let the journey begin

Costa Rica • India • China • New York City
Comparative Religion and Culture
Australia
What is **Global Studies?**

Global studies is the interdisciplinary study of global issues from multiple cultural perspectives and the development of the knowledge, skills and abilities necessary to interact effectively across cultures.

In pursuing a global studies degree, students move forward on five parallel paths: the development of multiple perspectives; the development of a state-of-the-planet awareness; the development of cross-cultural awareness; a knowledge of the world’s interconnectedness in crucial areas (e.g., environmental and economic interconnectedness); and an awareness of the impact of individual decision-making on global affairs.

Global College’s definition of Global Studies was inspired by the work of R.G. Harvey.
let the journey begin

The early years of the 21st century have been marked by astonishing technological advances, increased interconnectedness among people and nations, shifting patterns in international migration and environmental conditions, tension between “defenders of tradition” and “advocates of modernity” in every religion and culture, and the emergence of China and India as global economic powers. As citizens of this world, we must study a new set of issues that are not merely national or even international, but rather, global.

• How can local, national and global development continue in a sustainable way without having a negative impact on the world’s already fragile environment or on the quality of life for all people?
• How can conflicts among nations, religions, cultures and races be transformed through greater understanding and appreciation of difference and diversity?
• How can societies respond to the challenges of modernization, and how can groups within societies offer compelling alternative solutions to local and global problems?

Global College is the only college in the world that takes yearlong experiences in other cultures and integrates them into a progressive four-year Bachelor of Arts degree.
Year One - Costa Rica
Your first year at Global College will provide you with a highly stimulating educational experience that will introduce you to cross-cultural skills and increase your understanding of global issues from a Latin American perspective. In addition to attending regularly scheduled seminars and Spanish language classes, you will learn how to plan, evaluate and document your fieldwork under the supervision of faculty members based at the Costa Rica Center in Heredia. You will interact directly with local people through home stays, service learning, field trips, internships and field research. During excursions to Nicaragua in the fall and to Ecuador in the spring, you will explore the tensions that have arisen as economic development has become a greater threat than ever before to the environment in this region. In addition, you will experience firsthand how individuals at the local level are affected by decisions made on a global level.

Year Two - India
During your second year, you may study at the India Center in Bangalore, where you will explore issues in global development and their impact on one of the most populous countries in the world. A significant portion of the India Center curriculum is built around educational field trips that take you to different parts of the country. Academic coursework emphasizes the application of theory and practice in the field, using a variety of methodologies. During the spring semester, you will engage in an extensive independent field project that is linked to your academic interests. Foreign language and English writing skills are further developed as you explore three anchor themes: conflict resolution, sustainable development and alternative solutions.

Year Two or Year Three - Comparative Religion and Culture
If your interests lie in the areas of religion and culture, you can choose to study in the Comparative Religion and Culture (CRC) Program, a one-of-a-kind experience that combines theoretical investigation with extensive exposure to religious and cultural life in India, Taiwan, Thailand and Turkey. You will be immersed in the teachings, practices and institutional forms of major world religions and will explore cross-cultural issues such as identity, human rights, peace and reconciliation, and global citizenship.

Year Three - China
You will further develop your global awareness while living and studying in a country that has taken a central position on the world stage. China, with its extraordinary global economic influence, has become a leader among nations. In addition to attending regularly scheduled seminars and language classes, you will participate in field trips and engage in field research as well as other forms of independent study. You also will devise a research proposal for your senior year independent study.

Year Three Spring Option - Australia
The seminars, internships, field trips and service learning opportunities offered through the Australia program will enable you to develop a more sophisticated understanding of indigenous and environmental issues of Australia as well as its culture and history. Writing, travel, case studies and participation in community life are integral aspects of this program. You will visit a number of national parks and coastal areas in Australia and complete an internship as part of your coursework.

Year Four - Independent Study
During your senior year, you will carry out an independent study project in your chosen area of concentration under the supervision of a Global College faculty member. This semester-long project may be undertaken in one of the countries where you previously have studied or, with faculty approval, in another location. The data collected during your independent study, combined with the written work produced during this semester, will provide a stepping-off point for your senior thesis, which will be completed in New York City during the following semester.

Year Four - Brooklyn, New York
Your senior capstone semester will build upon cross-cultural skills that you will have acquired throughout your Global College experience. Your classes will draw upon the myriad of world-class learning resources that New York City has to offer and the comparative and interdisciplinary expertise of Global College and Long Island University faculty members based at the University’s Brooklyn Campus. During this final semester, you will continue to develop your own self-awareness as well as a deep appreciation for the culture and customs of others while living, interning and studying in New York, one of the world’s most diverse cities. In addition to the required capstone courses and senior thesis, you will participate in career preparation workshops and events taking place on- and off- campus, with people who are actively working on local, national, international and global levels to address issues of concern in a world that is continually evolving. They will help you discern how best to draw upon your own talents and interests to become a leader in your chosen field – one who can truly contribute to the world in a positive and constructive way.

Visit www.liu.edu/globalcollege or contact 718.780.4312 or globalcollege@liu.edu for more information
One-of-a-Kind College

Over the past decade, there has been a significant increase in the number of semester-long study abroad programs available to U.S. students. There are far fewer programs that operate for the entire academic year abroad. There is only one college that takes successive yearlong experiences in other cultures and integrates them into a progressive four-year degree. Global College is the only college of its kind in the world.

Unique Academics

To ensure that students are best equipped for the increasingly complex global realities ahead, Global College combines a structured and focused curriculum with the freedom of independent study. Global College utilizes classroom and field-based seminars, low faculty-to-student ratios, community-based service learning, directed independent study projects, internships and one-on-one tutorials.

In addition to area studies and language courses (all courses are taught in English with the exception of language courses) at each center, each of the four years has its own seminar that introduces students to critical texts in theory and method. Progression through the four-year program is clearly defined through the increasing sophistication of texts in these yearly seminars.

All matriculated Global College students pursue a Bachelor of Arts in Global Studies. Global College requires students to focus on three distinct world regions where they pursue fieldwork and independent study, as well as cross-cultural and writing skills. A culminating capstone semester and senior thesis help students to share and to integrate their experiences as they plot a course for the future.

Experiential and Interactive Education

Balancing center-based seminars and offsite programming, a Global College education is highly experiential. Students interact with the local community, the environment, faculty, advisers and other Global College students around the world. Students also participate in varied programming each semester that includes journalism, education, music, theatre, dance and film.

Integrated Field Trips – Don’t Just Sit in a Classroom!

Field trips are part of the experiential learning component of a course. While students learn through readings, lectures and class discussion, an important aspect of the Global College model is taking the classroom experience out into the field. For example, rather than just reading a case study about the impact of insecticides on workers on a Costa Rican banana plantation, students also will visit the site with their instructor and their class, directly observing the work conditions; meeting the workers, plantation managers and advocacy organizations; and directly participating in asking questions and collecting information.

WHY CHOOSE GLOBAL COLLEGE?

“People choose to come here to understand other cultures and live in a new place. They choose this school to have a learning experience like no other. They choose this school because they not only want to get a degree in global studies but they want experiences to supplement their learning. They choose this school because there is no better way to start your life than to live and learn at the same time.”

- Jake Larson, Class of 2012

“One aspect that makes Global College stand out among other institutions is that it fosters and encourages personal growth. That is something one can’t receive from a generic lecture or final exam, only by stepping beyond the boundaries we previously have set to interact with others, examine ourselves and ask questions.”

- Sophie Kirpan, Class of 2012
**Guided and Independent Field Experience**

Field experience is a substantive part of experiential learning in that it allows the student to move beyond the classroom and to work directly with the subject matter. Students design their own plan of study with the assistance of their academic advisers. Introductions to the organization, guidelines for the work to be accomplished and expectations on the part of the organization and the student are set up with the field adviser. Students’ work on independent study is evaluated as it would be for any course with an assigned number of credits.

**Learning Community**

Global College is a dynamic, interactive and vibrant learning community that is multifaceted in its approach to education. The learning community consists not only of Global College students, study abroad students, faculty and staff, but also the citizens of the communities throughout the world in which students are studying. The educational setting is not simply a building or a campus, but rather the world with its inherent social, environmental and political developments. The Global College community is simultaneously close knit and geographically dispersed. One-on-one advising on a weekly basis combined with regular community meetings at each center, a Global College community list serve and program-wide Internet chats help to sustain and enhance this global learning community.

**Health & Safety**

Global College’s highest priority is the health and safety of its students. Staff members at each center have access to the best medical facilities in the region, are trained in how to respond to emergency situations and are on call 24 hours a day for emergencies. All Global College students are registered with the U.S. Embassy in the country where they are residing during the academic term. During the orientation period, the center director, safety professionals and other regional administrators educate students about general health practices, potential safety risks, how these risks can be minimized and emergency response procedures. Each center maintains a list of health care professionals who have been able to provide care for our students in the past. Global College asks students to check with their physician prior to their departure about any health related concerns.

**Assessment and Electronic Learning Portfolios**

Global College is a writing-intensive program. Learning is documented and assessed through a variety of assignments, including field notes, reflection papers based on readings and/or events, and research essays. Assessment is carried on throughout the year by a student’s faculty adviser. As of the Fall 2008 semester, assessment at Global College (for all students enrolled in the global studies curriculum) is provided in the form of both a narrative evaluation and a letter grade. The narrative evaluation is the primary form of evaluation and the primary means of faculty-student communication regarding the quality of student work. Students’ grades do not appear on the narrative evaluations, but appear on the student’s permanent transcript. Students have access to their grades whenever they make an official transcript request or log in to the Student Information System.

“As a global studies student, you are given the opportunity to have your eyes opened to the ways of the world. Cultures, religions and geographic landscapes are given to you as your playing field for understanding life and the role you play within it.”

-Kayla Wexelberg, Class of 2009
The Global College electronic learning portfolio (ELP) is a cumulative, creative document that contains a chronological mapping of the growing intellectual journey of the student through the four years of the program. The ELP includes not only written text but images, sound files, video, presentations and hyperlinks that enable fast and flexible cross-referencing between sections of the portfolio.

As students from all centers share the fruits of their unique learning experiences with one another and reflect on the resulting conversations, they strengthen the Global College learning community while acquiring sophisticated technological and communication skills that will be required of them in a wireless, global economy.

Real-World Skills and Post-Graduation Opportunities

Global College graduates possess a heightened understanding of cultural differences that allows them to move easily among diverse populations and to participate positively in social and professional settings almost anywhere in the world. Having lived and studied in several foreign cultures during their undergraduate days, they have built a solid foundation for substantive resumes and impressive graduate school applications. Global College graduates also have documented real-world skills and experience that make them extremely effective candidates for challenging leadership positions in their chosen profession.

GLOBAL COLLEGE MISSION

Global College takes as its mission the development of well-educated world citizens, men and women from a broad spectrum of nationalities and social classes who participate in an undergraduate liberal arts program that enables them to:

- combine firsthand experience of diverse cultural realities with the critical study of academic disciplines and human and ecological problems;
- test intellectual theories and skills against the demands of practice and service;
- carry out specialized field study under expert guidance that synthesizes cross-cultural understanding; and
- develop a broad world view and a level of achievement in a chosen field sufficient to prepare for a life of committed action in the interest of the world community.

Listed below are many of the skills that Global College students acquire and develop through participation in the program.

- **Increased Global Awareness**: Students develop a solid understanding of the broader world and the characteristics and interrelationships of its natural systems and nations.
- **Greater Ability to Understand and Respect Diversity**: Students engage with diversity to become more sensitive to its complexities at different levels and in different scenarios, acquiring better comprehension of the challenges and opportunities that diversity represents.
- **Greater Critical Thinking and Stronger Analytical Skills**: Students learn the intellectually disciplined process of actively and skillfully conceptualizing, applying, synthesizing and/or evaluating information gathered from or generated by observation, experience, reflection, reasoning or communication.
- **High Level of Adaptability and Intercultural Sensitivity**: Students develop the ability to adapt, reinterpret and restructure their own behavior when in international and multicultural contexts.
- **Effective Cross-Cultural Communication Skills**: Students develop a critical level of awareness and understanding that allows them to interact easily with international and immigrant populations in the communities where they live and work, and to function within complex, culturally diverse systems at the local and global level.
- **Proficiency in Writing**: Students develop the writing skills that allow them to communicate and organize their thoughts effectively.
- **Increased Leadership Skills**: Students will become familiar with different leadership styles according to different contexts. They will have the ability to exercise contextually appropriate approaches to achieve common goals.
- **Increased Ethical Awareness**: Students gain a broader perspective on and awareness of ethical frameworks that support decisions and actions in diverse societies as they strengthen their capacity for self-reflection as ethical beings.
- **Increased Language Proficiency**: Students will gain foreign language communication skills and have increased ability to learn foreign languages.
- **Increased Capacity to Effect Social Change**: Through the four years of the program, students learn how local people transform and better their own realities, providing students with an array of approaches and skills to draw upon as they contribute to working toward a more just, equitable, sustainable world.
- **Increased Knowledge of Global Issues and their Manifestations throughout the World**: Students will examine historical, economic and social systems as relevant to current global issues in different regions of the world from the perspectives of international and local scholars.
- **Problem-Solving Skills**: Students develop intellectual skills and empathetic capacities to identify, analyze and assess problems and their solutions through a problem-based and experiential learning model.
- **Proficiency in Qualitative Research**: Students learn how to effectively conceptualize, design, carry out, analyze and report qualitative independent research with appropriate methods from the liberal arts.
- **Proficiency in Oral Communication Skills**: Students will develop oral presentation skills that help them to communicate ideas logically and effectively, providing them with confidence to command an audience.
- **Proficiency in Digital Literacy**: Students develop the ability to use digital technology to locate, evaluate and create information; they utilize research networks and learn to select appropriate digital formats and designs.
**Overview**

The freshman year at Global College provides students with an introduction to experiential education, Latin American studies and global issues. In addition to attending regularly scheduled seminars and Spanish language classes, students learn how to plan, evaluate and document their fieldwork under the supervision of faculty members based at the Costa Rica Center in Heredia. Students have the opportunity to interact with the local population in Costa Rica through homestays, service learning, field trips, internships and field research. During excursions to Panama in the fall and to Nicaragua or Ecuador in the spring, students explore the tension between environmental and economic issues, and begin to understand how individuals at the local level are affected by decisions made at the global level.

**Location**

Costa Rica is a small, varied and accessible country. It is an ecological microcosm of the rest of Latin America, with lush jungles, high mountains and coastal plains. Costa Rica is an ideal location as a departure point for the rest of the region since it embodies many of the characteristics common to other Latin American countries. In addition to the hospitable climate, students find that the Ticos, as the local people are known; the Center’s faculty and staff; and the homestay families are equally as warm. The Global College Costa Rica Center is situated in the northeast part of Heredia City, on the outskirts of Costa Rica’s capital city, San Jose. Students find the Center and the surrounding area to be a dynamic location to spend their first year of college. The Center facilities include an administrative area, a computer room, a small library, a kitchenette, community areas, garden, large classrooms for seminars, small classrooms for Spanish language courses and quiet study, and offices for academic advising.

