–1:15 PM

**Making the Strange Familiar and the Familiar Strange**

*Julie Ingersoll, professor and coordinator, Religious Studies Program. Building 58W/Room 3806*

9/29, Noon–1:15 PM

**The Evolution of Offshore Financial Centers and Services: 21<sup>st</sup> Century Economic Development Strategies**

*Sharon Cobb, professor of economic geography. Building 58W/Room 3806*

10/6, Noon–1:15 PM

**Genetically Modified Organisms: Friend or Foe?**

*Dave Waddell, associate professor of biology and director, Biomedical Program. Building 51/Room 1209*

10/20, Noon–1:15 PM

**Does Your Culture Influence Your Conflict Resolution Style?**

*Dan Richard, associate professor of psychology and director of faculty enhancement, and Debbie Wang, professor of psychology. Building 58W/Room 3806*

10/27, Noon–1:15 PM

**Foes and Neighbors: Community Solidarity in Pinochet's Chile**

*Alison Bruey, associate professor of history. Building 58W/Room 3806*

11/3, Noon–1:15 PM

**Grassroots Social Structures for Combating Stigma and Supporting Families Raising Children on the Autism Spectrum in Jamaica**

*Angela Mann, assistant professor of psychology. Building 51/Room 1209*

11/17 Noon–1:15 PM

**Senior Seminar Research Exhibit**, as part of the inaugural International Research Symposium, co-sponsored by the International Affairs Office, the International Studies Program, the International Center, and the Office of Undergraduate Research. Building 58W/Room 3703



*These events are  
free and open to the  
UNF community.*

*For more information  
contact Clayton McCarl,  
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3:00-4:00 PM | Online Learning Laboratory, Building 10/Room 1102

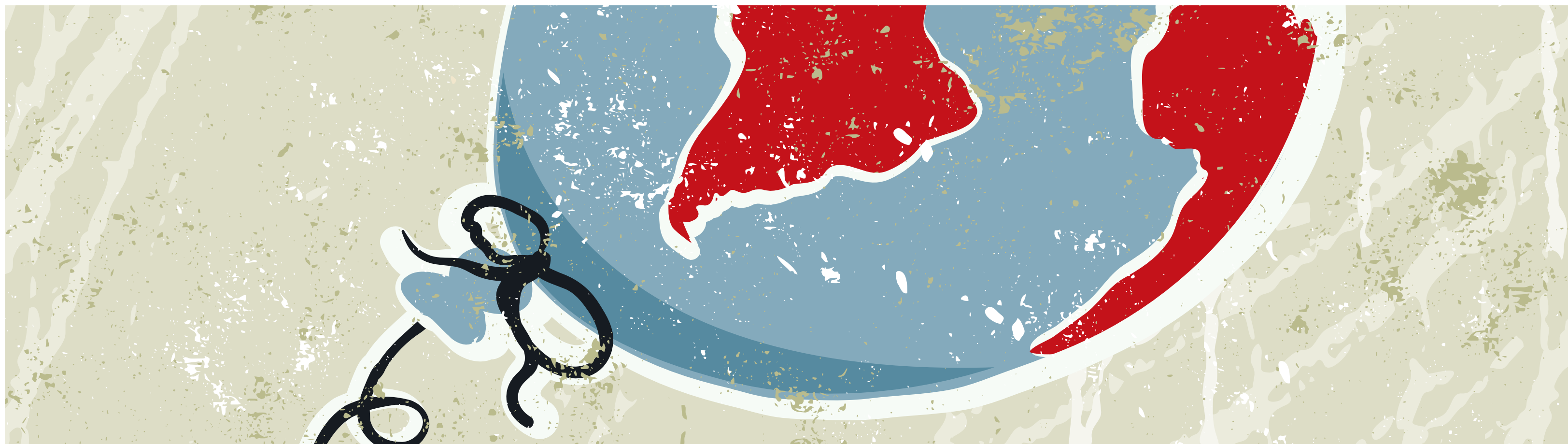
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# INTERNATIONAL MONDAYS

**A series of informal conversations about the world today, conducted in various languages, with guests from across the UNF campus and the North Florida area. All are welcome, including native/heritage speakers and language learners at all levels.**

**Mondays, 11 a.m. – Noon | Building 10 / Room 2245**

**8/28 Textos visuales cubanos contemporáneos: una perspectiva de género**

A conversation with Julia Grecia Portela Ponce de León, art historian, art critic, curator, and professor from Havana (ISA-Universidad de las Artes, Facultad de Artes Visuales). Moderated by Alison Bruey, associate professor of history

**9/18 Perspectivas sobre la España de hoy**

Nuria Ibáñez, associate professor of Spanish, and student participants from the Summer 2017 Semester Abroad program in Santander

**10/2 Reflexiones sobre un viaje a las minas y viñedos de Chile: la sostenibilidad y el comercio internacional**

Chris Baynard, associate professor of geography and Geographic Information Systems (GIS)

**10/16 中国的新节日**

Yongan Wu, associate professor of Chinese

**10/30 Le nationalisme: autrefois et aujourd'hui**

A conversation moderated by international studies major Tamlynn Torchon, with faculty panelists Pat Geesey, professor and chair, Department of Languages, Literatures and Cultures; David Schwam-Baird, associate professor of political science; Shira Schwam-Baird, professor of French; and Rosa de Jorio, professor of anthropology

**11/6 El *profiling* racial y étnico de los inmigrantes hispanos en los Estados Unidos**

Ruth López, director of the UNF International Center, with a panel of international students

**11/20 Repas en France, nourriture et interactions sociales**

Nathan Kunz, assistant professor of operations management, and special guest Sara Kunz

**11/27 Los medios de comunicación y los estereotipos sobre los colombianos**

A conversation moderated by international studies/political science major Ana Ortiz and international studies/philosophy major Laura Ortiz

*A project of the International Studies Program, in partnership with the International Business Flagship Program, the International Center and the Department of Languages, Literatures and Cultures*

*These events are free and open to the UNF community.*

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# INTERNATIONAL MONDAYS

**Spring 2018**

**A series of informal conversations about the world today, conducted in various languages, with guests from across the UNF campus and the North Florida area. All are welcome, including native/heritage speakers and language learners at all levels.**

**Mondays, 11 a.m. – Noon | Building 10 / Room 2245**

**2/12 Perspectives sur un séjour linguistique en France**

Shira Schwam-Baird, professor of French, with student participants in the 2017 French Study Abroad Program in Strasbourg

**2/26 用中文讲政治笑话：有的不是真的**

Yongan Wu, associate professor of Chinese

**3/12 «J'élève mes enfants bilingues»**

George Rainbolt, College of Arts and Sciences, dean and professor of philosophy

**3/26 ¿Por qué se borda la voz colectiva?**

Constanza López, associate professor of Spanish and organizer, Embroidering for Peace and Memory. Special location: The Green (Building 10/Room 2245 in case of rain)

**4/2 Iniciativas de memoria para la construcción de paz en Colombia**

Elvira Sánchez-Blake, researcher and author

**4/16 Reflexiones sobre la charla de Felipe Calderón en UNF**

A conversation reflecting on the April 10 World Affairs Council lecture at UNF by Felipe Calderón, president of Mexico (2006-2012). Moderated by international studies/ Spanish majors Sarah Lynch and Nathan McClure