**Academic Program**

The Costa Rica Center hosts the freshman year of Global College of Long Island University. During the first semester, students take courses such as Global Education and Cross Cultural Studies; Latin American Studies; Writing, Research and Documentaton; Spanish Language; and optional courses to earn 16 credits. Second-semester students take Introduction to Global Issues, Electronic Portfolio Construction, Introduction to Field Work Methods and optional courses or independent study to earn 16 credits for the semester. Optional courses offered either fall or spring include: Peace and Conflict Resolution, Global Environmental Issues in Latin America, Living Latin American Culture, Holistic Health and Culture, and Contemporary Indigenous Peoples in Latin America. Students also can develop their own independent study courses with their advisers to explore academic areas of interest. To create an integrative educational experience, several field trips include opportunities for students to have concrete experiences exploring aspects related to the different courses. These field experiences, which are at the heart of the academic program, include a weeklong service learning project in the fall, two three-day field trips and a two-week field trip to Panama. In the spring, students have a two-week independent study project, one short field trip and a two-week field trip to Nicaragua or Ecuador.

**Costa Rica Center Quick Facts**

| Duration | Early September to early December  
| Late January to early May  
| Housing | Homestays  
| Courses (credits) | Latin American Studies (3)  
| Introduction to Global Issues (3)  
| Global Education & Cross Cultural Studies (3)  
| Fieldwork Methods (2)  
| Fieldwork Project (2)  
| Spanish Language (4 in fall, 3 in spring)  
| Writing, Research & Documentation (2)  
| Electronic Portfolio (2)  
| Holistic Health and Culture Seminar (3)  
| Peace & Conflict Resolution (3)  
| Global Environmental Issues & Latin America (3)  
| Contemporary Indigenous Peoples in Latin America (3)  
| Globalization in Contemporary World Fiction (2)  
| Writing the College Essay Workshop (2)  
| Living Latin American Culture (1-3)  
| Directed Independent Study (1-4)  

Course descriptions on pages 30-33.
**Internships/Independent Studies**

In the fall, students have the opportunity to participate in a weeklong group service learning project with one of our partner organizations. There is a wide range of options available depending upon a student’s interest, including environmental conservation, urban poverty issues, organic farming, education, etc.

Opportunities for independent study, while present during the fall semester, are strongly emphasized during the spring semester through a two-week field project and optional semester-long projects. Areas of independent projects and internships pursued by students in previous semesters have included comparative political systems; tropical and/or organic agriculture; aquaculture and reforestation; rural development; under-development and the role of cooperatives; nutrition and public health; journalism in social change; workers and trade unions; street children; dance; theatre and ethnomusicology; women’s issues such as violence and self esteem; and human rights and peace studies.

**Orientation/Field Trips**

New students at the Costa Rica Center meet at a two-day orientation held in New York City before they fly to Costa Rica together. Once in Costa Rica, they are introduced to the academic program and their new cultural setting during a three-day ingathering. During the ingathering, students meet the Costa Rica Center staff, move in with their host family and are placed in an appropriate-level Spanish class. They also meet with the academic advisers to learn how to develop a learning plan and to explore the role their advisers will play in their studies. Practical matters, including important health and safety issues, are covered during the ingathering.

Field trips give students the chance to experience the region firsthand and to explore real examples of how global issues are manifested in Latin America. All field trips incorporate diverse experiences and perspectives to present students with concrete and complex realities. In urban centers, students have lectures with local experts and visits to relevant organizations and institutions. These are complemented with visits to rural areas where students interact with local community members and organizations to understand the struggles they face and the ways in which they are addressing these.

In the fall, there is an extended two-week field trip to Panama and shorter trips to various communities in Costa Rica, including a banana plantation and the Caribbean coast. In the spring semester, students go on a two-week field trip to Nicaragua or Ecuador in addition to a three day field trip in Costa Rica.

**Housing & Meals**

Living with a homestay family is an important part of the Costa Rica Center program and provides students with the opportunity to practice Spanish on a daily basis. Homestays are located in urban neighborhoods close to the Center, and the houses have electricity, running water, a telephone and access to public transportation. Laundry services are provided by the host family. Students are provided with breakfast and dinner during weekdays and three meals per day on weekends. Heredia is home to several comida típica (local restaurants) that serve traditional plates of rice and beans, mixed vegetables, meats and platanos. Delicious shakes and jugos (mixed fruit drinks) can be found at almost any local Costa Rican-style restaurant and make a perfect drink on warm, sunny days. Alongside Costa Rican restaurants, students can find Columbian, Salvadorian, Lebanese, Caribbean, Japanese and vegetarian foods as well as Western fast food options and local pizzerias that offer fresh-made pizza.

“The field trips have had the largest impact on me, and the trip to Nicaragua has even inspired me to create a small non-governmental organization through the Costa Rica Center to allow the students here to continue their dedication to the organizations that are doing so much for those who need it the most. I never dreamed I would have taken this much on when I first boarded the plane to come here, but the freedom that Global College allows empowers you to become something other than an informed bystander.”

- Becca Asaki, Class of 2009
Internet Access
The Costa Rica Center provides wireless Internet access for laptops. Several computers and printers are available for student use, both Macs and PCs. The Costa Rica Center Web site (www.globalcollegecostarica.com) provides prospective and enrolled students with the most current Costa Rica Center information.

2009-2010 Estimated Costs Per Semester
Costa Rica Center

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
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<tbody>
<tr>
<td>Tuition</td>
<td>$13,684</td>
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<tr>
<td>University Fee</td>
<td>$600*</td>
</tr>
<tr>
<td>International Fee</td>
<td>$320*</td>
</tr>
<tr>
<td>International Health Insurance</td>
<td>$275</td>
</tr>
<tr>
<td>Center Fee</td>
<td>$2,730</td>
</tr>
<tr>
<td>Room &amp; Board</td>
<td>$2,200</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$19,809</td>
</tr>
</tbody>
</table>

*All fees are calculated for full-time student status. Note: International travel is not included in per-semester costs.

“With Global College, I am exploring the world. Along the way I am discovering myself. I never imagined that I would be going on such an intense and exhilarating journey when I’m merely 19 years old.”

Julie Virgin, Class of 2011
**Overview**

During the sophomore year, students can choose to study for an academic year in Bangalore, India, where they explore issues in culture, politics and global development and the impact of this development on one of the most populous countries in the world. India faces many challenges in its efforts toward modernization and transformation as it moves forward in the 21st century – ethnic and religious minorities, dozens of languages or dialects within their borders, environmental issues, infrastructural challenges that affect access to information and other essential resources, and the sharp contrast between the modern city of Bangalore and the thousands of rural villages throughout the country. In this context, students studying at the India Center have the opportunity to study and learn from the global issues concerning contemporary Indian reality.

**Location**

India is home to nearly one-fifth the world's population. With its incredible variety of ethnicities; cultures; languages; and political, agro- and eco-systems, the South Asian region is exhilarating for a new arrival. Global College's India Center is located in Bangalore, the capital of the state of Karnataka, situated 3000 feet above sea level with a very pleasant climate. The India Center is located in a quiet, residential area, on the first floor of a house on Cunningham Road. Restaurants, cyber places, supermarkets, ATMs and a couple of major hospitals are only a short walk away. The Center is easily accessible by car, bus or auto rickshaw (the ubiquitous three-wheeled vehicle), and is close to one of the two main rail stations out of the city. The India Center has designated areas for advising and classes, as well as a study room for students, a kitchen and a modest library with books and periodicals about issues ranging from South Asian studies to literature and development issues.

**Academic Program**

The India Center curriculum offers students introductory insights about the region, its history and its unique character, while also providing a frame of analysis so that students may understand their experiences in a larger global context. During their first semester in India, Global College students must take courses in global issues, writing and Hindi language; the Sophomore Yearly Seminar: Theory, Culture and Representation; and electives/independent study for a total of 16 credits.

In their second semester, students carry a slightly different academic course load. They are expected to take a combination of directed independent study projects; Sophomore Seminar II: Theory, Culture and Representation; a global issues course; Electronic Portfolio and Digital Literacy; and elective courses for a total of 16 credits.

A large part of the curriculum is built around the many educational field trips throughout the semester. Short and long field trips to a variety of locations are an integral part of coursework. Locations are chosen bearing in mind rich historic and cultural traditions, safety issues and the present global situation.

**India Center Quick Facts**

<table>
<thead>
<tr>
<th><strong>Duration</strong></th>
<th>Early September to early December</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Housing</strong></td>
<td>Apartments or “paid guests” in Indian homes</td>
</tr>
<tr>
<td><strong>Courses (credits)</strong></td>
<td></td>
</tr>
<tr>
<td>Global Issues: Indian Perspectives</td>
<td>(4)</td>
</tr>
<tr>
<td>Globalization, Development and Change Perspectives on India</td>
<td>(4)</td>
</tr>
<tr>
<td>Theory, Culture and Representation I</td>
<td>(3)</td>
</tr>
<tr>
<td>Theory, Culture and Representation II</td>
<td>(3)</td>
</tr>
<tr>
<td>Writing Course</td>
<td>(2)</td>
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<tr>
<td>E-Portfolio and Digital Literacy</td>
<td>(2)</td>
</tr>
<tr>
<td>Elementary Hindi Language</td>
<td>(3)</td>
</tr>
<tr>
<td>Global Health and Healing Traditions</td>
<td>(2)</td>
</tr>
<tr>
<td>Peace and Reconciliation: Probing Indian Tradition and Modernity</td>
<td>(2)</td>
</tr>
<tr>
<td>Globalization, Media and Social Change</td>
<td>(2)</td>
</tr>
<tr>
<td>Basic Yoga</td>
<td>(2)</td>
</tr>
<tr>
<td>Integrative Yoga</td>
<td>(2)</td>
</tr>
<tr>
<td>Gender Issues: Indian Context</td>
<td>(2)</td>
</tr>
<tr>
<td>Indian Cuisine</td>
<td>(2)</td>
</tr>
<tr>
<td>Indian Cuisine II</td>
<td>(2)</td>
</tr>
</tbody>
</table>

Course descriptions on pages 33-35.
Internships/Independent Studies

The India Center promotes students’ learning through independent studies, internships and volunteer work. Students work with a faculty adviser to pursue a topic of their choice, which may involve volunteer work with a local organization. India offers a wide range of internships including volunteering with children through Mother Theresa’s group of nuns, and helping organizations working with rural women on empowerment issues. Some recent subjects that have been studied include conflict resolution, Gandhi, intercultural communication, women’s literature, effects of tourism on indigenous people, effects of globalization on traditional practices, media and local culture, societies in transition, rural development, Tibetan medicine, alternative systems of healing, meditation and holistic spirituality, sustainable and organic agriculture, wildlife and human conflict, and the effects of urbanization on natural resources. Some examples of independent study locations include:

- Dr Narayan Reddy’s farm, sustainable living and organic farming
- Vanastree, sustainable living
- Auroville, alternative community, organic farming, sustainable livelihood
- Missionaries of Charity, volunteer work
- BOSCO, outreach to street children
- Life and Society of Rajasthan, cultural study
- PUCL, Jaipur, Rajasthan, human rights, women’s issues & activism
- Barefoot College, Tilonia, rural governance and democracy, women’s empowerment
- Sikkim, Buddhism studies
- Kolkata, spiritual tradition of Baul singers
- Institute of Health Management, Pachod, public health and community health care
- Peace Child, children’s rights

Cross-Cultural Activities/Excursions/Orientation

An orientation is held during the first week of the semester at the India Center. During this time, students are introduced to the culture and customs of the region, with particular focus on South India and the city of Bangalore. Group activities, short trips around the city and discussion sessions on health and safety are arranged. In addition, students meet their faculty advisers and begin to outline a personal study plan.

“This trip to India has been the best opportunity for me to really consider how I relate to different cultures and where I can grow and expand in order to get more out of my traveling experiences in the future.”

– Camille Lindsey-Larrabee, Visiting Student, Spring 2009
Excursions and Field Trips

As part of the coursework at the India Center, students will embark on day trips and short field trips in and around Bangalore. These will include long field trips to Rajasthan in the fall and Kerala in the spring semester. These field trips are an integral part of the Global Issues and Area Studies seminar and the Theory, Culture and Representation course. During the field trip to Rajasthan, students can look forward to sessions and activities, such as service learning; homestays; visits to historical sites, monuments and the rural communities of the Thar Desert; camel safaris; and interactions with artisans and craftspeople. They will learn about folk music and traditional dance, and meet with academicians while acquiring an understanding of tradition and modernity within the context of tourism.

The spring field trip to Kerala focuses on sustainable development and social justice. Students study sustainable livelihoods, agriculture and natural resource management, examining, rural poor and disadvantaged communities in the context of corporatization and development policies of the State. Activities include visits to biodiversity sites and governmental and non-governmental organizations, extended homestays and follow-up discussions that allow students to reflect on their experiences. The field trips give students an opportunity to compare and contrast issues from the urban perspective in Bangalore with the rural and semi-urban perspectives in Palakkad and the villages in its vicinity.

Housing & Meals

Students at the India Center stay in either studio apartments, homestays or two-to-three bedroom apartments. All apartments are partly furnished with cots and mattresses, a refrigerator, a study table and pots and pans. Sheets and pillow cases also are provided. The apartments are located within 10 kilometers of the India Center. A brief introduction to housing facilities provided by the India Center is e-mailed to all students prior to arrival. This gives them an opportunity to reserve their accommodations before they arrive. Freshly prepared breakfast, lunch, tea and snacks are available for all students at the India Center during the semester for Rs.100 ($2 or 3 per day). It must be noted that, with a few exceptions, food at the Center will be Indian food. Mineral water, soda, pizza and ice cream are easily available, along with clean hygienic food and fruits at nearby supermarkets.

Internet Access

The India Center has a high-speed Internet connection that can be accessed by students during office hours. Students can use the facilities, which include four computers with printers, or plug into any of the 12 laptop connections. There are two wireless hubs in the Center for wireless Internet connection (with LAN card). Bangalore also is dotted with cyber cafes where students can access the internet for less than a dollar per hour. The India Center Web site (www.globalcollegeic.org) provides prospective and enrolled students with the most current India Center information.

2009-2010 Estimated Costs Per Semester

<table>
<thead>
<tr>
<th>India Center</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
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<tr>
<td>University Fee</td>
<td>$600*</td>
</tr>
<tr>
<td>International Fee</td>
<td>$320*</td>
</tr>
<tr>
<td>International Health Insurance</td>
<td>$275</td>
</tr>
<tr>
<td>Center Fee</td>
<td>$2,500</td>
</tr>
<tr>
<td>Room &amp; Board</td>
<td>$2,000</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$19,379</strong></td>
</tr>
</tbody>
</table>

*All fees are calculated for full-time student status.
Note: International travel is not included in per-semester costs.
Overview
In the sophomore or junior year, students may choose the Comparative Religion and Culture (CRC) Program, a one-of-a-kind experience, combining careful, theoretical study with extensive exposure to religious and cultural life in an academic year program. CRC students engage in intensive study of the teachings, rituals and spiritual practices of the world's major religions and explore cross-cultural issues such as identity, human rights, peace and reconciliation, and world citizenship.