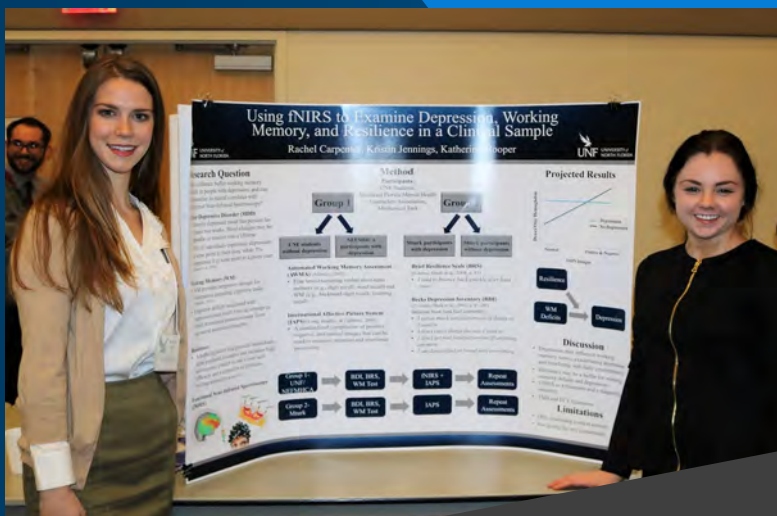
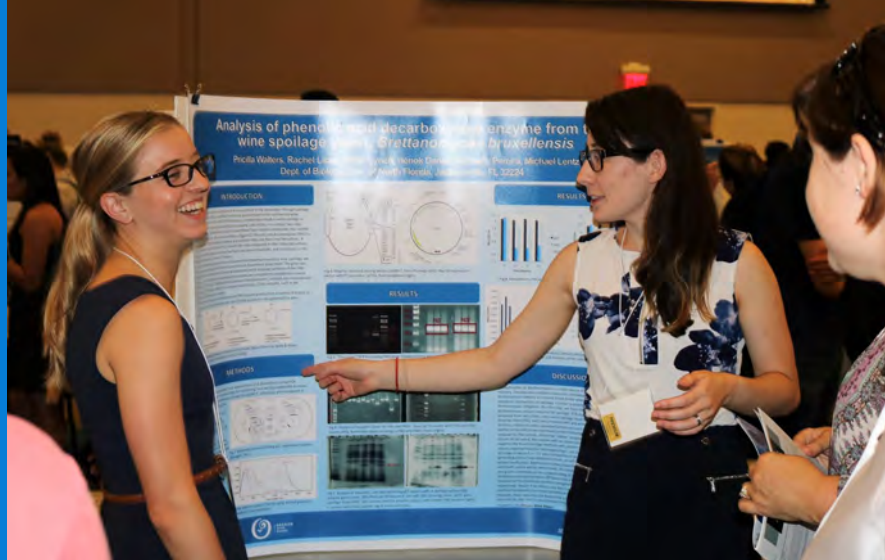
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# SOARS 2018

Showcase of Osprey Advancements  
in  
Research and Scholarship  
April 13



UNIVERSITY of  
NORTH FLORIDA

# Interdisciplinary Hour

## International Studies, Digital Humanities Initiative

### 1. CHOICE ARCHITECTURE: THE APPLICATIONS AND ETHICAL CONSIDERATIONS OF JUDGING AND LIBERTARIAN PATERNALISM\*\*

V. Joly Chock  
Philosophy and Religious Studies

A “nudge” is any aspect of the choice architecture that steers people in certain directions without changing their options. In my research, I demonstrate the falsity of two prevailing assumptions in the nudge literature: i) that nudges are avoidable, and ii) that all nudges are instances of Libertarian Paternalism.

### 2. COMPARATIVE STUDY OF JUDICIAL WAIVERS IN FLORIDA, USA AND MOZAMBIQUE\*\*

J. Myron, D. Forde  
International Studies

The juvenile criminal justice system in Florida is in need of some reform. In my research, I will be comparing the juvenile justice system in Nigeria to the juvenile justice system in Florida.

### 3. **ELECTRONIC DANCE MUSIC CULTURE'S SHIFT FROM TANGIBILITY TO INTANGIBILITY**

E. Shurman  
Interdisciplinary Studies

This project will derive an ethnomusicological inquiry as to how Electronic Dance Music Culture (EDMC) has shifted from a tangible one to a mostly intangible one, and determine if casual shifting in information dissemination is deteriorating communal spirit within EDMC, or if it is a positive catalyst to influence more people.

### 4. ENJOYING SIN FOR A SEASON: THE CLIMATE CHANGE RESULT AND THE FAR-RIGHT FATE

M. Crews  
Religious Studies

By focusing primarily on the actions of the Ku Klux Klan, climate change has begun to affect them in ways that even they may not be able to understand. As a result, the Klan is adapting to the threat of climate change.

### 5. SAUDI ARABIAN WOMEN IN HIGHER EDUCATION AND THE WORKPLACE: CHALLENGES, ACHIEVEMENTS, AND NEXT STEPS

C. Blackwood  
International Studies

Saudi Arabia's traditional society has created many challenges for women in higher education and in the workplace. Since the introduction of women's education in Saudi Arabia, several strides have been made. However, reforms to its traditional society, insufficient curriculum, and limited fields of study and work are needed for equality.

### 6. THE ECONOMIC IMPACT OF THE OLYMPICS GAMES IN RIO DE JANEIRO, BRAZIL

S. Reynolds  
International Studies

Although Brazil was the first South American country to host the Olympic Games, it struggled with many imperative economic problems. Brazil spent nearly 13.1 billion dollars on the Olympic Games. Today Rio de Janeiro struggles with the debt left behind after the Olympic Games.

### 7. A CASE FOR CLIMATE REFUGEES: WHY U.S. POLICY SHOULD CHANGE ITS DEFINITION OF A REFUGEE

N. Holland  
International Studies

In 1951, the UN Refugee Convention created a legal document that defined what a refugee is. As the climate continues to change, more and more areas will become inhabitable. This paper explores why US policy should expand its definition of a refugee to include those fleeing climate disaster.

12 - 12:55 p.m.

# Interdisciplinary Hour

## 8. DEFORESTATION IN BRAZIL: CAUSES, EFFECTS, AND SOLUTIONS

D. Curran  
International Studies

Deforestation has run rampant in South American rainforests for years, and has had a huge impact on the environment. This practice has caused global warming, wildlife conservation, and the loss of human homes. In my research, I attempted to pinpoint some of the causes, effects, and solutions to this problem.

## 9. NAFTA: AN ANALYSIS OF THE WINNERS AND LOSERS IN THE US LIVESTOCK AND MEAT INDUSTRY

M. Spinweber  
International Studies

NAFTA is the most comprehensive regional free trade accord ever negotiated. Its agricultural provisions have stood at the center of farm policy debates since inception. For my project, I analyze both NAFTA agricultural policies and the subsequent changes in the structure of US livestock industry, revealing the true policy beneficiaries.

## 10. **THE GREAT RECESSION'S IMPACT ON IMMIGRATION FLOW**

D. Botello  
International Studies

Immigration in the U.S. has been a source for economic growth and development. In my research I analyze how the Great Recession significantly contracted the flow of immigrants into the U.S. and urged those immigrants already in the U.S. to relocate according to the demands of the labor market.

## 11. HOW AMERICAN IMPERIALISM ON PUERTO RICO HAS AFFECTED THE ISLAND AND THE POLITICAL AND CULTURAL IDENTITY OF ITS PEOPLE

T. Peterson  
International Studies and Spanish

The effect of American imperialism on the island of Puerto Rico will be examined through the modern form of American imperialism toward the island and how Puerto Ricans combat its repeating manifestations. These aspects are the self-determination in the political sphere and the assertion of its heritage through cultural identity.

## 12. BETTER LATE THAN NEVER: POPE FRANCIS AND THE 14TH DALAI LAMA ADDRESS GLOBAL CLIMATE CHANGE

M. Korzeniewski  
Religious Studies

This research explores the ways Pope Francis and the 14th Dalai Lama promote green ethic as a solution to global climate change. They claim that there needs to be a paradigm shift in society, which is vital to the environmental movement in order to create a sustainable and just world.

## 13. PRESERVE DIGITAL ARCHIVE

J. Taylor  
Environmental Center

The Preserve Digital Archive is an online database that serves as a scientific, cultural and historical archive for the Sawmill Slough Preserve, a protected natural area located on the UNF campus.

## 14. EVOLUTION AND CONSEQUENCES OF MODERN MEAT IN A CHINESE SOCIETY

J. Neziri  
International Studies

Rising living standards and rapid urbanization rates have led to compelling increases in the consumption and production of meat in China. For my project, I examine how the meat industry is reconstructing eating habits of rural China while simultaneously releasing greenhouse gases, manure, and dangerous chemicals into the air and water.

## 15. **A SERIES OF UNFORTUNATE EVENTS: A WICCAN'S TAKE ON CLIMATE CHANGE**

C. Moya  
Religious Studies

Climate change has begun to affect us more directly than ever before. This research will examine the ways in which climate change is affecting Wiccan practices and the ways in which they are having to combat these issues. It will include first hand accounts from Wiccan's in the Jacksonville area.

# Interdisciplinary Hour

## 16. DEFINING IDENTITIES: THE ROLE OF RELIGION IN AFRICAN AMERICAN HISTORY

C. Moya, T. Cook, D. Groos, K. Mosteller, Y. Primus  
Religious Studies

In African-American history, religion has played a strong role in defining identities. Using oral history, we explore the relationship among culture, history, and religion in Black Jacksonville. We examine how leadership, demographics, and gender roles in various church communities have influenced individual's church experiences.