Comparative Religion & Culture Quick Facts

Duration
Early September to early May

Housing
Dorm-style university accommodations, modest hotels, monasteries, ashrams and other religious sites

Courses (credits)
Comparison: Theory and Method . . . .(4)
Comparison: Practice and Critique . .(4)
Religions and Modernity in Taiwan . . . .(4)
Culture and Society of Taiwan . . . . .(4)
Religions and Modernity in Thailand . .(4)
Religions and Modernity in India . . . . .(4)
History and Society of India . . . . . .(4)
Religions and Modernity in Turkey . . .(4)

Course descriptions on pages 35-36.

“This has been the best year of my life, and I will never regret choosing this program. The things I have learned on CRC – through the people we’ve met, the experiences we’ve had and the unconditional love I’ve found for every single person in this group – I will carry with me for the rest of my life.”

- Brittany Boroian, Class of 2010
**Locations**

The two-semester (approximately 33 weeks) traveling Comparative Religion and Culture (CRC) Program explores how religions change and are changed as their surrounding cultures undergo modernization.

In Taiwan, the first site of CRC, students might practice Zen meditation, read the classics of Confucian tradition travel to Mt. Alishan to watch a magnificent sunrise or discover the meanings of garden and temple architecture.

In Thailand, students explore Theravada, a form of Buddhism practiced by over 90 percent of Thais. Students might wake up early to offer alms to the monks, learn to interpret images of the Buddha, amble through a busy night market, take part in the meditation retreat or meet women striving for equal opportunity in the monastic life.

In India, students encounter the extraordinary depth and diversity of religious life as ancient convictions coexist with modern, technological ambitions. Students may spend time at a traditional Vedantic ashram, learn about the historic and psychological roots of recent religious conflict or meet a modern avatar and his devotees.

Turkey is a particularly fascinating place to learn about Islam and observe how Muslims are renegotiating modernity for themselves. Students explore the role of religion in this secular republic, meet women with a variety of perspectives on their place in society, drink çay with merchants in the bazaar, leave their shoes at the door as they enter a bustling mosque and watch as Sufi dervishes are transported to the divine.

**Academic Program**

The Comparative Religion and Culture Program aims to provide students with an experientially rooted and academically informed introduction to religions across a number of distinct cultural settings. CRC is distinguished by its experiential approach, interdisciplinary academics and emphasis on self-critical participation in the learning process. By training students in both anthropological and philosophical approaches, CRC emphasizes deepening sophistication and self-critical awareness in the understanding of religions. Students regularly are taught by local scholars and practitioners whose way of teaching is often as instructive as its content.

Through the yearlong sequenced seminars, Comparison: Theory and Method and Comparison: Practice and Critique, students learn and reflect upon philosophical and anthropological approaches to the study of religion. In addition to these two seminars, students take coursework specific to each country's major religions (and an area studies course each semester). All courses offered are required courses for a total of 32 credits for the academic year.

**Internships/Independent Studies**

CRC differs from other Global College centers in its design around a schedule of regular travel and the fact that students who enroll in CRC are signing up for its full set of courses. All CRC courses are required of all students during each semester. There is room to develop individual interests within this structure, but it is not feasible to design and carry out large, freestanding independent study projects while enrolled in CRC.

**Cross-Cultural Activities/Excursions/Orientation**

An initial orientation to the program is provided at the beginning of the academic year. Students meet to acquaint themselves with the staff and other students as they discuss trip safety and logistics, and review the CRC program schedule. Specific, local orientations are provided upon arrival in each country.

CRC could be considered one long excursion. Students reside at or near universities and other partner organizations for short and extended periods. From these bases, local faculty lead students on short field trips and pilgrimages to local sites. Extended field experiences are also a frequent part of the program. For instance, past CRC programs have included a stay in a Chan Buddhist monastery in Taiwan, a weeklong residency at the Vedantic ashram in India, a Vipassana meditation retreat in Thailand and a journey to the Mevlevi Sufi center of Konya in Turkey. In addition, every effort is made to facilitate opportunities for students to interact with young people in each country.

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**Tentative Travel Itinerary**

<table>
<thead>
<tr>
<th>Tentative Travel Itinerary*</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>September 2009</strong></td>
<td>Depart for Taiwan</td>
</tr>
<tr>
<td></td>
<td>CRC Orientation in Taipei</td>
</tr>
<tr>
<td><strong>October 2009</strong></td>
<td>Depart Taiwan for Thailand</td>
</tr>
<tr>
<td></td>
<td>Vacation prior to Thailand programming</td>
</tr>
<tr>
<td><strong>December 2009</strong></td>
<td>Thailand programming ends</td>
</tr>
<tr>
<td></td>
<td>Vacation prior to India programming</td>
</tr>
<tr>
<td><strong>January 2010</strong></td>
<td>Depart Thailand for India</td>
</tr>
<tr>
<td></td>
<td>Vacation prior to Turkey programming</td>
</tr>
<tr>
<td><strong>March 2010</strong></td>
<td>Depart India for Turkey</td>
</tr>
<tr>
<td><strong>May 2010</strong></td>
<td>CRC ends</td>
</tr>
</tbody>
</table>

*This itinerary may change in response to events affecting the countries to be visited and upon the advice of the U.S. State Department.
Housing & Meals
Over the course of CRC, students reside at a mix of dormitory-style university accommodations and modest hotels “close to the action.” This makes it easy for students to explore during their free time. It also offers opportunities to get to know people from the host countries and begin seeing the world through their eyes. Past CRC groups have stayed at primitive camps, slept on hard surfaces and encountered the occasional cold bucket shower and other rustic experiences while on field trips. For most meals students are on their own to explore the culinary delights of all the places CRC visits. Some countries may be more challenging for vegetarians and for picky eaters, yet India, on the other hand, is easy for vegetarians. Great fruit is available in almost every country visited. The food is just as much an adventure as anything else encountered during the year, and fortunately, everywhere one goes, chocolate can be found easily, which can make even the worst of meals seem not quite so bad.

Internet Access
Internet access is readily available at Internet cafes in almost every location CRC visits. Students should bring their own laptop computers and a memory stick/thumb drive or similar device to store back-up copies of all their work. Portability and the facility to work in a variety of settings are essential. The Global College Web site (www.liu.edu/globalcollege/crc) provides prospective and enrolled students with the most current CRC program information.

2009-2010 Estimated Costs Per Semester Comparative Religion & Culture Program

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
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<td>$13,684</td>
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<tr>
<td>University Fee</td>
<td>$600*</td>
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<tr>
<td>International Fee</td>
<td>$320*</td>
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<tr>
<td>International Health Insurance</td>
<td>$275</td>
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<tr>
<td>Center Fee</td>
<td>$2,500</td>
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<tr>
<td>Room &amp; Board</td>
<td>$2,500</td>
</tr>
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<td><strong>TOTAL</strong></td>
<td><strong>$19,879</strong></td>
</tr>
</tbody>
</table>

*All fees are calculated for full-time student status. Note: International travel is not included in per-semester costs.

“The CRC experience far surpasses one’s pre-trip imaginings. Even in the midst of it, one cannot fully admit or articulate the wonder and exhaustion involved… CRC is a wild and wondrous experience that alters one’s view of religion and the sacred, the global community, the ‘other,’ and ultimately, the self.”

- Heidi Hillman, Assistant Director, CRC
Overview

China is one of the oldest enduring civilizations in the world, with historical and archaeological records dating back over 3,000 years. From the seventh century through the 14th century, China was the world's most advanced civilization. Its capital stood as the most economically developed and populous multicultural urban center the world had seen, contributing many of the innovations and technologies that have changed the course of world history, including papermaking, printing, gunpowder, porcelain, silk and the magnetic compass, to name just a few.

China is a land as vast as it is varied, distinguished by remarkable natural features like Mount Qomolangma (later named Everest by the British), the highest mountain peak in the world, and the Yangzi (Yangtze) and Yellow Rivers, the third and fourth longest rivers in the world. China is a land whose people have produced some of the most notable monuments left to mankind, such as the Grand Canal, the world's longest canal system, and the Great Wall, the longest wall in the world. UNESCO, acknowledging China's natural and cultural heritage for its outstanding universal value to humanity, already has inscribed 30 of the country's sites on the World Heritage List, more than any other non-European country.

Once called a “slumbering giant” by Napoleon Bonaparte, economists around the world have acknowledged that China is now a major player on the world stage. With its ascension to the World Trade Organization in December 2001, Beijing's hosting of the Olympics in 2008 and Shanghai set to host the World's Fair in 2010, it is an exciting time to be in this dynamic and fascinating country.

Location

Students will live in Hangzhou while studying in China. Hangzhou is an ancient capital of the Southern Kingdom and one of the country's most affluent metropolises. A fall field trip will bring students to a rural area where the average villager survives on a mere $300 a year at his/her private farm. It is likely that students will encounter locals who have never met a white or black person in their lives.

The China Center, on the Jade Spring (Yuquan) Campus of Zhejiang University, is within walking distance of the majestically beautiful West Lake, which has inspired many poets and captivated the souls of both tourists and locals. The China Center facilities consist of a faculty office, a student computer room and a large, multifunctional community room that serves as the library, classroom and social room.

China Center Quick Facts

Duration
Early-September to mid-December
Late January to early May
Housing
Single dormitory rooms; or privately rented apartment suites
Courses (credits)
Modern Chinese History . . . . . . . . . . . .(3)
Ethnic Minority Studies . . . . . . . . . . . .(3)
Theory, Culture & Representation . . (3)
Directed Independent Study . . . . . (2-5)
Mandarin Chinese Language . . . . . . . . . . .(3-6)
Writing Workshop . . . . . . . . . . . . . . . . .(2)
Electronic Portfolio . . . . . . . . . . . . . . . . .(2)
Traditional Chinese Medicine . . . . . . . . .(2)
Practical Chinese Medicine . . . . . (2)
Chinese Nationalism . . . . . . . . . . . . . . . .(2)
China in Film & Literature . . . . . . . . .(2)
Heritage & Innovation . . . . . . . . . . . . . . . .(2)
Chinese Arts . . . . . . . . . . . . . . . . . . . . .(2)
Wu-shu (Chinese Martial Arts) . . . . . (2)
Seminar on the Cultural Revolution . . (2)

Course descriptions on pages 36-38.
Academic Program
The China Center offers global studies courses that emphasize the importance of understanding the local host culture in global and cross-cultural contexts. First-semester students must take an area studies course; Mandarin Chinese language; Junior Seminar: Theory, Culture and Representation; and electives for a total of 16 credits. Students choose from other available courses, a directed independent study project or an internship for elective credit. Second-semester students carry a slightly different academic course load. They take a combination of directed independent study (up to 8 credits), area studies courses, elective courses and Mandarin Chinese language for a total of 16 credits.

Internships/Independent Studies
Within certain cultural and linguistic boundaries, students with sufficient preparation may design an independent study project (ISP), service learning project or internship in consultation with their faculty adviser. First semester students may earn up to four credits and second semester students may earn up to eight credits for independent study. Students have completed ISPs in a wide range of fields such as religion, philosophy, sociology, education, sociolinguistics, ecology, development, medicine, literature, art, women's studies, ethnomusicology, politics, history and martial arts. In addition to ISPs, students may arrange an internship for credit. As is the case with an ISP, most internships are carried out in the spring semester after students have completed required courses and have the requisite foundation in the Mandarin Chinese language. Students have had success volunteering with international non-governmental organizations and nonprofit organizations in Hangzhou. Global College students have worked successfully with the following organizations:

- Amity Foundation, community outreach
- China Charities Federation, social projects
- English Training Programs, education
- InTouch Zhejiang, journalism/magazine publishing
- Operation Smile, sustainable health care
- River of Hearts, clothing donation services
- United Nations Education, Science and Culture Organization (UNESCO) China

Cross-Cultural Activities/Excursions/Orientation
Students meet as a group in Hangzhou for a one-week fall semester orientation that includes a range of activities designed to help students settle into their new life in China. A community meeting is held for students to discuss logistical and academic plans. Students are encouraged to organize a Hangzhou Scavenger Hunt, an experiential way to orient new students to the cultural heritage of Hangzhou.

During a junior-year area studies field trip in China, students also will visit Beijing to discuss Sino-American relations with the Chinese government's top political strategist and will be introduced to representatives of the U.S. Department of State for a briefing on bilateral relations. Students also visit Shanghai where they have the opportunity to learn about China's greatest economic hub.
Housing & Meals

Students at the China Center live on the Yuquan Campus in single dormitory rooms. Each single room is furnished and includes all utilities and cleaning services. Students also have the option of finding their own off-campus housing independently. Students living on campus have access to a cafeteria. Hangzhou offers a wide variety of local and regional cuisine from all over China. It is a city with traditional tea houses; small eateries and inexpensive outdoor markets; Western fast food establishments; and upscale restaurants serving Japanese, Korean, Thai, Argentine, Italian, Indian, French and fusion cuisines. Many visitors with special diets, such as vegetarian, vegan, organic, kosher or halaal, are able to maintain these diets while living in China.

Internet Access

The China Center has a computer room, equipped with a broadband, wireless ADSL Internet connection, and four student computers with word processing, photo imaging and Chinese language-learning software. Students also may apply for broadband internet access in their dormitory rooms at the International Students Building. The China Center Web site (www.fwpchina.com) provides prospective and enrolled students with the most current China Center information.

2009-2010 Estimated Costs Per Semester
China Center

<table>
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<tr>
<th>Item</th>
<th>Cost</th>
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</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$13,684</td>
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<tr>
<td>University Fee</td>
<td>$600*</td>
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<tr>
<td>International Fee</td>
<td>$320*</td>
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<tr>
<td>International Health Insurance</td>
<td>$275</td>
</tr>
<tr>
<td>Center Fee</td>
<td>$2,500</td>
</tr>
<tr>
<td>Room &amp; Board</td>
<td>$2,000</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$19,379</strong></td>
</tr>
</tbody>
</table>

*All fees are calculated for full-time student status.
Note: International travel is not included in per-semester costs.
Overview
During the spring of their junior year, students have the opportunity to study in Byron Bay, Australia, where they can explore the relationships between people and their natural environment from multiple disciplinary perspectives. Students learn about indigenous peoples, the natural history, ecological diversity and related social and cultural contexts of Australia through regularly scheduled seminars, field trips, service learning and a supervised fieldwork project. During organized field trips students visit national parks, rainforests, wildlife reserves and the coastlines of New South Wales and Queensland.

Location
The Australia program is based in Byron Bay, a small coastal community located approximately 125 miles south of Brisbane and 500 miles north of Sydney. Its pristine beaches give way to a hinterland of green rolling hills and rainforests, with the remnant of an ancient shield volcano mountain, Mt. Warning, as a landmark peak for the overall area. Byron Bay is well known for its casual lifestyle and focus on healthy living. It has attracted an increasing number of international visitors in the past two decades because of its many world class festivals including: the Byron Bay Film Festival, the East Coast Blues and Roots Music Festival and the Byron Bay Writers Festival.

Academic Program
Students enroll in five, three-credit courses organized around classroom lectures, films, readings, site visits, hands-on projects, group workshops, group travel, nature experiences and an internship. Course offerings include the Junior Research Seminar; The Natural Environment of Australia; Environmental Issues of Australia, New Zealand and the South Pacific; The People of Australia; Sustainable Australia & the South Pacific: Concepts & Case Studies; and a fieldwork course.

Internships/Independent Study
All students will be required to complete an internship in the Byron Bay area during the semester. The internship placement is organized by a Global College faculty member and will be integrated into the Fieldwork Project course.

Students travel on their own for two weeks beginning on the Thursday before Easter. This is a valuable and required part of the semester and is associated with a journal/essay that each student must submit as part of the grade for one of their courses. The individual travel experience is considered by students to be one of the highlights of the program. In addition to the Great Barrier Reef in northern Queensland, popular trips have included sailing off the Queensland coast among the Whitsunday Islands, camping at Fraser Island, driving through Tasmania, visiting Kakadu National Park in the Northern Territory, staying in Sydney and/or Melbourne, hiking in the Blue Mountains area of New South Wales and visiting the Red Centre/Outback region. Generally trips are a function of personal interest and finances. Students pay for their own food, transport and accommodation but wise planning can keep these costs to a minimum. Youth hostels normally cost about $US12-$18 per night and campsites are less. Bus and train are common modes of travel.
**Orientation/Field Trips**

All students are expected to participate in the orientation, which will take place in Byron Bay at the beginning of the semester. During the orientation students will learn about health and safety issues, transportation possibilities, housing and the region where they will be studying. Students will receive important contact information and will have the opportunity to become acquainted with their classmates and the instructors.

Field trips are integrated into the required courses. Throughout the semester, students will have the opportunity to experience Australia's unique natural environment through snorkeling, hiking and climbing. Although the destinations vary somewhat from year to year, students typically visit coastal areas of northern New South Wales such as Cape Byron and Broken Head, the Currumbin Wildlife Sanctuary in southeastern Queensland. Other sites of interest include several national parks on the New England Tableland, including those exemplifying subtropical rainforest and open-canopy bushlands, and Bald Rock, which is the second largest monolith in Australia.

**Housing & Meals**

Students live together in rented houses located in Suffolk Park. Decisions about living arrangements are made by students upon arrival. Students usually have to share rooms with other students. Each of the houses has a washing machine and often there are clotheslines outside. Most of the houses have a television and a DVD player, and some of the houses have telephones.

Each house has a security deposit of approximately $100US per student. If the houses are undamaged and kept clean, the deposit will be returned to the students at the end of the semester. Suffolk Park is predominately a beachside residential development, with many full-time residents and their families. Due to the familial nature of the community, there is a 10 p.m. noise curfew, and students may be fined $100AUS if a complaint is made about excessive noise coming from a house.

**2009-2010 Estimated Costs Per Semester Australia Center**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Tuition</td>
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<td>University Fee</td>
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<tr>
<td>International Fee</td>
<td>$320*</td>
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<tr>
<td>International Health Insurance</td>
<td>$275</td>
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<tr>
<td>Center Fee</td>
<td>$2,000</td>
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<tr>
<td>Room &amp; Board</td>
<td>$1,800**</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$18,679</strong></td>
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</tbody>
</table>

*All fees are calculated for full-time student status.
**Australia room fee covers only the room cost. Students should plan on bringing at least $1,500 for food and independent travel costs in addition to personal spending funds. Note: International travel is not included in per-semester costs.

**Internet Access**

Students will not have an internet connection at their houses. Wireless internet is available at one location in Suffolk Park and in several places in Byron Bay. Computers are available at the numerous internet cafes in Byron Bay.

Students must have adapters in order to use Australian electrical outlets. Plugs from the United States will not fit in Australian outlets. The electrical voltage in Australia is 240. If students plan to use their own computers, hair dryers or other appliances from the United States, they will need to purchase an adapter, which can be found at most electronics stores in the U.S. and in Australia.

**Australia Program**

**Quick Facts**

**Duration**
Late January to early May

**Housing**
Rented houses

**Courses (credits)**
- The People of Australia . . . . . . (3)
- Sustainable Australia & the South Pacific: Concepts & Case Studies . . . (3)
- Environmental Issues of Australia, New Zealand and the South Pacific . . . (3)
- Supervised Field Work Project . . . (3)
- The Natural Environment of Australia . (3)
- Junior Research Seminar . . . . . . (3)
- Independent Study . . . . . . . . . . (1-3)

Course descriptions on pages 38-39.
Location
Students may conduct their Independent Study Semester in one of the countries where they have previously studied, or in any approved region of the world under the supervision of a Global College faculty adviser. Students have the opportunity either to deepen their familiarity with a specific community and its issues, or to extend their grasp of a specific global issue by studying how it appears in a previously unfamiliar setting.

Academic Program
During the junior year, each student designs and submits a proposal for an Independent Study Semester project in his or her chosen area of concentration. With the support of a Global College faculty adviser, students familiarize themselves with scholarly texts and other contributions relevant to an understanding of the specific subject they wish to investigate. Equipped with this knowledge, students create a detailed proposal which identifies the question, issue or problem they wish to address. The proposal also explains how the student intends to carry out research and outlines the significance of the project. This proposal must receive approval from Global College faculty before a student may carry out the project in his/her senior year.

Students earn 16 credits during the Independent Study Semester. Credit is awarded not only for the final results, but also for the student’s attention to the design of the project and for the student’s evaluation of the successes and/or failures of the project. Learning occurs at every stage of the project – not only at the end. These layers of learning all may earn credit, and so all should be reflected in students’ documentation. The semester portfolio should create a record of learning that spans from a student’s first conception of the project, to challenges met along the way, to final conclusions, to new and remaining questions. Lessons learned during the Independent Study Semester may prove to be a solid foundation for the senior thesis, which is completed in New York City in the following – and final – semester of Global College.

Independent Study Semester Quick Facts

Duration
Early September to mid-December
Late January to early May
Housing
Varies by location
Courses/credits
16 credits, coursework varies by student
Course descriptions on page 39.
Internships/Independent Studies
The entire semester revolves around the execution of a student’s independent study project. Some students may have internship opportunities that enable them to focus their research with reference to a specific work environment in order to meet specific work goals. Whether or not a student has an internship, components of the independent study semester may include gathering, analyzing and presenting quantitative and qualitative data; conducting, recording and interpreting interviews; writing essays that sum up and evaluate research findings at different stages of the project; entering into scholarly and other conversations relevant to the topic; and evaluating the original research proposal and a student’s own practice as a researcher.

Cross-Cultural Activities/Excursions/Orientation
Since each student is engaged in independent research, Global College does not organize formal cross-cultural activities or excursions during this semester. General orientation materials are shared with students. Students participate in ongoing peer-to-peer support sessions, designed to supplement the regular conversations with their faculty advisers.

Housing & Meals
Accommodations and meals vary depending on the location and project chosen by each student.

Internet Access
Internet access varies depending on the location and project chosen by each student.

“Experiential learning is being able to touch the untouchable, to see the never seen, to feel the unfelt, to hear the music never played and to smell the unknown essence of the world. It is being able to use our five senses as tools of wisdom, which allow an individual to never forget a learning experience as we tend to forget the line of a book.”

- Carolina Marte, Class of 2001

2009-2010 Estimated Costs Per Semester
Independent Study Semester: Domestic

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<td>International Fee</td>
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<td>International Health Insurance</td>
<td>$varies</td>
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<td>Room &amp; Board</td>
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2009-2010 Estimated Costs Per Semester
Independent Study Semester: International

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<td>Room &amp; Board</td>
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*All fees are calculated for full-time student status.
**Room and board costs vary depending on location of study. Room and board costs are not billed by Global College/Long Island University. Students are required to budget properly. Note: International travel is not included in per-semester costs.
Overview
The Senior Capstone Semester builds on the multicultural and multilingual skills of Global College students, the world-class learning resources in New York City, the global business community and the international, comparative and interdisciplinary expertise of Global College and Long Island University faculty members based in Brooklyn. During this final semester, students continue to develop an appreciation for the diverse environment in which they live, work and study, and they also learn how to leverage and embrace diversity as they prepare to become leaders in their chosen field.

“New York is the concentrate of art and commerce and sport and religion and entertainment and finance, bringing to a single compact arena the gladiator, the evangelist, the promoter, the actor, the trader and the merchant. It carries on its lapel the inexpugnable odor of a long past, so that no matter where you sit in New York you feel the vibrations of great times and tall deeds, of queer people and events and undertakings.”

– E.B. White, “Here is New York”

Location
Metropolitan New York is undoubtedly one of the most interesting places in the world, where students learn about themselves as they learn about others. The Global College New York City Center is located at Long Island University's Brooklyn Campus in the very heart of Brooklyn, just off the Brooklyn Bridge, which connects this widely diverse community to Manhattan. Brooklyn itself is a thriving community and a vanguard for the arts. Global College students use the facilities of Long Island University’s Brooklyn Campus, giving them the opportunity to meet thousands of other New York college students while enjoying the extensive facilities of an urban college campus.

Capstone Semester
Quick Facts

Duration
Late January to early May

Housing
On-campus dormitory, off-campus student residences, sharing rooms in private homes, renting apartments

Capstone courses (credits)
Work: Experience and Design ..........(4)
Senior Thesis Seminar .................(3)
Cross-Cultural Understanding in a Globalizing World ............(3)
Elective ..................................(3)
Elective ..................................(3)

Course descriptions on pages 39-40.
Academic Program

Each spring, Global College offers the Senior Capstone Semester, designed to enable seniors to capitalize on the best of their Global College education and end their college years with renewed curiosity and confidence. In their final semester, seniors gather as a genuine learning community, bringing their individual experience and expertise to a collaborative effort of integrating and deepening the educational journey of the past years.

The purpose of the Capstone Semester is to enable students to bring focus to their Global College learning experience in reference to a number of basic themes, such as cross-cultural understanding, experiential learning, interdisciplinary study, social change and global citizenship. In pursuing this end, the semester is also intended to prepare students for life beyond graduation by supporting exploration of career and other goals, and encouraging reflection upon the student’s undergraduate learning and future direction. The condition for entry into the Capstone Semester is completion and evaluation of the Junior Research Seminar and the Independent Study Semester. All Global College seniors must enroll in all 10 credits that comprise the Capstone Semester and need 128 credits in order to graduate. Thus, seniors will have the opportunity to take additional elective credits (up to 8 credits during the Capstone Semester) at Long Island University’s Brooklyn Campus. All seniors enroll as full-time students in their final semester. Additionally, students who want to satisfy prerequisites for graduate study or explore professional avenues may enroll in courses at the Brooklyn Campus.

Internships/Independent Studies

The New York area is unsurpassed in the variety of organizations and resources available to students who wish to learn through an internship. Students work closely with a field adviser who is chosen for her/his expertise and knowledge of the internship organization. Since there is no language barrier and New York contains an abundance of organizations and institutes, this gives students the chance to put their studies and interests into the context of a real-life working situation. Some organizations where students have interned include:

- Asian Pacific Coalition on HIV/AIDS, education and outreach
- Brooklyn Academy of Music (BAM), music education
- Brooklyn Botanical Garden, environmental studies
- Chen Foundation, peace through art
- Esperanza – Vera Program for Juvenile Justice, at-risk youth
- Human Rights Watch, community outreach
- Just Vision, Middle East peace and reconciliation
- Lower East Side Settlement House, child education enrichment
- Metropolitan Museum of Art, art education
- New York City Department of Environmental Protection, environmental policy
- Nuyorican Poets Cafe, community outreach
- Office of the Borough President of Brooklyn, community relations
- Oxfam International, international monitoring
- Saveur Magazine, journalism
- Slow Food USA, organic food and sustainable living
- Southside Mission Immigration Services, immigration policy and outreach
- Village Voice, alternative journalism
- World Health Organization (WHO) at the United Nations, health policy and research
Cross-Cultural Activities/Excursions/Orientation

Prior to coming to the New York City Center, students receive a Brooklyn Neighborhood Guide, which offers basic information about places students may wish to live. The Center orientation introduces students to the many student services available on the Brooklyn Campus, including health care, academic support and student life opportunities. New York has an extensive public transportation system, and the Center offers periodic opportunities to explore just a few sides of this multifaceted city. In a senior year field trip, students may go to the United Nations and its agencies in New York or to Washington, D.C., to learn about interactions at national levels. Courses also involve meetings with local people and institutions contributing to the distinctive social fabric of Brooklyn and New York City. Course visits have included the World Health Organization, the Office of the President of the Borough of Brooklyn, the Campaign for Innocent Victims in Conflict and the Friends National Legislative Committee.

Housing & Meals

Students have a number of housing options that include living in the on-campus dormitory, off-campus student residences, sharing rooms in private homes and renting apartments. Most Global College students choose to find their own rentals with other students studying in NYC. The majority choose to live in Brooklyn and Queens where there are more housing options at lower costs. Meal plans are available for students who live on campus. New York provides a plethora of experiences for students’ taste buds, including good cheap food, ethnic restaurants, cafes, vegetarian eateries and fancier upscale restaurants. Brooklyn is a culturally diverse area, which offers abundant Caribbean, Indian, Chinese, Japanese, Korean, Italian and Kosher foods, and foods from every region of the world.

Internet Access

Students at the New York City Center are able to use the facilities of Long Island University’s Brooklyn Campus. The Campus supports 30 labs for student use with over 600 computers. The New York City Center has student computers and wireless Internet access. The Global College Web site (www.liu.edu/globalcollege/newyorkcity) provides prospective and enrolled students with the most current New York City Center information.

“A degree in Global Studies from Global College means never again getting a good night’s sleep – there’s too much in the world to think about.”

- Tessa Levine, Class of 2012

2009-2010 Estimated Costs Per Semester
New York City Center: Capstone Semester

<table>
<thead>
<tr>
<th>Cost</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Tuition</td>
<td>$13,684</td>
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<tr>
<td>University Fee</td>
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<tr>
<td>Brooklyn Activities Fee</td>
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<td>Center Fee</td>
<td>$1,900</td>
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<tr>
<td>Room &amp; Board</td>
<td>Varies***</td>
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*All fees are calculated for full-time student status.
**Brooklyn Activities Fee is charged only for students enrolled in classes on the Brooklyn Campus.
***Students are not automatically charged the room and board fee. Students may live in a dormitory at Long Island University’s Brooklyn Campus. These rates vary.
Global College Learning Plan

Global College is an eight-semester undergraduate program. First-semester freshmen traditionally begin in the fall, and second-semester freshmen begin their studies in the spring semester. Sophomore and junior transfer students may begin in the spring or fall semester. This chart gives you a sampling of a four-year schedule, and the following pages include course descriptions for each of the Centers, the Comparative Religion & Culture Program and the Australia Program.