## 17. MIXED MARTIAL ARTS VERSUS THE MEDICAL WORLD

A. Zhukov  
International Studies

Mixed Martial Arts has rapidly grown as a contact sport and gained scrutiny from medical associations around the globe, petitioning for its ban due to the dangers the sport held and lack of safety. My argument is against the MMA being banned for its dangers and risk to the competitors.

## 18. THE FUTURE OF TECHNOLOGY AND SEX TRAFFICKING

S. Lynch  
International Studies

Sex Trafficking in the United States, where before was a significant problem, has created new challenges as it has moved to the online platform. Although technology has been a facilitator before, I looked at how technology is being used to combat sex trafficking, and the future of this online industry.

## 19. CAMBODIAN SIGN LANGUAGE: DEVELOPMENT PROCESS AND IMPACTS ON DEAF CAMBODIANS\*

K. Himmelreich  
Exceptional, Deaf, and Interpreter Education and Languages, Literature, and Cultures

My research investigates the emergence of Cambodian Sign Language (CSL) and its impacts on deaf Cambodians. Using ethnographic methods, I will interview and observe deaf students and teachers in order to illuminate their points of view and to provide context for the ongoing development of Deaf education in contemporary Cambodia.

## 20. PISA IN SPAIN: THE USE AND MISUSE OF INTERNATIONAL LARGE SCALE ASSESSMENTS IN EDUCATION REFORM

K. Satterfield  
International Studies

My project has a focus on Spain and how the influential assessment, PISA has been used as a political tool in education reform and where education could be heading with the advancement of such tests.

## 21. CHINA'S VIABLE FUTURE AS THE WORLD'S FIRST FUNCTIONING SOCIALIST STATE

A. Taylor  
International Studies

China is the only superpower state that subscribes to a socialist ideology. Marx believes that socialism is the natural successor to capitalism. Although China engages with the world market, it is doing so to further improve its productive capacities and foment true socialism.

## 22. COLONIAL AND POST-COLONIAL FACTORS IN THE SOCIAL STANDING OF THE CREOLE LANGUAGES

T. Torchon  
International Studies

The Caribbean Creole Language is regarded as inferior due to colonial description of this particular language as a bastardization of European languages. The aim of this project is to present how colonialism and post-colonialism have affected the status of creole in the societies of Haiti and the department of Guadeloupe.

## 23. EUROPEAN SOCCER COMPETITIONS, SUCH AS THE UEFA CHAMPIONS LEAGUE, CAN DIRECTLY INFLUENCE INTERNATIONAL RELATIONS AND POLITICS

C. Apt  
International Studies

European soccer competitions, such as the UEFA Champions League, can directly influence international relations and politics. Due to the globalization of soccer, the Champions League is becoming more apparent in international relations. For my project, I examined how financial investment and politics influences soccer and the relationships between countries.



# Interdisciplinary Hour

## 24. POTENTIAL ECONOMIC IMPLICATIONS ON THE REUNIFICATION OF THE KOREAN PENINSULA

G. Von Loh  
International Studies

The reunification of the Korean Peninsula will initially result in economic instability, but will recover to become more robust than the current South Korean economy. The instability can be diminished by foreign aid to the northern part of the peninsula, and the positive effects magnified with expected foreign direct investment.

## 25. ECOTOURISM AND THE SUSTAINABILITY OF NEPAL

D. Garner  
International Studies

Nepal is currently one of the poorest nations in the world, and it has adopted ecotourism as a major policy for sustainable development. If Nepal supported ecotourism, there needs to be a clear distinction made to prevent it from becoming profit driven to "modernize" the nation.

## 26. CONTEMPORARY TRENDS IN JAPANESE MORTUARY PRACTICES

D. Maltby  
International Studies

Japan's traditional mortuary practices place high importance on the deceased's survivors. In this project, I connect the current trend of increasingly individualized and deceased-centered mortuary practices with larger societal trends such as urbanization, demographic shift, and separation between youngers and elders.

## 27. POSITIVE INDUCEMENT IN ACHIEVING NORTH KOREAN NUCLEAR DISARMEAMENT

A. Azor  
International Studies

This research examines the North Korean nuclear program and the sanctions it has faced. It then explores the positives and negatives of a definite inducement policy for the country and makes recommendations for the way forward. The paper seeks to argue that a policy of engagement with North Korea rather than punitive sanctions is more effective in persuading the country to denuclearize.

## 28. VIDEOGAMES: THE EUROPEAN AND ASIAN IMPACTS

M. Kemerer  
International Studies

Videogames have existed for little more than half a century, but have developed into a major component of society across the globe. From economics to politics to culture, videogames have had a major impact on humanity. This project examines the impact of games through mediums like magazines and rating systems.

## 29. CULTURAL BARRIERS PREVENTING SIGN LANGUAGE IN OTHER COUNTRIES

R. Hancsak  
International Studies

Cultural barriers have become a vital issue in many countries when it comes to the use of sign language. More often than not, Deaf communities are pushed aside from the majority of their country due to not having access or the rights to use their own native language.

## 30. BEYOND THE STEREOTYPE: THE MODEL MINORITY MYTH EXPLAINED

B. Mullins  
International Studies

Asian Americans are some of America's greatest success stories and have been deemed the model minority. This term does not adequately represent the whole Asian American community. I analyze how this label effectively denies any complexity within the community and overshadows their need for specific resources.

## 31. FILM TOURISM THROUGH LORD OF THE RINGS IN NEW ZEALAND

J. Bradley  
International Studies

Lord of the Rings created an exponential growth to the tourism economy of New Zealand since the release of the first film in 2001. Leading to one of the most popular film tourist locations in the world. This has created a lot of jobs and opportunities for New Zealand.

12 - 12:55 p.m.

# Interdisciplinary Hour

## 32. THE APPEAL OF THE ISLAMIC STATE

L. Chapman

International Studies

ISIS continues to cause havoc around the world with acts of terror. Even with violent displays of indiscriminate killing, ISIS continues to grow. For my project, I examine why individuals are drawn to ISIS and make recommendations on how to combat it.

## 33. FOREIGNERS ON TV: SOUTH KOREAN MEDIA'S PORTRAYALS OF FOREIGNERS

J. Sellars

International Studies

South Korea is a mostly homogeneous country whose foreign population is growing faster than expected. This project shows the effects media has on foreigners lives in South Korea. Focusing on news, music, and variety shows this project shows how media currently contributes to the multiculturalization of South Korea.

## 34. EL CAMINO DE SANTIAGO: A STUDY OF ROUTE PRESERVATION, LOCAL DEVELOPMENT, AND DOMESTIC RESPONSE

M. Lancaster

International Studies

The growing popularity of route tourism has inspired international protection of cultural heritage routes. For El Camino, both globally-focused and site-specific organizations run preservation initiatives. How has the domestic government responded to these international preservation pressures? Its response stems mainly from the cultural identity and development fostered along the route.

## 35. DEFORESTATION AND NEGATIVE IMPACT IN THE AMAZON RAINFOREST: THE LUNGS OF OUR PLANET

D. Mujica

International Studies

The deforestation of the Brazilian Amazon Rainforest has caused ecological, social and economic sustainability challenges for the indigenous population; As a result, there have been some efforts made by the Brazilian government and International Organizations aimed to prevent, or at least minimize these challenges.

## 36. PREFRONTAL CORTEX RESPONSES TO EMOTIONALLY-VALENCED IMAGES

C. Doyon, V. Volante, S. Fagen, J. Macyszko,

R. Carpenter, K. Hooper

Behavioral Neuroscience

We used functional near-infrared spectroscopy (fNIRS), a non-invasive brain imaging technique, to investigate emotional and cognitive processing in the human brain. We found that negative, neutral, and positive images elicit differential responses in the prefrontal cortex and that these responses are affected by participant characteristics such as trait anxiety.

## 37. THE CORRELATION BETWEEN THE LACK OF WOMEN HOLDING ELECTED OFFICE AND A STATE'S POLITICAL CULTURE

K. Cormier

International Studies

In this presentation I aim demonstrate the correlation between the lack of women holding elected office, and a state's political culture. Using Daniel Elazar's political culture typology; moralistic, traditionalistic and individualistic, we gain insight into the challenges related to the political environment that women candidates face when running for office.