<table>
<thead>
<tr>
<th>COSTA RICA Semester 1</th>
<th>CONTINUATION OF COSTA RICA Semester 2</th>
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<tbody>
<tr>
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<tr>
<td>Freshman Seminar 1</td>
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<tr>
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<td>Field Work Project</td>
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<td>Language Elective/Ind. Study</td>
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<td>Sophomore Seminar 1</td>
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<tr>
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<th>COMPARATIVE RELIGION &amp; CULTURE</th>
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<tr>
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<td>Semester 4 or 6</td>
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<td>Comparison: Theory and Method</td>
<td>Comparison: Practice &amp; Critique</td>
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<tr>
<td>Religions &amp; Modernity in Taiwan</td>
<td>History &amp; Society of India</td>
</tr>
<tr>
<td>Culture &amp; Society of Taiwan</td>
<td>Religion &amp; Modernity in Turkey</td>
</tr>
<tr>
<td>Religions &amp; Modernity in Thailand</td>
<td>Religions &amp; Modernity in India</td>
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<th>INDEPENDENT STUDY SEMESTER Semester 7</th>
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<td>Senior Seminar 1</td>
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<td>Independent Research Project</td>
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<td>The People of Australia</td>
<td>Independent Study</td>
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<td>Sustainable Australia &amp; S. Pacific</td>
<td>Independent Study</td>
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<td>Fieldwork Project</td>
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<td>Natural Environment of Australia</td>
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<td>Work: Experience &amp; Design</td>
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<td>Senior Thesis Seminar</td>
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<td>Elective/Independent Study</td>
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<tr>
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<tr>
<td>TOTAL credit</td>
<td>16</td>
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</tbody>
</table>

CREDITS FOR GRADUATION 128

** All courses and credits are subject to change.
Degree Granting Programs

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

Global College freshmen begin their studies at the Costa Rica Center, located in the northeast part of Heredia City, on the outskirts of Costa Rica's capital city of San José. The Center provides the ideal setting for the freshman/foundation year. Students are introduced to the fundamental aspects of Global College—experiential and individualized learning rooted in cross-cultural understanding and global studies. Studying in Costa Rica affords students the opportunity to look at some of the most pressing regional and global issues while getting involved on a local level.

The Global College curriculum is centered on learning both in and out of the classroom. The coursework is designed to broaden the student’s understanding of the culture and to help process such experiences. Students immerse themselves in the theory and practice of experiential education; participate in seminars on topics of Latin American and global interest; and complete an internship, field project or service learning project within the community.

The combination of instruction and independent learning prepares students not only for their future Global College endeavors, but it also prepares them for becoming active global citizens with a greater sense of the world.

Transfer Status
Applicants who have completed academic work at other colleges or universities may apply for admission as a transfer student to Global College with advanced standing based on the number of credits previously earned. All transfer students are required to earn at least 64 semester-hour credits (four semesters) in Global College to qualify for the degree. Global College students take 16 credits each semester for a total of 128. Transfer students may choose to take up to 18 credits per semester and/or courses in the summer at any accredited college or university in order to fast track completion of their degree.

Credits transferred in must be a grade of “C” or better. Global College also awards credit for College Level Examination Program (CLEP) test scores, Advanced Placement (AP) test scores of 3 or higher, and life experience for appropriate post-secondary independent learning. In order to transfer credits, applicants must submit an official college transcript from an accredited university and/or submit official test score reports. Global College accepts credits in all subjects including math, sciences, arts, humanities and social sciences. Students may transfer up to 64 credits.

Freshmen Transfer › applicants who have less than 24 college credits
Center choice:
- Costa Rica

Sophomore Transfer › applicants who have 25-59 college credits
Center choice:
- India
- Comparative Religion and Culture

Junior Transfer › applicants who have 60-64 credits
Center choice:
- China
- Comparative Religion & Culture
- Australia (spring semester only)

Non-Degree Granting Programs (for Non-Global College Students)

Associate Students
Applicants who wish to enroll in Global College on a non-credit basis may be admitted as associate students. This is an ideal option for: high school graduates interested in a gap year; adult students interested in studying abroad; college graduates who did not have an opportunity to study abroad; and/or graduate students who want a global experience.

Associate students participate fully in Global College, making full use of the resources of the overseas centers, such as faculty advisement, help in making field research contacts, and ongoing support and evaluation. However, since no credit is awarded, nor is financial aid available to such students, tuition costs are reduced. All other expenses such as room and board, books and supplies, travel, etc., remain the same as those for matriculated students.

Associate students may apply to the following international centers: China, Comparative Religion & Culture, Costa Rica and India.

Visiting Students/ Study Abroad
Although Global College is a four-year global studies program, students from other U.S. universities, including Long Island University’s Brooklyn and C.W. Post Campuses, are heartily encouraged to study abroad as visiting students at any of Global College’s centers for one semester or for a full academic year. Visiting students do not matriculate for a Global College degree and return to their home institutions to complete graduation requirements.

Global College offers visiting students from other colleges and universities a full range of advising and support services, focusing on such issues as: program selection, academic planning, registration, credit transfer, cultural adjustment, on-site support and re-entry. Global College visiting students
only are required to take the language and area studies courses offered at each center/program. The balance of their coursework is comprised of elective courses, internships and independent study. Visiting students receive a letter grade in each course. Visiting students are advised to talk with their study abroad adviser, academic adviser, registrar and/or financial aid office at their home universities in order to determine the home institution's requirements with regards to application deadlines, credit transfer and financial aid procedures. Visiting students will construct a learning plan in consultation with a faculty adviser upon arrival at a Global College center. However, if it is necessary to satisfy requirements at the home institution, visiting students are encouraged to communicate with a faculty adviser in advance of arrival at a Global College center.

Visiting/Study Abroad students may visit the following centers:

**Australia**
*(Spring)*

The Australia program offers students in all academic majors at Long Island University and other colleges an opportunity to study in Australia during the spring semester. Students enroll in five three-credit courses organized around classroom lectures, films, readings, site visits, hands-on projects, group workshops, group travel, nature experiences, a semester research project and independent travel within Australia during the last two weeks of the semester. The program is based on the belief that students will come to a greater understanding of Australia's society, culture and environment when given the opportunity to study these topics close up and when exposed to diverse approaches to learning.

**China**
*(Fall or Spring)*

The China Center in Hangzhou lets students live in a smaller, manageable city in China, yet have opportunities to experience rural China. Coursework and assignments are tailored to each student's level and prior preparation in the subjects offered. One- and two-semester students report that studying Mandarin Chinese, learning Chinese customs and culture, and interacting with many local people, including staff, enriches their academic studies upon return to their home institutions and gives them enhanced future employment opportunities.

**Comparative Religion & Culture**
*(Fall or Spring)*

CRC is an excellent vehicle for students who wish to study religion and culture in multiple locations. The issue-focused theme of CRC, when approached from a variety of national and cultural perspectives, and through various disciplinary lenses, creates an ideal opportunity for students to achieve depth and breadth of learning. Study abroad students report that CRC utterly transforms and enriches their experience upon returning to their home institution.

**Costa Rica**
*(Spring)*

The Costa Rica Center is an excellent choice for students who want to acquire or improve their Spanish language skills and gain a global perspective on Central America. Each semester includes an extended field trip to a neighboring country as well as excursions within Costa Rica. Coursework and assignments are tailored to each student's level and prior preparation in the subjects offered. Visiting students report that studying Latin American issues, living with a homestay family and interacting with many local people, including staff, enriches their academic studies in nursing, social work, law, anthropology, sociology and various other majors upon return to their home institutions.

**India**
*(Fall or Spring)*

The India Center is an excellent choice for students interested in studying holistic health and traditional healing, global development issues and youth culture. Each semester includes an extended field trip as well as excursions within India. Coursework and assignments are tailored to each student's level and prior preparation in the subjects offered. One- and two-semester students report that studying South Asian issues, living in a modernizing country and interacting with many local people, including staff, enriches their academic studies in art therapy, social work, law, anthropology and various other majors upon return to their home institutions.

**Summer Program Costa Rica**

Global College offers a six-credit, four-week summer program in Heredia, Costa Rica. During the month of July, students take a Spanish language course for three credits and a Sociology of Conflict course for three credits. Several excursions throughout the country are incorporated into the program. Matriculated Global College and non-Global College students may participate in this short-term program.
Global College is open to students of all faiths, races and nationalities. Global College seeks students with the capacity for undergraduate study who desire a broad liberal arts education but who, in addition, want to use experience as a means to discover and prepare for meaningful and satisfying vocations and professions.

Applicants must have a high school or general equivalency diploma, including substantial volunteer, community service or extracurricular activities. Each student's application is judged on its own merit. Clear evidence of the ability and readiness to carry out university-level work is expected, with primary emphasis placed on personal qualities of maturity, motivation, initiative and independence, rather than on standardized test scores or school grades. Admission to Global College involves mutual exploration of the suitability of the program for one's learning aims rather than a competitive process.

**Admissions – Scholarship Deadlines**

Global College offers merit scholarships based on academic achievement, community service, previous international experience and the demonstrated desire to become a global citizen. To be considered for a merit scholarship, applicants must abide by the deadlines below. To receive a merit scholarship, applicants must file a FAFSA (www.fafsa.ed.gov). Additional external scholarships may be found on our Web site: www.brooklyn.liu.edu/globalcollege/join/schol_resources.html.

Global College of Long Island University enjoys a rolling admissions policy and accepts applications for the spring (January) and fall (September) semesters. Applicants wishing to apply to Global College are responsible for submitting a completed application and ensuring that all the supplemental materials are received by the Office of Admissions.

**Fall Semester Applicants: Named Scholarship Deadline**

To be considered for a named merit scholarship, all freshmen and transfer applications must be submitted by February 1st (electronic copy must be date stamped and hard copy must be postmarked by this date). All supplemental materials (recommendations and transcript(s)) must be received by the Office of Admissions by February 15th.

**Spring Semester: All Scholarships Deadline**

To be considered for a named or dean's merit scholarship, all freshmen and transfer applications must be submitted by November 1st (electronic copy must be date stamped and hard copy must be postmarked by this date). All supplemental materials (recommendations and transcript(s)) must be received by the Office of Admissions by November 15th.

All freshmen and transfer applicants who submit a completed application by the above dates will be considered for a scholarship. Applicants will not be awarded more than one scholarship.

A completed application includes:
- Completed Application Form – use our online form or hard copy
- Application Fee – $30 check; non-refundable
- Essay – 250-500 words; choose from three topics on the application form
- Two Letters of Recommendation – one must be from a teacher who knows you well
- Official Transcript(s) – high school and/or college (either in progress or showing degree conferral)

All NYS freshmen and transfer applicants must submit their high school transcript(s).

**International Student Admission Procedure**

Global College takes as its mission the development of well-educated world citizens, men and women from a broad spectrum of nationalities and social classes who participate in an undergraduate liberal arts program.

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

- Completed Application Form – use our online form or hard copy
- Application Fee – $30 check; non-refundable
- Essay – 250-500 words; choose from 3 topics on the application form
- Two Letters of Recommendation – one must be from a teacher who knows you well
- Official Transcript(s) – translated; showing all secondary and/or university work completed or in progress, including G.C.E. or matriculation examination. To be considered official, a market sheet, transcript or degree certificate must bear the school seal or signature of the school's registrar. A photocopy is official only if it has been certified by a school office from the original issuing institution, the U.S. Embassy or Consulate, or your own embassy or consulate after the photocopy is made. We do not accept notarized copies.
- TOEFL – an official score report for applicants whose native language is not English. Minimum acceptable score for admissions is 525.
Global College is a program in which students are required to study outside their home countries, therefore all Global College students are, at some point, international students. Non-U.S. students need to be aware of visa requirements in obtaining permission to study in various countries. Not all country visas may be obtainable by students from certain countries. Non-U.S. students should discuss their interests and intentions thoroughly with their Global College admissions counselor.

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

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

**Center for Education Documentation**
P.O. Box 326 Boston, Massachusetts 02130 Phone: 617-522-4738 Fax: 617-983-5232

**Office of International Educational Services**
AACRAO One Dupont Circle, N.W., Suite 520, Washington D.C. Phone: 202-296-3359 Fax: 202-872-8857

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**Tuition and Fees**

Global College tuition and fees are comparable to other private universities. Below are the actual per-semester costs for the 2009-2010 academic year. These costs include tuition and fees, room and board, and health insurance. International air fare and personal expenses are not included in the estimates. Students can expect a 5% increase in costs for the 2010-2011 academic year.

- **Australia**: $18,679*
- **Costa Rica Center**: $19,809
- **China Center**: $19,379
- **India Center**: $19,379
- **Comparative Religion & Culture**: $19,879
- **Independent Study: Domestic**: $15,854**
- **Independent Study: International**: $16,129**
- **Brooklyn, Capstone Semester**: $16,249***

*Australia Room & Board Fee covers only the room cost. Students should plan on bringing at least $1,500 for food and independent travel costs in addition to personal spending funds.

**Health Insurance and Room & Board are not included.

***Health Insurance and Room & Board are not included. Students may live in a dormitory on Long Island University’s Brooklyn Campus. These rates vary.

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**Applications and supplemental materials should be sent to:**
Global College of Long Island University Office of Admissions 9 Hanover Place, 4th Floor Brooklyn, NY 11201 globalcollege@liu.edu P: 718-780-4312 F: 718-780-4325
Course Descriptions

Costa Rica Center

GCOS 102 – Living Latin American Culture I
(1-3 credits)
In this optional course, students will have the opportunity to explore different aspects of Costa Rican and Latin American culture through direct experiences to increase their awareness, understanding and appreciation of the culture as well as to reflect upon their own cultural perceptions. To explore these cultural aspects, students can participate in group activities organized by the Living Latin American Culture coordinator and/or explore other cultural aspects independently. The organized group activities will be explored through a variety of means, including field trips, movies, recreational activities, artistic presentations, guest speakers and workshops. Essential aspects of the participation in the group activities will be the promotion of a sense of community, intercultural understanding and appreciation of cultural diversity. Students taking this course read relevant readings and document their learning as part of the semester portfolio.

GCOS 103 – Living Latin American Culture II
(1-3 credits)
In this optional course, students will have the opportunity to explore different aspects of Costa Rican and Latin American culture through direct experiences to increase their awareness, understanding and appreciation of the culture as well as to reflect upon their own cultural perceptions. To explore these cultural aspects, students can participate in group activities organized by the Living Latin American Culture coordinator and/or explore other cultural aspects independently. The organized group activities will be explored through a variety of means, including field trips, movies, recreational activities, artistic presentations, guest speakers and workshops. Essential aspects of the participation in the group activities will be the promotion of the sense of community, intercultural understanding and appreciation of cultural diversity. Students taking this course read relevant readings and document their learning as part of the semester portfolio.

GCOS 104 – Fieldwork Project
(2 credits)
During the spring semester, students carry out a two-week independent or group fieldwork project in Costa Rica (or approved alternative) which could be an internship, service learning project or research, artistic or action project. Students will work with their adviser to identify and to set-up an appropriate and exciting experience related to individual learning goals and academic interests, in coordination with the yearly seminar course during which they will be designing, preparing and documenting the project. The goal of this two-week experience is to put fieldwork methods into practice, to examine theory in practice, to explore those skills and academic interests that you already have as well as identify new ones, and develop those skills examined as part of the Field Work Methods for Independent Study Seminar. All independent or group work must be approved by a faculty advisor to ensure that the proposal meets required academic and safety criteria.