## 38. SWEDEN'S USE OF RENEWABLE ENERGY SOURCES IN COMPARISON TO THE UNITED STATES DOMINATES THE GLOBAL COMMUNITY

T. Bembery

International Studies

Sweden dominates the global community in their use of renewable energy sources. While a rather small nation Sweden has invested funds into the exploration and induction of renewable energies. In comparison to large western actors Sweden has remained the leader of global change.

## 39. GLOOM'S TAXONOMY: EPISTEMIC AND MORAL MYOPIA IN THE MEDICAL MODEL OF DEPRESSION

G. Barfield

International Studies

The medical model of depression, originally posited in the mid-twentieth century, continues to dominate society's understanding of this condition. While not altogether invalid, the idea that depression is a discrete pathological illness is both epistemically and morally myopic.

12 - 12:55 p.m.

# Interdisciplinary Hour

## 40. EVALUATING STEREOTYPES OF BLACK AND TRANSGENDER SEXUAL ASSAULT VICTIMS

T. Powell, C. Phills, E. Brown

Psychology

Social reaction/support is related to recovery outcomes of sexual assault victims. The current study will investigate how racial minority and transgender victims are stereotyped. Participants will read a series of crime alerts and answer questions about the victim. This research will help us understand how minority rape victims are perceived.

## 41. EFFECTS OF ABBREVIATED LIFESTYLE INTERVENTION ON BODY COMPOSITION AND BIOLOGICAL PARAMETERS IN COLLEGE STUDENTS

D. Fort, P. Fuglestad, A. Arikawa

Nutrition and Dietetics

The purpose of this study was to determine whether abbreviated lifestyle interventions have an impact on body composition and biological parameters in college students. At the end of a 6-month intervention, lifestyle patterns appeared to be more related to changes in body composition than self-reported weight management techniques.

## 42. BIOCONCENTRATION OF NALED IN THE EASTERN OYSTER, *CASSOSTREA VIRGINICA*\*

L. Welch, E. Johnson

Biology

One danger posed by many pesticides is the tendency to concentrate in an organism. Because of its use as a pesticide for mosquito control and agriculture, knowing naled's ability to bioconcentrate in many organisms, including the Eastern Oyster, *Crassostrea virginica*, an important fishery species, is vital.

## 43. COLORINDA MORTUARY PRACTICES: FINDINGS FROM THE MCCORMACK SITE\*

A. Larramore

Anthropology

The McCormack site is a former Native American village located along the St. Johns River in Jacksonville. A partial excavation in 1991 identified a series of human burials. Samples of the skeletal remains and associated pottery have recently been dated in order to determine the cultural period they are associated with.

12 - 12:55 p.m.

## **Director of the UNF International Studies Program**

### **DRAFT**

#### **Responsibilities**

The director of the International Studies Program:

- maintains the programs of study for the International Studies major and minor in the UNF Undergraduate Catalog, carrying out periodic updates with input from the program's Advisory Committee;
- prepares the list of courses that students may count toward the International Studies major and minor (three times per year, for fall, spring, and summer semesters) and work with faculty members of the Advisory Committee to ensure the list is correct with respect to their departments' offerings;
- coordinates with the chair of the host department each semester to place any courses offered by the International Studies Program (those with an INS prefix) on the schedule for the following semester;
- oversees the teaching of INS3990 Introduction to International Studies and INS4991 International Studies Senior Research seminar;
- coordinates internships, including helping students to identify opportunities and apply, and handling arrangements related to receiving credit, including reviewing supervisors' end-of-term evaluation letters and students' reflective papers or other materials, and the assigning of a grade;
- advises students on academic matters, in collaboration with College of Arts and Sciences (COAS) Academic Advising and department chairs or program directors, providing help with such topics as selecting courses, minors, and second majors, and the double-counting of credits;
- advises students on study abroad matters, in collaboration with the International Center, COAS Academic Advising, faculty leaders and others;
- advises students on career, professional, and graduate school matters, collaboration with the COAS Career Success Center, faculty members in specific disciplinary areas and others;
- assists faculty, departments and administrative units to promote courses and study abroad programs;
- approves activities undertaken in fulfillment of the international educational experience requirement for the major, and tracks completion of those activities using the 0-credit course INS3991;
- organizes the research exhibit at which the students in INS4991 International Studies Senior Research Seminar present at the end of each fall and spring semester;
- coordinates and promotes the events that the program sponsors, including lectures and/or discussion series, workshops, special events, and graduate student research talks;
- ensures the effective use of social media to promote events, publish news about students and alumni, and for other purposes related to building community and promoting the program;
- maintains and periodically updates the program web site, including material related to curriculum, programming, and advising;
- convenes meetings of the Advisory Committee or solicits feedback electronically, regarding curriculum, policies, advising, and the day-to-day operation of the program;

- coordinates membership of the Advisory Committee and any other advisory bodies, such as an alumni council and graduate student liaisons to relevant programs on campus;
- oversee the program's annual budget (currently \$3,500);
- carries out all responsibilities related to creating and maintaining learning objectives for the program and assessing those outcomes on an annual basis; and
- conducts the regular external review of program every five years.

The director may also optionally work with International Center and faculty from various departments across campus to develop study abroad experiences involving curriculum of relevance to the International Studies major and minor, including faculty-led and semester-long exchanges.

### **Compensation**

The director receives one three-hour course release per semester, and an annual stipend of \$3,000, paid in a lump sum at the end of the fiscal year.

### **Additional Observations**

The following are also true of this position:

- The director is a regular faculty member located for administrative purposes within a host department. As such, the director of this program will generally teach two courses per semester on the schedule submitted by that department, carry out administrative or committee responsibilities related to that department, and maintain an active research agenda for purposes of tenure and promotion, processed through that department, and annual performance evaluations, conducted by the chair of that department.
- The director reports in an indirect fashion to the office of the dean of COAS.
- The director does not oversee faculty or staff.
- The director may receive limited administrative support from the host department, at the discretion of the department chair.
- The director may be asked to participate in activities organized by Enrollment Services, COAS and others, directed toward the recruitment of students.
- The director may be asked to serve on the campus-wide International Council convened by the Division of Student and International Affairs.
- For administrative purposes, the number of students majoring in International Studies corresponds to COAS, not to the host department.
- There is no system in place for the potential adjustment of the annual stipend allocated for the program director based on merit, rate of inflation, or any other factor.
- The program currently has 154 actively enrolled majors and 47 actively enrolled minors (according to SIS reports, 10/31/17).

*This document was prepared by Clayton McCarl, director of International Studies from May 2016 to the present, and was last updated 10/31/17.*

## UNF International Studies Program Policy Acknowledgement Form

*Any student wishing to declare International Studies as a major at UNF must first read and sign this form, and submit to David Kersey, academic advisor, [d.kersey@unf.edu](mailto:d.kersey@unf.edu).*

**International Educational Experience requirement.** I acknowledge that as a student pursuing a Bachelor of Arts in International Studies, I will be required to complete an international educational experience, in accordance with the description of this requirement posted on the program website (<https://goo.gl/WWHE4E>). I understand that such experiences generally consist of participation in an approved study abroad program or the completion of an internship with an international focus, in the United States or abroad. I understand that there is a process for requesting exemption from this requirement based on past experience, but that such exemptions are generally only granted in the case of extended military service conducted abroad and other extremely rare circumstances. I realize that if I have concerns about the financial implications of meeting this requirement, I should contact Dr. Clayton McCarl, program director, for guidance regarding possible funding sources, as well as internship opportunities that can be pursued locally. I am aware that I should begin planning as soon as possible for the completion of this requirement. I understand that if I am an international student holding an F-1 or J-1 student visa, I am exempt from this requirement, but am encouraged to nonetheless participate in study abroad and/or pursue relevant internship opportunities.