GCOS 110 – Latin American Studies Seminar
(3 credits, Fall)
The goal of this required seminar is to introduce students to the history and geography of the region; to examine current social, economic, political and environmental issues facing Latin America; to explore different responses to these issues; and to assess in what ways these regional issues are manifestations of issues that are global in scope. Short field trips in Costa Rica and a two-week trip to another Central American country will allow students to gain a more specific, thorough and intimate perspective by means of greater firsthand experience with some of these issues. Among the topics covered are colonialism and imperialism; resistance and revolution; poverty and migration; development and conservation; art and popular culture; and race, class, ethnicity and gender.

GCOS 111 – Introduction to Global Issues in Latin America
(3 credits, Spring)
This required course introduces students to major global issues and the multidimensional phenomenon of globalization, with an emphasis on Latin America for concrete examples. The major global issues covered in the seminar include: 1) culture: the psychic unity of humanity and cultural diversity; 2) economics: poverty and development; 3) nature: environmental degradation and conservation; 4) politics: power and participation; and 5) epistemology: ideology and perspectives. We will study globalization as a common thread that encompasses the expansion and intensification of major global issues. Students will experience many of these issues first hand by means of a short field trip in Costa Rica, a two-week trip to Panama or Ecuador, as well as a period dedicated to independent fieldwork. In this course, students will become aware of the challenges and opportunities that global issues and globalization present and will better be able to understand and appreciate local responses and alternative perspectives to these issues.

GCOS 130 – Global Education and Cross-Cultural Studies Seminar
(3 credits)
This course, which is the first part of the yearly seminar sequence, introduces students to some of the theoretical foundations of the program and provides them with concrete tools and skills to begin their studies in this international, experiential program. In the fall semester, students explore issues and expectations associated with being a Global College student, initially including an examination of experiential education theory as well as health and safety issues and prevention. This seminar’s main goal is to create an educational context, both in and outside of the classroom, to discover and discuss new relevant insights on the theoretical bases of cultural theory, cross-cultural adaptation and the experience of intercultural understanding based on exploring Costa Rican reality. Students develop and carry out a week-long group service learning project to have firsthand experiences related to the content and issues examined in the seminar.
GCOS 141 – Peace and Conflict Resolution Seminar
(3 credits)
The objectives of this class are to confront some of the forms of violence that dominate society; to understand the causes as well as the social structures and patterns of thought behind them; and to look for alternatives that lead to transformation on a personal as well as a social level. This is a class that seeks to initiate a process of awareness about global/social as well as individual struggles. Some Latin American examples will be studied. Subjects such as ethnic discrimination; violence against women; natural resources scarcity; economic, military and political conflict will be analyzed. Simple techniques will be learned to develop skills for conflict resolution. A two-week field trip to Panama or Nicaragua will be used to better understand aspects of the reality of that country; ethnic diversity as well as political and economical struggles will be studied.

GCOS 142 – Fieldwork Methods for Independent Study
(2 credits)
This seminar is the second semester of the yearly foundation year seminar. This course introduces students to the theoretical foundations of global studies and provides them with concrete tools and skills in fieldwork, research and experiential education. In the spring semester, students explore the methods of investigation that can be used to frame and understand their learning in the field. Qualitative, quantitative and mixed methods of research, including participatory action research methods, are introduced. Students then apply their understanding of methods by undertaking a two-week independent study project. Students implement an independent project they have designed in the seminar sessions and with their faculty advisers. When students return from the field, they analyze, document and present their findings.

GCOS 143 – Holistic Health and Culture Seminar
(3 credits)
The goal of this seminar is to facilitate a holistic vision of health and healing through an understanding of society’s influences. This is a weekly seminar that provides the opportunity for students to study some of the healing traditions used in Latin America (Costa Rica and either Panama or Ecuador are used as examples), while also reflecting on their own cultural traits. The seminar provides a basic understanding of different holistic healing approaches used in the region with an emphasis on the study of medicinal plants as well as indigenous ways of healing. Basic theory about holistic health is reviewed. Holistic healing and allopathic medicine, traditionally opponents, are studied under the light of current integrative medicine. During a two-week field trip to Panama or Ecuador, students visit indigenous communities and integrated health projects. Small field trips in Costa Rica also contribute to the understanding of folk medicine in urban areas.

GCOS 150 – Global Environmental Issues and Latin America Seminar
(3 credits)
This elective seminar addresses the Latin American environmental situation in the global context. Participants learn how Latin America is contributing to, and is being affected by, the most pressing environmental global issues. The main regional policies and grassroots actions to respond to the regional environmental issues will be studied, including indigenous people’s strategies. Possible topics include: global and regional indicators of climate change, pollution, loss of habitat and cultural diversity, extinction of species, water scarcity, alternative agriculture, solid waste management, ecological restoration and sustainability. These subjects are covered with the participation of local experts and environmental leaders in Costa Rica and Panama or Nicaragua. A weeklong field trip and several short visits in Costa Rica are complemented with a two-week educational trip in Panama or Nicaragua.

GCOS 151 – Contemporary Indigenous Peoples in Latin America
(3 credits)
This three-credit seminar addresses the most urgent issues in the agenda of the Latin American Indigenous Peoples Movement and its relationship with globalization. The seminar explores the thoughts and experiences of various indigenous peoples of Costa Rica (Hueter and Brunca) and either Panama or Ecuador in the context of the present political situations in those countries. A set of readings covers aspects related to globalization, indigenous struggles, relationship with nature, intercultural education, international legislation, market economy, tourism and power relations. A seminar reader, internet research, interviews, direct observations, collective discussions, personal reflections, and academic documentation are the main resources for learning.

GCOS 170 – Writing, Research and Documentation Seminar
(2 credits)
This course helps students to develop their academic writing skills, including conducting library and electronic research, exploring and organizing ideas, using and integrating different sources, improving writing mechanics, correctly citing bibliographic references, providing support for arguments, and assessing and editing their own and their peers’ work. Through frequent short writing exercises in and out of class, students learn to use writing as a practical and familiar personal tool for generating and clarifying ideas. Research projects involving group activities as well as personal intellectual inquiry lead to polished pieces for the semester portfolio.
GCOS 171 – Electronic Portfolio Construction Seminar
(2 credits)
This course provides students with the knowledge and skills needed to use an electronic platform and to work with text, PDF, photo, audio and video files to create e-portfolios. The course will help students to increase their digital literacy skills and to discover the benefits and challenges in creating and using multimedia files for the documentation of learning. The classes will be completely practical; the students prepare projects as part of the documentation for the diverse courses that they are taking during the semester. By the end of this course, the students will have a basic understanding of how to create an electronic learning portfolio and will be able to use the platform to submit work electronically. They will be equipped to edit and enhance digital photographs; to create an audio digital file; and to plan and produce a multimedia video that incorporates photography and audio.

Spanish Language
(4 credits in Fall, 3 credits in Spring, elective but highly recommended for continuing students, required for new students)
Beginner, intermediate and advanced Spanish language courses are taught each semester in Costa Rica. In addition, primarily advanced students or students not taking a regular Spanish course may do a Spanish language independent study in the fall or spring semesters.

GCOS 120 – Beginner Spanish, Fall
(4 credits)
Spanish classes for beginners have the goals of forming basic oral and written communication skills, as well as introducing the students to Latin culture. To achieve these goals, the students meet four times a week for a total of six hours. They also complete daily assignments, participate in field activities, live with a Costa Rican family, and interact daily with Spanish-speaking people.

GCOS 121 – Beginner Spanish, Spring
(3 credits)
Spanish classes for beginners have the goals of forming basic oral and written communication skills, as well as introducing the students to Latin culture. To achieve these goals, the students meet four times a week for a total of six hours. They also complete daily assignments, participate in field activities, live with a Costa Rican family and interact daily with Spanish-speaking people.

GCOS 220 – Intermediate Spanish, Fall
(4 credits)
Spanish classes for intermediate students are intended to improve communication skills and writing skills already acquired and to teach students about Latin culture. To achieve these goals, students meet four times a week for a total of six hours, participate in field activities, complete daily assignments, live with a Costa Rican family and interact with Spanish-speaking people every day.

GCOS 221 – Intermediate Spanish, Spring
(3 credits)
Spanish classes for intermediate students aim to improve communication skills and writing skills already acquired, teach new grammatical structures and vocabulary, and further explore Latin culture. To achieve these goals, students meet four times a week for a total of six hours, participate in field activities, complete daily assignments, live with a Costa Rican family and interact with Spanish-speaking people every day.

GCOS 222 – Intermediate Spanish
(2 credits)
This course provides students with the goals of improving specific communication and writing skills based on individual needs at the appropriate level. The students attend class twice a week for a total of three hours, do weekly assignments, live with a Costa Rican family, interact with Spanish-speaking people every day and write about weekly readings related to topics of interest or Latin American literature.

GCOS 320 – Advanced Spanish, Fall
(4 credits)
Spanish classes for advanced students have the goals of improving specific communication and writing skills based on individual needs at the appropriate level. The students attend class twice a week for a total of three hours, do weekly assignments, live with a Costa Rican family, interact with Spanish-speaking people every day and write about weekly readings related to topics of interest or Latin American literature.

GCOS 321 – Advanced Spanish, Spring
(3 credits)
Spanish classes for advanced students have the goals of improving specific communication and writing skills based on individual needs at the appropriate level. The students attend class twice a week for a total of three hours, do weekly assignments, live with a Costa Rican family, interact with Spanish-speaking people every day and write about weekly readings related to topics of interest or Latin American literature.

GCOS 173 – Writing the College Essay Workshop
(2 credits)
This is a writing workshop with two main purposes: to hone the skills needed to produce college-level academic essays based on evidence and logic, and to make writing a familiar and comfortable tool for students’ investigation and self-expression. The writing course will work in tandem with the Global Issues in Latin America course with assignments developing themes from that class. Students will participate in weekly workshop sessions, guided by the instructor, in which they will receive constructive, collaborative critique from their classmates. This peer feedback will help students write informed revisions of their work and support their active commitment to improve. The class is based on the idea of writing as a process and supports the development of critical reading, thinking, as well as writing skills.

GCOS 174 – Globalization in Contemporary World Fiction
(2 credits)
The goal of this course is to gain a deeper understanding of the processes of globalization by reading what important writers from around the world have said about the subject. We will read work by some of the major scholars who have contributed to the debates about globalization. These writings will provide the framework for our consideration of recent novels and stories from India, China, Japan and Latin America. We will explore how the globalization phenomenon is lived on a human level in diverse cultures. For students taking the course for two credits, the requirements are: weekly writing, responding to the reading assignments, two analytic essays, oral presentations and active class participation. Students can earn three credits by writing a research paper and reading an extra novel, in addition to completing the above.
GCOS 105 in Fall; 106 in Spring – Spanish Independent Study, Beginner (1-3 credits)
GCOS 205 in Fall; 206 in Spring – Spanish Independent Study, Intermediate (1-3 credits)
GCOS 305 in Fall; 306 in Spring – Spanish Independent Study, Advanced (1-3 credits)

Spanish independent study courses are especially geared towards advanced Spanish students, students who are not registered in a regular Spanish course or students who want to complete more intensive language study in addition to the regular Spanish course. Students may take independent study courses in reading and writing, Latin American Literature, advanced grammar studies and Latin American music, among other subjects.

GCOS 190-199 – Independent Study (Freshman) (1-4 credits)
GCOS 290-299 – Independent Study (Sophomores) (1-4 credits)
GCOS 390-399 – Independent Study (Juniors) (1-4 credits)
GCOS 490-499 – Independent Study (Seniors) (1-4 credits)

Each semester at the Costa Rica Center, students have individual flexibility in conducting a directed independent study with guidance from their faculty adviser. There also may be opportunities for independent study projects, service learning projects, and/or internships. 45 hours per credit

India Center

GIND 120 – Elementary Hindi Language (3 credits)
This course is based on both classroom sessions and guided activity-centered learning. The basics of grammar and vocabulary, syntax and simple conversation are taught in an interactive manner. Students are required to attend and actively participate in all sessions and to complete the assignments relating to the course. Reading material for this course will be provided through workbooks and assignment sheets. Classes will meet for 45 hours over the semester, including both classroom and activity-based sessions.

GIND 210 – Global Issues and Area Studies - Globalization and Change: The Indian Context (4 credits, Fall)
This course will explore the transformation of India, after the processes of globalization were set at work during the early ‘90s, into an important economic and political player on the global stage from the perspective of the history, politics, culture and economics of the region. It examines global issues concerning India and tries to critique them in their local, regional and global contexts. The classroom sessions, discussions and short field trips and activities within Bangalore, and a long field trip to Rajasthan give the students an opportunity to gain firsthand experiences and perspectives on some of the seminal concerns of the course. Topics covered within the course also try to address issues in gender, equity, ethnicity, colonialism, postcolonial reality and Indian religiosities.

GIND 211 – Global Issues and Area Studies - Sustainable Development and Social Justice (4 credits, Spring)
The course aims at addressing the nature and dynamics of change and development in contemporary India, and in this context, tries to critique the Indian chapter of globalization. This course also offers perspectives on globalization as an inclusive/exclusive discourse of development in India and on how some of the alternative discourses try to address the issues concerning development and change in India. In this context, the course will focus specifically on issues concerning sustainability, livelihoods, energy resources, ecology and environment, and social justice, and will include relevant case studies. Apart from short field trips and activities within Bangalore, a long field trip to a South/East Indian region complements the academic insights students gain during sessions at the Center.

GIND 230 – Peace and Reconciliation - Probing Indian Tradition and Modernity (2 credits)
The course seeks to probe deeply into approaches to peace and reconciliation in Indian tradition and modernity, and tries to establish the extent of their relevance toward finding global solutions to the problems of the day. Considering the fact that since ancient times Indian tradition has voiced the concern for peaceful coexistence of all on earth (manifest in such ancient Rig Vedic hymns as “Vasudhaiva Kutumbakam” or “The Globe is One Extended Family”), it would be worthwhile to know how these approaches continue to be practiced and propagated, in various ways, as powerful discourses of peace and reconciliation.

GIND 240 – Theory, Culture and Representation I (3 credits)
This course will build on the cultural adaptation skills and research methodologies studied at the Costa Rica Center by applying theories of culture to field research. Through a variety of activities and readings, the course will help students to develop the cross-cultural understanding required to conduct independent studies on global issues in different cultural contexts in India. Students will learn to contextualize their experiences by relating them to the theories learned and by identifying the culture-specific aspects of their perception and representation of the “other.”

GIND 241 – Theory, Culture, and Representation II (3 credits)
Considering the significance of the basic aspects related to theory, culture and representation while conducting area/culture-specific research, the course will address some of the needs of the independent study projects to be chosen by the students. Apart from concentrating on some of the distinct, peculiar cultural aspects of the Indian society from a methodological perspective, the course aims at helping students identify the focus in a research area, conduct a literature review, frame a research question and use an appropriate research methodology in the Indian cultural context. This course helps the students in developing and documenting a research proposal.
GIND 243 – Global Health and Healing Traditions
(2 credits)
This course explores the major healing traditions of India in the global health context and their relevance in current times. Students will study the basic philosophical and theoretical aspects of Ayurveda and other complex systems like Siddha and Unani. The Adivasi (tribal) and folk health traditions are dealt with as set against formalized healing systems. Students learn through study with healing practitioners and experts in formal and informal settings. A major part of the course will be carried out in the countryside to emphasize connections with nature and the environment, and specific religio-cultural systems. The integrative aspect of different healing systems is emphasized.