**Foreign Language requirement.** I acknowledge that as a student pursuing a Bachelor of Arts in International Studies, I will be required to complete foreign language study through the intermediate II level, or otherwise demonstrate existing proficiency, in accordance with the description of this requirement posted on the program website (<https://goo.gl/hcs7ts>). I understand that the UNF Department of Languages, Literatures, and Cultures has full-time faculty only in Chinese, French and Spanish (not in German or any other language), and therefore is only able to offer those languages consistently through the intermediate II level. I am aware that I cannot complete the full beginning and intermediate sequence in Chinese, French or Spanish at UNF by taking evening courses, and that such courses are not offered online. I realize that I may use coursework in a language besides Chinese, French or Spanish to complete the language requirement for my degree, but that this option can pose significant logistical and financial barriers. If I choose to complete the language requirement in this fashion, I understand that I must first meet with Dr. Patricia Geesey, the chair of Languages, Literatures and Cultures, for guidance and approval, and that I must complete and submit the document titled “Request for Permission to Fulfill International Studies Language Requirement with a Language Other than Chinese, French or Spanish” found on the Forms page of the International Studies Program website (<https://goo.gl/sD7URS>). I am aware that I should begin planning as soon as possible for the completion of this requirement, and that I assume full responsibility for making the appropriate arrangements and finishing the necessary coursework in a timely fashion.

**Introduction to International Studies.** I am aware that as a student pursuing a Bachelor of Arts in International Studies, I will be required to take INS3003 Introduction to International Studies during my first or second semester after declaring the major. I realize that this course is offered

only on Fridays, noon–2:45 PM, and that exemptions from this requirement will not be granted due to my work schedule or for other reasons. I understand that this course is designed to help me succeed in the International Studies major, and is focused, in part, on helping me to improve my abilities related to research, writing, and oral communication.

**Senior Research Seminar.** I am aware that as a student pursuing a Bachelor of Arts in International Studies, I will be required to take INS4991 International Studies Senior Research Seminar in my final or penultimate semester in the program. I realize that this course is offered only on Fridays, noon–2:45 PM, and that there is no alternative way to complete this requirement. I realize that this course will involve an in–depth semester–long independent research project, and that at the end of the term, I will present the results of my research in a public forum.

**Interdisciplinary orientation.** The Bachelor of Arts in International Studies is an interdisciplinary degree program that allows students to explore today’s world through a variety of disciplinary perspectives. At a minimum, students in this major tak[e upper–level courses in anthropology, economics, geography, political science and foreign language. This is true of students in any of the six current concentrations within the major, including those in the International Relations and Politics concentration (<https://goo.gl/4F1N8s>). The International Studies Program is currently housed for administrative purposes in the Department of Languages, Literatures and Cultures.

The Department of Political Science and Public Administration offers an International Relations and Comparative Politics concentration (<https://goo.gl/8RrFbD>) within its Bachelor of Arts in Political Science. This is a discipline–specific degree program focused more narrowly on international relations and politics. Although students in the International Relations and Politics concentration (international studies) may optionally take some of the same courses as students in the International Relations and Comparative Politics concentration (political science), they are different degrees with distinct emphases and with requirements that differ significantly.

**Advising help and personal responsibility.** David Kersey, academic advisor, and Dr. Clayton McCarl, program director, are available to provide advising assistance to all students in the program. Ultimately, however, the responsibility for understanding degree requirements and making timely progress toward graduation lies with the student.

I have read and understand the guidance provided in this document.

---

Student signature

---

Date

**UNF International Studies Program**  
**Request for Approval to Register in INS3950 International Educational Experience**

This form is required of students in the International Studies major requesting permission to register for INS3950, the 0-credit course used to track completion of the International Educational Experience requirement. This form should be completed during the spring semester for those undertaking activities in the summer and fall, and during the fall semester for those undertaking activities in the spring. It should be submitted prior to the beginning of registration for the term in question—accompanied by the signatures and attachments indicated below.

**Step 1.** You must complete the following:

Name of student: \_\_\_\_\_ N# \_\_\_\_\_

Anticipated graduation date: \_\_\_\_\_

Term for which you are requesting to register for INS3950 (circle one and provide year)

Spring                      Summer\*                      Fall                      Year: \_\_\_\_\_

Describe the activity you would like to use to fulfill the International Educational Experience requirement.

---

**Step 2.** You must attach:

1. **one** of the following, completed and with all needed signatures:
  - a. a Concurrent/Transient Enrollment form (if participating in a UNF exchange program, or a program through a third-party provider; available from David Kersey in COAS Academic Advising),
  - b. the International Studies Enrollment Verification and Use of Credits form (if participating in programs led by UNF faculty, except those offered through Coggin Study Abroad; found on the Forms page of the International Studies Program website (<https://goo.gl/sD7URS>),
  - c. a Learning Agreement (first page only) or Use of Credits form (if participating in an exchange or faculty-led program through Coggin Study Abroad; available through their office), or
  - d. the International Studies Internship Agreement Form (found on the Forms page of the International Studies Program website (<https://goo.gl/sD7URS>).
2. the syllabi of any study abroad courses listed on the forms mentioned above (in items *a.* through *c.*) that you intend to count toward the major in International Studies (syllabi are not required in cases of faculty-led programs for which the International Studies Program has already determined course equivalencies; such programs will be listed on the International Studies Facebook page with the hashtag #unfinsfacultyled; only postings regarding upcoming programs, not past programs, are valid for this purpose).

*(continued on next page)*



**Step 3.** If this request pertains to a study abroad experience involving foreign language coursework, or courses taught in a language other than English, you must meet with Dr. Patricia Geesey, chair of the Department of Languages, Literatures and Cultures, to discuss all pertinent issues, and you must request her signature.

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Signature of Dr. Geesey

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Date

**Step 4.** If this request pertains to an experience that involves foreign language study in a language other than Chinese, French or Spanish, and if you plan to count that language study toward the foreign language requirement for the International Studies major, you must also complete and attach the document titled “Request for Permission to Fulfill International Studies Language Requirement with a Language Other than Chinese, French or Spanish” found on the Forms page of the International Studies Program website (<https://goo.gl/sD7URS>).

**Step 5.** If this request pertains to **any** experience happening outside the United States, you must meet with Lauren Hodge, study abroad advisor in the International Center. Her signature below indicates that you have completed all needed paperwork prior to submitting this request.

---

Signature of Ms. Hodge

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Date

**Step 6.** You must sign, in acknowledgment that you understand that: 1) at the end of the semester for which you are registered for INS3950, you will need to provide documentation related to your experience, as will be explained in the Canvas site for that course, and 2) if you propose to do this experience during your final semester at UNF, your graduation may be delayed if such information is not provided in a timely fashion.

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Signature of student

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Date

**Step 7.** You must submit this form to Dr. Clayton McCarl, director of the International Studies Program, with the needed attachments, either in person (Building 10/Room 2139) or via email ([clayton.mccarl@unf.edu](mailto:clayton.mccarl@unf.edu)).

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Signature of Dr. McCarl

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Date

\*All summer students will register for INS3950 in Summer C.

*Last revised 1/12/18.*

**UNF International Studies Program**  
**Request for Permission to Fulfill International Studies Language Requirement**  
**with a Language Other than Chinese, French or Spanish**

This form is required of students in the International Studies major requesting permission to fulfill the foreign language requirement with a language other than Chinese, French or Spanish. This form must be completed prior to undertaking any study in a language other than Chinese, French or Spanish, on the UNF campus, at another US-based institution, or at any institution abroad, including through UNF-approved study-abroad programs.

Although German may be offered at the beginning and intermediate level at UNF, students seeking to study German must also fill out this request. This is because UNF does not offer any degree programs in German or have any full-time permanent faculty in German, and the teaching of that language is therefore contingent.

This process is designed to protect students from the potential financial consequences and logistical difficulties of attempting to meet the language requirement by studying a language not consistently taught through the intermediate level at UNF. Without proper guidance and a realistic understanding of the complexities involved, students who choose to pursue coursework in a language other than Chinese, French or Spanish place themselves at risk, and often find they have to delay their graduation dates in order to meet this requirement.

This form must be submitted to Dr. Clayton McCarl, director of the International Studies Program, 10/2139, with all the necessary signatures below, prior to registering for any coursework in a language other than Chinese, French or Spanish, that a student intends to use in fulfillment of the International Studies language requirement.

This form applies only to students who intend to do actual coursework in a language other than Chinese, French or Spanish in fulfillment of the language requirement, not to those who desire to demonstrate existing proficiency in a language other than Chinese, French or Spanish. Such students should refer to the following statement in the published policy regarding the foreign language requirement, posted on the program website (<https://goo.gl/hcs7ts>): “A student desiring to demonstrate existing proficiency in a language not taught through the 3000-level at UNF may meet this language requirement by achieving a qualifying score on a standardized assessment tool, as deemed appropriate by the director of International Studies, in consultation with the chair of Languages, Literatures and Cultures, and with the student assuming responsibility for any related costs. No credit will be awarded in this scenario.”