GIND 261 – Basic Yoga
(2 credits, Fall)
In this course, students will gain knowledge of yoga philosophy, yogic traditions across South Asian religious and philosophical systems, terminology and the eight-fold path, with a particular focus on ethics. In addition, they will acquire knowledge of the practice of yoga. Instruction will consist of lectures and demonstrations, practice of skills and techniques, class discussions and readings. The practical portion of the course will focus on a deeper awareness of the subtle aspects of asana (postures), pranayama (breathing exercises), relaxation and meditation, and the relevance of yoga therapy applications for stress management. The course also includes a field visit to a yoga therapy ashram and practice activities/Karma Yoga projects.

GIND 262 – Integrative Yoga
(2 credits, Spring)
This course will introduce students to the basic elements of yogic philosophy discourse as it pertains to various applications: global, communal and personal. The mind-body connection outlined in philosophy and experienced in asana (poses), pranayama (breathing exercises) and meditation/relaxation will be explored in class sessions. This course also will explore the concept of personal transformation as a necessary tool for participatory global transformation. As a result of self-transformative work, the capacity to effect social change, to understand and to respect diversity and to increase intercultural sensitivity can emerge. This course will be run as a five-day intensive yoga retreat at an off-site location.

GIND 266 – Globalization, Media and Social Change
(2 credits)
The course aims to familiarize the students with the key debates on the “onset” of globalization in India and the concomitant explosion in media networks, enabling them to critically engage with these discourses. The course begins with theoretical reflections on the complex interrelations between media and society, the information and media infrastructure behind globalization, the rise of a “new middle class” co-constituted by the media in India and the global/local dichotomy that shapes a large portion of globalization debates. The course spans many forms of media – print, television, advertising, cinema and new media (Internet) – and examines the varying conjectures that are proposed and elucidated in the context of globalization. The specificities of each media form will be explored in relation to the social and cultural changes unleashed by them; the reverse process of changes within the media due to these broader shifts also will be examined. What is new in the latest phase of “global” India? How is media connected to this shift and in what ways is media implicated in these changes? Does the mediatized public arena mean a complete transformation of the earlier social forms leading to new globality and homogenous “global” culture or a more complex reshaping that does not erase the older forms and instead valorize them? How is the media approached in discussions on bringing about positive social change and development? What are the limits and possibilities of the new media? These are some of the questions that will be explored in the course.

GIND 270 – Writing
(2 credits)
The Writing Course is premised on the idea that observant readers eventually become good writers. Hence the writing course is organized around a set of core readings of essays and research papers that will be used as models and that can be studied for the way they illustrate the principles of effective written communication. The readings will cover a fairly wide range in terms of both themes and styles. The course will also include an e-portfolio and digital literacy component. The goal of this course component is to review and to expand on the digital skills involved in producing an e-portfolio. This component also looks to provide additional research resources on the Internet, including the Long Island University Library Web site, and a look at the ethics and validation of primary and secondary research resources on the internet.

GIND 271 – E-Portfolio and Digital Literacy
(2 credits, Spring)
The Global College electronic learning portfolio (ELP) is a central, cumulative, creative document that contains a chronological mapping of the growing intellectual sophistication of the student over the four years of the program. The ELP is a searchable repository of a student’s work, including not only written text, but images, sound files, video, presentations and hyperlinks that enable fast and flexible cross-referencing between sections of the portfolio. Interviews, poetry, accounts of failures as well as successes, fiction and other imaginative and creative elements are encouraged.

The goal of this course, which is required for all Global College students and is optional for visiting students, is to review and expand on the digital skills involved in producing an e-portfolio gained during the previous semester. Apart from covering aspects on e-portfolio submission and digital literacy, the course also will offer style perspectives on research documentation/writing in order to empower the students while documenting their Independent Study research project and while perfecting documentation skills for advanced research in the future. Specific insights on college essay writing are offered, and through in-class exercises and input from the instructor, students can expect to have a considerable command over both style and content.
GIN D 272 – Gender Issues: Indian Context
(2 credits)
This course aims to introduce students to the concepts of gender and gender relations. While exploring the available literature on gender within the Indian context, the course focuses on a need to develop a conceptual framework based on rights and social justice as a tool to understand women’s status. While the course will examine gender issues in the context of rural India, the emphasis will be on giving students insights from specific field studies about the way gender operates in spheres like education, agriculture, violence, etc.

The field visit planned as part of this course is to allow the students to interact with women’s groups who, in their own way, have worked on gender issues. Exploration of the role of the state, civil society and the organizations that dedicate themselves to the question of a value-based empowerment of women in a global India will be an integral part of the course.

GIN D 273 – Indian Cuisine I -
Tasting Culture
(2 credits)
This elective course facilitates the process of grooming the participants towards developing an ethno-relative perspective on a very specific cultural representation – Indian cuisine. The focus is on how, through its performative mode, Indian cuisine embodies the continuity in culture and tradition. By practically learning the art, students become critical insiders into Indian culture. When students put their skills to the test, they also can appreciate and enjoy the globally relevant tastes of Indian dishes.

GIN D 274 – Indian Cuisine II -
Tasting Culture
(2 credits, Spring)
This elective has the same aims and objectives as Indian Cuisine II, but it builds upon the artistic values and experiences of the students. Through engaging with the experiences of cross-cultural cuisine, students will have the opportunity to work in groups and individually. More advanced and subculture-specific learning is to be facilitated here. The aim of the course is the bringing together of the different elements of diversified multi-cuisine culture into a whole that involves artistry.

GIN D 281-89, 291-99 – Independent Study
(1-4 credits)
Each semester students have individual flexibility in conducting an independent study with guidance from their faculty adviser. There also may be opportunities for independent study projects, service learning projects and/or internships.

GNYC 340 – Junior Research Seminar
(3 credits)
This online course is an introduction to social science research and research in general. Emphasis is on both the theory and practice of carrying out a research project. Through readings, interviews, research and interactive exercises, students examine subjectivity in research, validation of data, critical examination of sources, formulating a research question and writing for an audience. The final exercise is crafting a research proposal.

GIN D 281-89, 291-99 – Independent Study
(1-4 credits)
Each semester students have individual flexibility in conducting an independent study with guidance from their faculty adviser. There also may be opportunities for independent study projects, service learning projects and/or internships.

GCRC 380 – Religions and Modernity in Taiwan
(4 credits)
This course provides an introduction to religion in the Republic of China (principally Confucianism, Daoism, Buddhism and popular religion). Special attention is given to the experience of practitioners as influencing and influenced by modernity and globalization. Examples include the use of Confucian ritual in civil religion, the internationalization of Buddhist monastic and lay organizations, efforts to revive Daoist institutions and the regular appearance of new religious movements.

GCRC 385 – Culture and Society of Taiwan
(4 credits)
This course offers an introduction to the Republic of China and its peoples. Topics considered will include the idea of Chinese identity in domestic and international politics, the self and its relations to others, cultural tradition and innovation.

GCRC 381 – Comparison: Practice and Critique
(4 credits, Spring)
This course is a companion to “Comparison: Theory and Method,” which is offered in the fall semester. How can we track the process of comparing, and what might we do to make our comparisons better? This seminar-format class deepens students’ critical reflection on the limits of the “tools” acquired in the fall as well as their use of them. The course includes a substantial independent study component and a long capstone essay, in which students revisit their crucial learning events, analyzing them to disclose the (stable and/or changing) ways they try to make sense of others and, finally, speculating on practical lessons to be drawn from this analysis as they prepare to return home.

GCRC 392 – Religions and Modernity in Thailand
(4 credits)
This course provides an introduction to religions in Thailand, mainly Theravada and popular animism. Special attention is given to the experience of practitioners as influencing and influenced by modernity and globalization. Examples include the engagement of the sangha in health and environmental issues, vipassana as spiritual and touristic practice, and the coexistence of spirit worship, Buddhist devotion, and consumerism.
This course is an introduction to religions in Turkey, principally Sunni Islam and Alevism. Special attention is given to the experience of practitioners as influencing and influenced by modernity and globalization. Examples include the role(s) of women in the modern Turkish Republic, Islamism and secularism, and Turkish candidacy for membership in the European Union.

**GCRC 394 – History and Society of India**  
*(4 credits)*

History and Society of India is an introduction to the Republic of India and its peoples. Topics considered will include arguments over Indian identity in domestic and international politics; the self and its relations to others; and cultural tradition and innovation.

**GCRC 395 – Religions and Modernity in India**  
*(4 credits)*

This course provides an introduction to religions in India, especially Hinduism, Islam and Dalit. Special attention is given to the experience of practitioners as influencing and influenced by modernity and globalization. Examples include India's distinctive experiment in multi-religious "secularism" and the globalization of bhakti movements.

**GCRC 381-384 – Independent Study**  
*(1-4 credits)*

Students have the opportunity to conduct an independent study with guidance from their faculty adviser. The adviser and the student develop a learning plan for the semester, and weekly meetings take place to discuss the student's project. Students are expected to hand in written work on a regular basis.

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### China Center

#### GCHI 120 – Mandarin Chinese Level I  
*(3 credits)*

The course will instruct beginning students in Mandarin Chinese, with a focus on oral communication skills. The course will rely mostly on the Pinyin Romanization system for instruction, although reading and writing Chinese characters also will be introduced slowly. The course is especially designed for Global College students and will emphasize performance learning. The student will learn the grammar, syntax and vocabulary necessary to communicate in Chinese and to function independently in China. Classroom sessions will be supplemented occasionally with language field trips in Hangzhou to encourage interactive language acquisition and to take full advantage of the surrounding language environment. This class requires a minimum of 10 Global College students.

#### GCHI 122 – Intensive Mandarin Chinese Level I  
*(4 credits)*

Intensive Mandarin Chinese is designed for the student who already has some Chinese language skills or who wants to acquire the full range of linguistic competencies, including complete proficiency in reading and writing Chinese and the oral linguistic ability necessary to complete a sophisticated Junior Research Project in China.

#### GCHI 310 – Modern Chinese History  
*(3 credits)*

This course will survey modern Chinese history and the origins of nationalism. The student will explore how China transformed from the insular "Central Kingdom" to an influential member of the world community and a dynamic force in the world economy in little more than one century. The course will concentrate on recent Chinese history and the relationship between China and the West, including the collapse of the imperial system under Western intellectual influences and military pressure, the national movements in the wake of foreign invasions and Communist rule following World War II. The course will include weekly local excursions and an extended field trip to Beijing. This course partially satisfies credit requirements for the area of concentration in Peace, Conflict and Reconciliation.

#### GCHI 312 – Heritage and Innovation  
*(2 credits)*

The purpose of this course is to introduce students to the learning environment surrounding Hangzhou through a cultivated geographic survey. Situated in the richest part of the Yangtze Delta and along the 2000-year-old Grand Canal, this region, China's most dynamic zone of economic development, has been a cultural hub since before Marco Polo's visit here in the 13th century. The class is designed around excursions throughout the Jiangnan region including some of Hangzhou's best known historical sites, Suzhou, Shaoxing and modern Shanghai. Each trip will be accompanied by assigned readings and classroom discussion, with the purpose of seeing how cultural heritage is redesigned and promoted in the framework of international tourism and how traditional norms are altered by the market economy.

#### GCHI 313 – Introduction to Traditional Chinese Medicine  
*(2 credits)*

This is an introduction to the philosophy, culture, history and practices of traditional Chinese medicine (TCM) through lectures, readings, field trips and independent student research. Emphasis will be placed on the philosophical foundations of TCM, the TCM view of the body in health and illness, and the practice of the various branches of TCM in modern China. This course partially satisfies credit requirements for the area of concentration in Global Health and Healing.

#### GCHI 315 – Chinese Medicine Health Cultivation  
*(2 credits)*

Chinese Medicine Health Cultivation Studies is the study and practice of various mundane and esoteric Chinese Medicine-based practices such as dietetics, hygiene, exercise, reproductive health, cultivation of mental-emotional health, massage, herbal and acupuncture therapies, etc., that aim to promote physical and mental health, wellbeing and longevity. This class introduces students to Chinese medicine through instruction in the history, development, philosophies, theories and practical application of Chinese medicine health cultivation studies. Upon completion of the class, students will have a basic understanding of the fundamental theories of Chinese medicine and will be able to apply health cultivation ideas and practices in their daily lives.
GCHI 220 – Mandarin Chinese Level II (3 credits)
The course is a continuation of GCHI 120.

GCHI 222 – Intensive Mandarin Chinese Level II (4 credits)
This course is a continuation of GCHI 122.

GCHI 330 – Ethnic Minority Studies (3 credits)
This course will introduce students to the 55 official minority nationalities of China and their integration and development in the last fifty years, which includes the colonial and assimilative pressure applied by the Han majority. The focus will be on issues such as education, tourism, and government policies that cause the “loss” of traditional minority cultures while also providing greater avenues for the promotion of local ethnic culture through economic development and connections with the outside world. Through an extended field trip to Yunnan or Tibet, which will include homestays, meetings with a number of locally significant organizations and discussion sessions, the course will explore the complex socio-political inter-relationships between ethnic minorities, the Chinese nation, and the globe. Students are required to lead class discussions, keep a journal on the field trip and write a 2000-word research paper.

GCHI 340 – Theory, Culture and Representation (3 credits)
This course will emphasize the application of theory and practice in the cultural field, using cultural anthropological methodology as its main tool. Specific attention will be paid to (a) development of skills in formatting reference-research, (b) building of strength in the application of published scholarly works to fieldwork and (c) examination of successful case studies by established researchers. Weekly readings will be the basis for discussion of theory situated in culturally relevant issues. During several of the weeks, the students will be required to carry out fieldwork exercises significant to the cultural environment and write reflections of their experiences. The students will be encouraged to reflect critically on how the issues discussed in class relate to their personal experiences of fieldwork, taking into account their own culturally specific gaze in the observation process.

GCHI 341 Directed Fieldwork Project (3 credits)
Completed in consultation with faculty adviser
This course will start with a five-week classroom discussion on more advanced cultural anthropological approaches, focusing on the methodology of participatory observation and the philosophy of the observer’s role as both the “other” and “one of them,” followed by a six-week independent field project conducted by the student. Project proposals should be completed by the end of the second week of the semester with the faculty adviser’s approval. A field adviser will be appointed should the subject matter fall outside of the faculty adviser’s expertise.

Contact with the faculty adviser should be maintained by the student on a biweekly basis (at least), and a prospectus in written form should be handed in no later than four weeks before the completion of fieldwork. Questionnaire(s) and survey plan(s) should be discussed with the adviser(s), and linguistic support in the conduct of interviews will be provided by the Center upon application.

GCHI 360 – Chinese Arts (2 credits)
This course will introduce students to the rudimentary skills of Chinese calligraphy and traditional Chinese painting. This course is offered once per week for three hours.
Chinese language background is not required.