Write to Dr. Clayton McCarl, program director, with questions ([clayton.mccarl@unf.edu](mailto:clayton.mccarl@unf.edu)).

Name of student: \_\_\_\_\_ N#: \_\_\_\_\_

Anticipated graduation date: \_\_\_\_\_

What language do you plan to study? \_\_\_\_\_

When do you plan to begin the study of this language (semester, year)? \_\_\_\_\_

At what institution do you intend to undertake this language study? \_\_\_\_\_

Will you complete your language study through the intermediate II level at the institution listed above? Yes No  
(circle one)

If you answered “No,” how do you plan to complete study of this language through the intermediate II level?

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*(continued on back)*

*By signing this form, I acknowledge that I am assuming full responsibility for completing language study through the intermediate II level in the language indicated above. I realize that all language credits that I plan to acquire as a transient student or transfer back to UNF must first be approved by the chair of the Department of Languages, Literatures and Cultures.*

---

Signature of student

---

Date

The signatures below indicate that the individuals in question have approved this request for permission to attempt the study of a language other than Chinese, French or Spanish in fulfillment of the language requirement for the Bachelor of Arts in International Studies. Responsibility to successfully execute the plan described in this document remains entirely with the student.

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Signature of Dr. Pat Geesey, chair of the Department of Languages,  
Literatures and Cultures

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Date

---

Signature of David Kersey, academic advisor for the International Studies  
Program

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Date

---

Signature of Dr. Clayton McCarl, director, International Studies Program

---

Date

**UNF International Studies Program  
Internship Agreement**

**This form must be completed and submitted by the following dates: March 15 for summer internships (Summer A, B, and C); April 1 for fall internships; November 1 for spring internships.**

Step 1. The student must first secure an offer letter for an internship position of at least 150 hours, as stipulated in the internship policy of the International Studies Program (see Program website for details). The offer letter must be on the official letterhead of the partner institution (an electronic copy is acceptable), must be signed by the individual who will supervise the student's work at that institution, and must include the following:

1. a description of the student's responsibilities,
2. an indication of the student's approximate work schedule, for a total of at least 150 hours over the course of the semester; and
3. a statement of the supervisor's willingness to provide a written evaluation of the student's performance the end of the term.

Step 2. Once this offer letter has been received, the student should then complete the following:

Name of student: \_\_\_\_\_ N#: \_\_\_\_\_

Semester of internship: Spring Summer Fall (circle one) of year: \_\_\_\_\_

Name of faculty supervisor at UNF: \_\_\_\_\_ *(if other than International Studies program director)*

Partner institution: \_\_\_\_\_

Name of on-site supervisor at partner institution: \_\_\_\_\_

Email address of on-site supervisor: \_\_\_\_\_

\_\_\_\_\_  
*Signature of student*

\_\_\_\_\_  
*Date*

Step 3. If this internship will be supervised by a faculty member other than the director of the International Studies Program, that individual must complete this section.

Name of faculty supervisor: \_\_\_\_\_

\_\_\_\_\_  
*Signature of faculty supervisor*

\_\_\_\_\_  
*Date*

Step 4. This document must be submitted, with the offer letter in step 1 attached, to Dr. Clayton McCarl, director, International Studies Program. Electronic submission via email is fine ([clayton.mccarl@unf.edu](mailto:clayton.mccarl@unf.edu)). If approved, Dr. McCarl will sign, thereby authorizing student to proceed with steps 5-7 below.

\_\_\_\_\_  
*Signature of International Studies  
program director*

\_\_\_\_\_  
*Date*

Step 5. The student must sign an Acknowledgement/General Release, which Dr. McCarl will provide.

Step 6. Dr. McCarl will follow up with the UNF Office of the General Counsel to ensure that an agency agreement with the entity hosting the internship is on file.

Step 7. When Dr. McCarl determines that all materials have been properly completed by the student, and that an agency agreement is in place, he will sign below and distribute copies of this form and all accompanying documents to the student and the on-site supervisor. He will also request that the student be granted to register in INS4941 International Studies Internship (student will receive an email once permission has been granted).

\_\_\_\_\_  
*Signature of International Studies  
program director*

\_\_\_\_\_  
*Date*

*Last revised 4/24/18*

**UNF International Studies Program**  
**Request for Special Consideration Regarding Double Majors/Dual Degrees**

*International Studies students who are pursuing double majors or dual degrees may request that exceptions be made to certain programmatic requirements. Such exceptions may not involve an alteration in the overall number of hours required for the major, and no student will be exempted from completion of the International Studies Senior Research Seminar.*

*No student will be exempted from the foreign language requirement, although in certain exceptional cases, requests related to the manner in which that requirement is fulfilled may be considered. Please review first the program's policy related to this requirement before completing this form, as certain common situations are already contemplated there ([http://www.unf.edu/coas/intlstudies/Foreign\\_Language\\_Requirement.aspx](http://www.unf.edu/coas/intlstudies/Foreign_Language_Requirement.aspx)).*

*A separate process exists for making special requests related to the international educational experience requirement. See the program's policy on this requirement ([http://www.unf.edu/coas/intlstudies/International\\_Educational\\_Experience\\_Requirement.aspx](http://www.unf.edu/coas/intlstudies/International_Educational_Experience_Requirement.aspx)) and the International Educational Experience waiver request, found on the Forms page of the program website (<http://www.unf.edu/coas/intlstudies/Forms.aspx>).*

*Requests cannot conflict with existing policies or regulations of the College of Arts and Sciences ([http://www.unf.edu/catalog/colleges/coas/coas\\_ug\\_academic\\_policies](http://www.unf.edu/catalog/colleges/coas/coas_ug_academic_policies)), the University of North Florida ([https://www.unf.edu/president/policies\\_regulations](https://www.unf.edu/president/policies_regulations)) or the State University System of Florida (<http://www.flbog.edu/board/regulations/regulations.php>).*

*Upon submission, this form will be reviewed by the director of the International Studies Program, who reserves the right to grant requests that are routine in nature, or deny those that clearly exceed the scope of what is possible. In all other cases, two members of the Program's Advisory Committee will also review the request, and the program director will make a determination in consultation with these individuals. Requests that relate to the foreign language requirement for this degree will also be reviewed by the chair of the Department of Languages, Literatures and Cultures. The program may deny the request, grant the request outright, or grant with altered terms or pending the completion of certain requirements by the student.*

Name of student: \_\_\_\_\_ N# \_\_\_\_\_

What is your other major? \_\_\_\_\_

Have you already declared that other major? Yes No

If yes, when did you do so? \_\_\_\_\_

If no, when do you plan to do so? \_\_\_\_\_

Date this form was completed: \_\_\_\_\_

Anticipated graduation date: \_\_\_\_\_

1. Briefly state your request (100 words maximum).
2. Provide a justification for this request (200 words maximum).
3. Is there any other information you believe the program leadership should consider when making a decision regarding this request? (100 words maximum).

# Advising checklist for International Studies majors

*Avoid problems, make the most of your degree, graduate on time*

- ☐ **Have you met the International Educational Experience requirement?** If not, contact Lauren Hodge, study abroad coordinator, to explore your options (58E/2300, l.hodge@unf.edu, 904-620-2657). If you would like to meet this requirement by doing an internship for credit locally, elsewhere in the US, or abroad, contact Dr. Clayton McCarl, director of the International Studies Program, for guidance (clayton.mccarl@unf.edu).
- ☐ **Have you met the foreign language requirement?** If not, contact Dr. Patricia Geesey, chair of the Department of Languages, Literatures and Cultures, for information on placement tests and retroactive credit (10/2425, pgeesey@unf.edu, 904-620-1246). If you would like to attempt to meet this requirement by demonstrating existing proficiency in a language, please contact Dr. Geesey for guidance.
- ☐ **Are you double-counting courses?** You may double-count up to 12 credits toward both the major in International Studies and another major or minor. In some cases, this allows students to graduate earlier than they anticipated, or to add an additional major or minor with little additional coursework. This is particularly true of the majors that most overlap with International Studies, including Anthropology, French Studies, History, Philosophy, Political Science, Religious Studies and Spanish. Contact David Kersey in COAS Academic Advising for assistance (51/2500, d.kersey@unf.edu, 904-620-2797).
- ☐ **Are you minoring in a foreign language?** A minor in Chinese, French or Spanish requires just three upper-level classes after intermediate II. You are not required to minor in a foreign language, but many International Studies students do so without adding much, or any, additional coursework. Upper-level foreign-language courses can potentially be double-counted as major electives for International Studies. The Department of Languages, Literatures and Cultures offers summer study abroad programs in China, France and Spain, all of which involve upper-level coursework. Contact Dr. McCarl for guidance (clayton.mccarl@unf.edu).
- ☐ **Have you met with David Kersey recently?** If not, make an appointment with him now to review your degree evaluation and plan your remaining coursework (51/2500, d.kersey@unf.edu, 904-620-2797).

*Last revised 4/24/18*



# Policy on Directed Independent Studies

Students pursuing the Bachelor of Arts in International Studies will be allowed to register for INS4905 Directed Independent Study (DIS) provided all the following conditions are met:

- The requested DIS must pertain to a research project that has received funding through the UNF Office of Undergraduate Research (OUR). Generally such funding is secured by submitting a successful application for a [research grant](#). Applications are due mid-semester for the following term (spring deadline for fall grants, fall deadline for spring grants). Students whose projects do not require funding must nonetheless complete this process, and may indicate on the grant application that monies will be used for conference travel. [Kelsey Eagen](#), OUR coordinator, can provide further guidance.
- As part of the application above, the student must secure a faculty member (other than the director of the International Studies Program) who agrees to supervise their research. That faculty member must also indicate in writing, via email, to the director of the International Studies Program, their willingness to serve as the instructor of record for INS4905.
- The director of the International Studies Program must deem that the methodology and/or content of the project is appropriate to research in International Studies.
- All arrangements related to the DIS must be made prior to the end of the spring semester (for summer and fall DIS courses) or the fall semester (for spring DIS courses).

**2018–2019 James Van Vleck International  
Studies Scholarship For Study Abroad  
Application Deadline: December 1, 2018, 11:59 PM**

**DRAFT, last revised 4/26/18**

Through the generosity of James Van Vleck, one \$1,500.00 financial stipend will be awarded to a student in the University of North Florida's College of Arts and Sciences International Studies Program to assist with study abroad expenses. The awarding of this scholarship is administered by the director of the UNF International Studies Program, in cooperation with the College of Arts and Sciences, One-Stop Student Services and the UNF International Center.

### **Eligibility**

The following are the terms of the donor gift agreement, as provided to the International Studies Program by the College of Arts and Sciences:

#### **I. PURPOSE**

The purpose of the gift is to provide one-time scholarship funding for University of North Florida students in the College of Arts and Sciences to study abroad.

##### **A. Criteria:**

The Donor has determined that eligible students must:

- meet admissions requirements and be accepted to the University of North Florida,
- reside in Florida for tuition purposes,
- earn a minimum UNF GPA of at least 3.0,
- be a junior or senior with a declared major or minor in International Studies within the College of Arts and Sciences, and
- have a UNF approved study abroad trip scheduled to be completed prior to graduation.

##### **B. Student Responsibility**

Students awarded this scholarship must also agree to:

- comply with all University regulations, rules, and codes of conduct governing students on campus,
- consent to release grades to the Division of Institutional Advancement for the purpose of reporting to the donor, and
- remain in good standing as a student.

Although it is not specified in the language above, the International Studies Program and the College of Arts and Science interpret "have a UNF approved study abroad trip scheduled to be completed prior to graduation" to mean that a student must have been accepted into a study abroad program (whether a UNF faculty-led trip or a UNF exchange program, a program arranged through a third-party provider, or direct enrollment by the student at a foreign university) that has

not yet begun at the time of application. The ultimate authority to determine whether a study abroad activity can be considered approved lies with the UNF International Center.

In addition to the criteria stated in the donor gift agreement above, the following two restrictions are enforced by One-Stop Student Services, in order to comply with federal law and/or UNF policy:

1. A student is only eligible to receive this award if it does not cause them to exceed their annual “cost of attendance” budget. “Cost of attendance” is not what it costs to attend UNF, but rather what it *could* cost based on numerous factors, and is determined on an individual basis. For more information, see the [Cost of Attendance](#) page on the One Stop website. If you are concerned that your eligibility might be in question, you are strongly encouraged to consult with One Stop prior to completing this application.
2. A student must be registered full-time (at least 12 credit hours) in both the fall and spring semesters of the academic year during which the scholarship is awarded.

## **Selection**

Depending on the number of applications received, the selection process may first involve the identification of a group of finalists, based on UNF (not overall) GPA. The essays of those finalists (or of all applicants, depending on whether that initial round of selection is conducted) will then be evaluated by a committee comprised of members of the advisory committee to International Studies Program, and a winner will be selected.

## **Disbursement**

This scholarship will be paid to the selected recipient in the spring semester. It will be dispersed after the add/drop period for the spring semester has ended. By default, it will go toward UNF tuition and fees or any other pending charges on the student’s account, unless the payment of this scholarship results in a surplus in the account, in which case it will be issued as a refund to the student. Only in the latter circumstance will it be available to the recipient as cash that could be used to pay airfare, pay program fees, etc.

A student who will be doing a semester-long study abroad experience in the spring semester through a UNF exchange can be eligible if the UNF International Center can enroll them in a placeholder course for at least 12 credits. A student who will be doing a semester-long study abroad experience in the spring semester through third-party study abroad provider (such as AIFS, CIS, etc.), however, will not be eligible, as the UNF International Center cannot enroll them in a placeholder course.

## **Applying**

To apply for this scholarship, complete and submit this form along with an essay of 750 words addressing the following question: “How do you expect the proposed international activity to impact your personal, academic, and professional life?” This mirrors the prompt for one of the essays required for the SAILS scholarship, and you are permitted to submit the same essay for both.

*Submissions must be made electronically in the Assignments section of the Canvas site of the International Studies Program. To enroll, go to <https://canvas.unf.edu/enroll/G8T8E7>.*

<b>Applicant Information</b>
------------------------------

Name: \_\_\_\_\_ N#: \_\_\_\_\_

UNF GPA: \_\_\_\_\_ Circle Class:      Junior      Senior

Study Abroad Program (destination, type of program, subject of study, dates of travel):

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Verification of acceptance into an approved study abroad program:

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Signature of International Center representative, faculty leader, or Program Director. You may attach registration or program acceptance verification instead, if appropriate.

Note: Recipients must consent to release grades to Institutional Advancement to report to the donor, must remain in good academic standing, and while abroad must comply with all University regulations, rules, and codes of conduct governing students on campus.

***Recipients will be asked to meet with the donor before (and possibly after) their travel.***



# *LGBT Ally Award - Department*

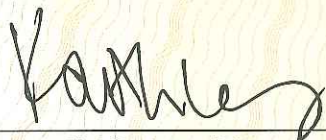
This award is presented to

*UNF International Studies Program*

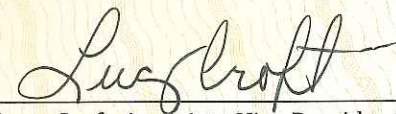
In recognition of

**Outstanding Contributions to the LGBT Community**

During the University of North Florida 2017-2018 school year



Kaitlin Legg, Director  
LGBT Resource Center



Lucy Croft, Associate Vice President  
Student Affairs





# International Affairs



**Update  
2018**

# INTERNATIONAL STUDIES

The International Studies program currently has 154 actively enrolled majors and 47 actively enrolled minors. Over the past year, the program has continued to expand both as an academic program and an interdisciplinary community of faculty, staff, students and alumni, as exemplified in these highlights:

- The weekly lecture series, International Mondays, is presented in languages other than English and has featured faculty from across campus as well as provided opportunities for informal discussion on topics of contemporary interest.
- A new introductory course for International Studies was created and has assisted students in obtaining internationally-focused internships locally through the refugee resettlement services operated by Catholic Charities and Lutheran Social Services.
- A new Graduate Student Research Series was established, and featured talks by students in computing, international affairs, psychology, and public health.
- Numerous workshops tailored to the students in the program were also organized. Subjects included study abroad, graduate school and professional directions, internships, and the Peace Corps.



*Participants in “La inmigración y la experiencia del género” during International Mondays in February:*

*Sheila Goloborotho, (asst. prof./printmaking); Ricder Ricardo (art & design/printmaking); Aitana Arguedas (political science), Saúl Grajeda (int'l studies/Spanish); Constanza López (assoc. prof./Spanish)*

# Promoting Faculty-Led Study Abroad Programs

The International Studies Program is pleased to help promote faculty-led study abroad programs through our social media ([Facebook](#) and [Instagram](#)) and [our Canvas group](#) . To ensure that our students have all the information they need to make informed choices, we request that faculty leaders provide the following materials.

1. A Word document containing the following information (in this order, please):

- Name of program
- Primary destination(s) (city and country)
- Travel dates (starting and ending)
- Faculty leaders (names and academic/professional titles)
- Description (250 words max.)
- Semester for which students register
- Course(s) for which students register (course code, title and number of credits)
- Can these courses count toward the major or minor in International Studies? (Clayton McCarl will answer this one.)
- Toward what other degree programs (majors and minors) can these courses count? (Faculty leader should please answer this. Keep in mind that International Studies students are able to double-count some courses, and all have minors or pursue double majors/dual degrees.)
- Prerequisite courses (course code and title, if applicable)
- Estimated program cost (and indicate whether airfare is included here)
- Estimated out-of-pocket costs (please indicate what that number includes)
- Will accepted students received TLO funds? If yes, indicate dollar amount per student
- Application deadline
- Deadline for initial payment
- Deadline for final payment
- Address of website or social media for program (if applicable)
- Contact person for more information (name, title and email address)
- Captions for all photos in #2, indicating at least the date and place where they were taken

2. At least one, but preferably several, photographs that relate to the program. These should be files in an image format (.jpg, .png, etc.), not embedded in the above Word doc (unless you want to also embed them there to show which caption goes with each photo). Please send original, full size images, not images that have been reduced in size or pulled from a .pdf.

3. Syllabi for any courses for which students will register. This allows us to determine, and indicate to students, whether the coursework involved can serve as major electives for the International Studies major. Syllabi from a prior year are fine, as long as course content will not vary in significant ways. If this is a new program, draft syllabi are acceptable.

4. Any additional publicity materials (brochures, etc.) that you would like students to review (in .pdf format, please).

These materials can be sent via email to [Clayton McCarl](#) , director, International Studies Program.



# Statement on Diversity and Inclusion

The UNF International Studies Program considers the diversity of our students to be an essential element of our success as an academic program dedicated to cross-cultural understanding and interdisciplinary inquiry. In accordance with the [Statement of Unity](#) of the UNF Commission on Diversity and Inclusion, all are welcome as members of the community of faculty, staff, students and alumni that surrounds the program, regardless of factors such as race, ethnicity, religion, nationality, sexual orientation and gender identity. We also recognize that the lives of many of our students involve clinical depression and anxiety, autism spectrum disorders, ADHD and other conditions or differing abilities. We respect the challenges that such students face, and embrace the unique talents and perspectives they bring to our program. We value and take pride in all of our students, whom we seek to empower as resilient, creative problem solvers prepared to effect positive change in the world around them.



unfintlStudies • Following

**unfintlStudies** Study Abroad Spotlight: Recent International Studies graduate Janelle McDowell (2017) participated in the summer study abroad program in Italy led by Debra Murphy, professor and chair of the Department of Art and Design. The group spent one week each in Florence and Massa Marittima, and four weeks in Rome. "We got to experience the historic monuments, architecture and museums that contribute to the culture of Italy," Janelle wrote. "A few of the sights we saw were the Vatican, the



14 likes

SEPTEMBER 16, 2017

Add a comment...





unfintlstudies • Following

**unfintlstudies** Thanks to UNF graduate students Mary Bishop (Master of Public Health), Trevor Cheatham (Master of Arts in International Affairs), Caitlyn Roykovich (Master of Public Administration), and Stephanie Worley (Master of Arts in International Affairs), panelists in the 10/6 discussion "What is Graduate School Really Like?" At this event, Mary, Trevor, Caitlyn and Stephanie shared with undergraduates



j3nn1f3r00, contrarian.nature, tacachale, cupofjosh, unfasia, laura.ortiz.3 and tiana.monet like this

OCTOBER 10, 2017

Add a comment...





unfintlStudies • Following

**unfintlStudies** Join us on Monday, 10/30 (11:00 AM-noon, Building 10/Room 2245), for "Le nationalisme: autrefois et aujourd'hui" (Nationalism: Past and Present), a round table conversation in French moderated by international studies major Tamlynn Torchon, with faculty panelists Pat Geesey, professor of French and chair, Department of Languages, Literatures and Cultures; David Schwam-Baird, associate professor of political science and director, Master of Arts in International Affairs



14 likes

OCTOBER 23, 2017

Add a comment...

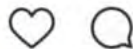






unfintlStudies • Following

**unfintlStudies** Alumni Update: In the spring of 2017, Sarah Rosen graduated from UNF with a Bachelor of Arts in International Studies and Spanish. Over the summer, she completed a ten-week internship with Annunciation House, a non-profit organization in El Paso, Texas, that assists migrants and refugees. Following this experience, Sarah decided to extend her internship and become a year-long volunteer with the organization. She currently works as a live-in caseworker,



15 likes

NOVEMBER 14, 2017

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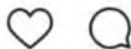
# THE PENTAGON

W' N



unfintlStudies • Following

**unfintlStudies** Alumni Update: Ali Alsalman graduated from UNF with a Bachelor of Arts in International Studies in December 2017. This semester, he has begun graduate work in the UNF Master of Arts in International Affairs program. Ali is also graduate student representative to the Advisory Committee of the UNF Digital Humanities Initiative (DHI). During his time as an undergraduate, Ali completed an internship with coloniaLab, an affiliated project of the DHI, during which he helped to transcribe and encode in TEI-XML



16 likes

JANUARY 31

Add a comment...





unfintlStudies • Following

**unfintlStudies** Thanks to Imani Phillips, graduate student in the UNF Master of Arts in History program, for her 2/9 talk "Bringing Local History to Life: From Archives to Interviews". She discussed her job at the Jacksonville Historical Society, and highlighted some of the rewards and challenges of working at a small nonprofit. Imani also explained her role as an assistant to Dr. Brandi Denison, of the University of North Florida Department of Philosophy and Religious Studies, helping students in a



25 likes

FEBRUARY 16

Add a comment...





unfintlstudies • Following

**unfintlstudies** Semester recap: On 3/2, Dr. Shinwoo Choi, assistant professor of social work, presented "Transition of South Korea into a Racially/Ethnically Diverse Society" in "New and Old," our Spring 2018 Lecture Series. Dr. Choi discussed how South Korea went from being a homogeneous society in 1980 to having a foreign-born population predicted to make up 10% of the population by 2050. South Korea has a strong sense of ethnic nationalism due to a history of



**maraanaraasauce**, **xwilltx**, **junekirakira** and **rebecca\_weiner** like this

APRIL 18

Add a comment...







unfintlstudies • Following

**unfintlstudies** Natalia Rivera-Pacheco and Larisa Kupinszky presenting on Voces y Caras: Hispanic Communities of North Florida at the 3/9 International Studies/Digital Humanities Symposium



17 likes

MARCH 15

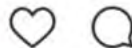
Add a comment...





unfintlStudies • Following

**unfintlStudies** Congratulations to the International Studies and Master of Arts in International Affairs students who met Felipe Calderón, President of Mexico (2006-2012) and attended his lecture last night at UNF. Photo, left to right: Dr. Alison Bruey, Stephanie Worley, Trevor Cheatham, Sarah Tai, Sarah Lynch, Larisa Kupinszky, Cäri Horn, President Felipe Calderón, Dr. Constanza Lopez, Nathan McClure, Rebecca Venable, Tiana Peterson. See also this article in the UNF Spinnaker, where Sarah Tai and Cäri



33 likes

APRIL 11

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unfintlStudies • Following

unfintlStudies Photo: Dawn Love, Kaitlin Legg and Angel Kalafatis-Russell of the UNF LGBT Resource Center, with international studies majors Maranda Spinweber, Brittney Mullins and Alicia Smith, and International Studies Program director Dr. Clayton McCarl



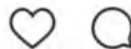
28 likes

APRIL 19



unfintlStudies • Following

**unfintlStudies** At today's combined awards ceremony of the UNF Department of Languages, Literatures and Cultures and the UNF International Studies Program, left to right: Dr. Clayton McCarl, Stephanni Greenan (James Van Vleck Study Abroad Scholarship), Maranda Spinweber (Award for Excellence), Diana Botello (Award for Excellence), Dr. Brandi Denison, Daniela Mujica (Award for Excellence), Alicia Smith (Award for Leadership), David Kersey.



15 likes

APRIL 20

Add a comment...