GCHI 361 – Chinese Martial Arts (2 credits)
This course will introduce students to the traditional Chinese longevity exercise of Yang style taijiquan, soft-style Chinese martial arts. Fall-semester students will learn the long form with 42 movements. Spring semester students will learn the short form with 24 movements, which is the Chinese national standard form first promulgated in 1956 by the National Physical Culture and Sports Commission of the People’s Republic of China in Beijing. These forms are based on the longer 108 movements of the Yang family style taught by Yang Luchan (1799-1872) to the Imperial Guards of the Manchu Court during the Qing dynasty. Taiji is a Daoist cosmological term that means “supreme ultimate,” and Quan means “fist.”

GCHI 316 – Seminar on the Cultural Revolution (2 credits)
This course will introduce students to the personality cult of Chairman Mao Zedong and its significance to the Cultural Revolution (1966-1976) in China. The course will employ historical and anthropological perspectives of the major events during the revolution that continue to impact contemporary Chinese society. Students will be challenged to understand Mao’s rise to power and the conditions that led to his deification and the violent revolution he led against all representations of traditional Chinese culture. Students will develop a basic understanding of the events that took place in the life and times of Chairman Mao, how the Chinese people reacted to these, and why the Cultural Revolution ultimately failed. The course will be framed by the personal experiences of Chinese citizens during the revolution and will be contextualized through historical narratives, documentaries and films.

GCHI 338 – U.S.-China Relations (2 credits)
This seminar will examine the history of Sino-American relations since the founding of the People’s Republic of China, with a particular emphasis on the period since reform began in 1978. This course seeks to understand and explain the oscillating and multifaceted relationship between the two countries. A question on the minds of many in the United States will be one of our central concerns: What is the nature of Chinese state power in the world today and what does it mean for the United States’ role in the world? Other topics for discussion include: how and why the Chinese role in the regional and global system has changed overtime; the current and long-term goals of the Chinese government regarding its role in the region and the world in comparison to those of the United States; how China’s emergence as an influential power affects U.S. power and policy; China as a potential threat to various interests; and the effects of nationalism on both countries. While much of the class will focus on an examination of scholarly and other documentary resources from both China and the United States, students also will use ethnographic methods and experiential learning to examine attitudes of local Chinese citizens as a basis for understanding. Students will turn in weekly response papers to better engage the readings and issues and also to begin to formulate their own well-grounded views about this important topic. In addition each student will undertake a research project to be defined in consultation with the instructor and other students.
GCHI 341 – Junior Research Project  
(4-6 credits)  
The Junior Research Project is a four-to-six-credit independent study completed typically in the second semester of the junior year and no later than the first semester of the senior year. The research project should be based on extensive research and fieldwork and make use of quantitative and/or qualitative research methods. Students are required to give a professional oral presentation of their project at the end of the semester under faculty guidance, which will be credit bearing.

GCHI 425 – Advanced Mandarin Chinese  
(5 credits)  
Advanced Mandarin Chinese is designed for the students who know more than 2,000 characters. The course includes reading newspapers, listening to broadcasts and class discussion that encourages the students to raise complex questions and to express their opinions using correct expressions and intonation.

Field Advisers and Independent Study Projects  
Students with sufficient preparation may design one or two independent study projects (ISPs), service learning projects or internships, within certain cultural and linguistic boundaries and in consultation with their faculty adviser and/or field adviser.

(1-5 credits)  
Students may design a guided independent study project (ISP) with their faculty and/or field advisers. Field advisers are professionals and specialists who can offer students more in-depth study of a chosen field through an ISP or specially arranged lectures and courses. First-semester students may not take more than a total of four credits and second semester students may not take more than a total of eight credits, of independent study without permission from their faculty adviser and the support of the academic director.

Australia Program

GAUS 321 – The People of Australia  
(3 credits)  
This interdisciplinary seminar provides students with an introduction to Australian society. Students will consider the major social, political and cultural themes of contemporary Australian society and how they have been shaped by past policies and practices. Of particular importance will be the impact of colonialism and the question of human rights for indigenous peoples, for those seeking asylum in Australia and for other marginalized groups. Comparisons with North America and other South Pacific societies will be included in course discussions.

GAUS 322 – Sustainable Australia & the South Pacific: Concepts & Case Studies  
(3 credits)  
This course will examine the concept of sustainability in relation to the viability of our current dominant economic, social and environmental systems. Global resource use and its long-term implications will be compared with alternative adaptive management models. The course will explore a cross section of effective sustainability strategies in northern New South Wales and throughout the South Pacific island region. Through discussions, case studies and local area site visits, we will focus on strategies that are capable of sustaining the economy, the natural environment and the societies that depend on these elements.

GAUS 323 – Environmental Issues of Australia, New Zealand and the South Pacific  
(3 credits)  
The course will focus on limits to economic growth, climate change due to carbon emissions; non-sustainability of fossil fuel and nuclear energy systems versus renewable technologies; industrial agriculture and its solar-based alternatives; natural resource depletion including water, soil and forest degradation; and protection of wild and natural areas as national parks and World Heritage Areas. The introductory part of the course will be held in New Zealand where we will review environmental issues facing the region and visit several protected natural areas. We will then move on to Australia where we will examine environmental problems facing that society and appropriate solutions to those issues.

GAUS 324 – Supervised Field Work Project  
(3 credits)  
The theme of the course is “Connecting to Place.” Class discussions and readings will focus on the values and meanings associated with this connection. Students will be exposed to community situations that reflect activism, change and creativity, and highlight community participation. Students will be placed, according to their personal interests, in a local organization committed to social justice, environmental change and support, or community culture and arts. The instructor will supervise the work and participation of each student. Examples of possible placements are Rainforest Rescue, Seed Savers, landcare groups and the Byron Film Festival. A variety of other placements will be offered. Students will be evaluated on their field service work and will write an end-of-term paper.

GAUS 325 – The Natural Environment of Australia  
(3 credits)  
Based on an experiential learning framework consisting of preparatory study, field trips and structured reflection, this innovative course allows students to directly experience Australia’s unique natural environment. Via outdoor activities such as camping, hiking, snorkeling and climbing in national parks and other protected areas, students will explore and gain a firsthand understanding of different ecosystems, the evolution of particular environments and the relationship between natural and cultural landscapes. While individual venues are subject to change, the course typically includes group travel to coastal areas of northern New South Wales, such as Cape Byron and Broken Head; the Currumbin Wildlife Sanctuary in southeastern Queensland; several national parks on the New England Tableland including those exemplifying subtropical rainforest and open-canopy bushlands; and Bald Rock, which is the second largest monolith in Australia. Furthermore, the course involves independent travel toward the end of the semester where students are free to independently visit natural areas of their choice, such as the Great Barrier Reef, the Daintree Rainforest, the Whitsunday Islands and Fraser Island – the world’s largest sand island.
GNYC 340 – Junior Research Seminar
(3 credits)
This required course provides students with the skills and knowledge necessary to research, organize and write a thesis proposal as well as a fully developed research paper that incorporates multiple primary and secondary resources that students evaluate according to the pyramid of sources and through critical readings. Students also learn to narrow down a general topic into a manageable project; to organize it through scheduling, notes and interviews; and to become familiar with the various ways of citing sources and avoiding plagiarism. This course is a prerequisite for the Independent Study Semester.

Independent Study GAUS 391, 392, 393
(1-4 credits)
Students have the opportunity to conduct an independent study with guidance from their faculty advisor. The adviser and the student develop a learning plan for the semester, and weekly meetings take place to discuss the student’s project. Students are expected to hand in written work on a regular basis.

Independent Study Semester

GINS 470 – Independent Study Seminar
(3 credits)
The Independent Study Seminar is an online course taken by all students during their Independent Study Semester. This course complements the Independent Research Project course, allowing students to share their progress on their projects with fellow students and to discuss topics relevant to their research, such as ethical concerns, methodological choices and interdisciplinary associations. Readings will engage students in questions of theory and methodology.

GINS 471 – Independent Study
(1 credit)
Students have the opportunity to conduct an independent study with guidance from their faculty advisor. The advisor and the student develop a learning plan for the semester and weekly meetings take place to discuss the student’s project. Students are expected to hand in written work on a regular basis.

GINS 472 – Independent Study
(2 credits)
Students have the opportunity to conduct an independent study with guidance from their faculty adviser. The adviser and the student develop a learning plan for the semester, and weekly meetings take place to discuss the student’s project. Students are expected to hand in written work on a regular basis.

GINS 473 – Independent Study
(3 credits)
Students have the opportunity to conduct an independent study with guidance from their faculty adviser. The adviser and the student develop a learning plan for the semester, and weekly meetings take place to discuss the student’s project. Students are expected to hand in written work on a regular basis.

GINS 474 – Independent Research Project
(4 credits)
Students have the opportunity to conduct an independent research project with guidance from their faculty adviser. The adviser and the student develop a learning plan for the semester, and weekly meetings take place to discuss the student’s project. Students are expected to hand in written work on a regular basis.

GINS 475 – Independent Research Project
(5 credits)
Students have the opportunity to conduct an independent research project with guidance from their faculty adviser. The adviser and the student develop a learning plan for the semester, and weekly meetings take place to discuss the student’s project. Students are expected to hand in written work on a regular basis.

GINS 476 – Independent Research Project
(6 credits)
Students have the opportunity to conduct an independent research project with guidance from their faculty adviser. The adviser and the student develop a learning plan for the semester, and weekly meetings take place to discuss the student’s project. Students are expected to hand in written work on a regular basis.

GINS 477 – Independent Study
(3 credits)
Students have the opportunity to conduct an independent study with guidance from their faculty adviser. The adviser and the student develop a learning plan for the semester, and weekly meetings take place to discuss the student’s project. Students are expected to hand in written work on a regular basis.

New York City Center

GNYC 122 – Beginner Japanese
(3 credits)
This course presupposes no prior knowledge of Japanese. Students focus on the four main areas of language learning: speaking, listening, reading and writing. Students will learn the grammar, syntax and vocabulary necessary for basic communication in Japanese.

GNYC 123 – Beginner Chinese
(3 credits)
This course will focus on oral communication skills and will rely primarily on the Pinyin Romanization system for instruction. The reading and writing of Chinese characters also will be introduced. Students will learn the grammar, syntax and vocabulary necessary for basic communication in Chinese.

GNYC 124 – Beginner German
(3 credits)
This communicative approach to language is designed to give students the ability to understand, speak, read and write simple German. The primary goals are to introduce beginning students to basic structures of the German language by developing vocabulary and a command of idiomatic expressions; to familiarize students with sentence structure through written exercises and short compositions; to give students a basic foundation in German history and culture; and to interest students in traveling to German-speaking countries.

GNYC 125 – Beginner Arabic
(3 credits)
Beginner Arabic is designed to train students in the basics of the Arabic language. Students learn the alphabet and linguistic skills that will help them communicate with Arabic speakers. The course provides a solid foundation upon which to base further studies in the language.
GNYC 220 – Beginner Spanish  
(3 credits)  
This communicative approach to language is designed to give students the ability to understand, speak, read and write simple Spanish. The primary goals are to introduce beginning students to basic structures of the Spanish language by developing vocabulary and a command of idiomatic expressions; to familiarize students with sentence structure through written exercises and short compositions; to give students a basic foundation in the history and culture of a number of countries where Spanish is spoken; and to interest students in traveling to Spanish-speaking countries.

GNYC 221 – Beginner French  
(3 credits)  
This communicative approach to language is designed to give students the ability to understand, speak, read and write simple French. The primary goals are to introduce beginning students to basic structures of the French language by developing vocabulary and a command of idiomatic expressions; to familiarize students with sentence structure through written exercises and short compositions; to give students a basic foundation in the history and culture of a number of countries where French is spoken; and to interest students in traveling to French-speaking countries.

GNYC 340 – Junior Research Seminar  
(3 credits)  
This online course is an introduction to social science research and research in general. Emphasis is on both the theory and practice of carrying out a research project. Through readings, interviews, research and interactive exercises, students examine: subjectivity in research, validation of data, critical examination of sources and formulating a research question and writing for an audience. The final exercise is the crafting of a research proposal.

GNYC 400 – Senior Thesis Seminar  
(3 credits)  
Senior students write a thesis of their own conception for three credits. In addition to working independently, students gather weekly for a senior thesis writing workshop dedicated to improving participants' theses conceptually and technically. Students work individually and in peer groups, presenting their work to the class at regular intervals for general critique. The focus is on generating a topic, creating an outline, conducting appropriate research, polishing the writing and presenting the paper orally. In addition, students are permitted to add appropriate media such as photos, film or sound to their thesis and are encouraged to pay attention to the layout, format and style of their work as well as to its academic excellence.

GNYC 430 – Cross-Cultural Understanding in a Globalizing World  
(3 credits)  
The purpose of this seminar is threefold. First, students have the opportunity to identify and deepen their reflection upon some of their most important cross-cultural learning experiences during their years in Global College, in part by relating their particular experiences to theoretical models such as Milton Bennett's Developmental Model of Intercultural Sensitivity. Second, students enter into conversation with a wide range of intellectuals, artists and activists, on the meaning of world citizenship. This conversation is carried out through the reading and discussion of texts as well as through live encounters. Third, the course provides students with the chance to explore and articulate how their experience might help them contribute to tackling the many challenges of a globalizing world.

GNYC 433 – Work: Experience and Design  
(4 credits)  
This course offers students the opportunity to apply their knowledge and skills to the workplace through a 12-week internship. In the process of applying for the position and working under the guidance of professionals in their fields, students learn to identify and apply for jobs, to analyze the effectiveness of an organization and to assess their own capabilities. In addition to the internship, students are exposed to career opportunities and graduate school programs through readings, guest speakers and field visits. Included in the required readings are works pertaining to the social and economic context of work and livelihood in the United States. Students study the current economic and social issues that are factors in determining the success and well-being of individuals and social groups. Students visit the United Nations and Washington, D.C., as they examine policy-making structures at the international and domestic levels. Students create an electronic career portfolio that highlights their acquired knowledge and skills with an emphasis on their global learning experience.

GNYC 491 – Independent Study  
(1 credit)  
Students have the opportunity to conduct an independent study with guidance from their faculty adviser. The adviser and the student develop a learning plan for the semester, and weekly meetings take place to discuss the student's project. Students are expected to hand in written work on a regular basis.

GNYC 492 – Independent Study  
(2 credits)  
Students have the opportunity to conduct an independent study with guidance from their faculty adviser. The adviser and the student develop a learning plan for the semester, and weekly meetings take place to discuss the student's project. Students are expected to hand in written work on a regular basis.

GNYC 493 – Independent Study  
(3 credits)  
Students have the opportunity to conduct an independent study with guidance from their faculty adviser. The adviser and the student develop a learning plan for the semester, and weekly meetings take place to discuss the student's project. Students are expected to hand in written work on a regular basis.

GNYC 494 – Independent Study  
(4 credits)  
Students have the opportunity to conduct an independent study with guidance from their faculty adviser. The adviser and the student develop a learning plan for the semester, and weekly meetings take place to discuss the student's project. Students are expected to hand in written work on a regular basis.

GNYC 495 – Independent Study  
(5 credits)  
Students have the opportunity to conduct an independent study with guidance from their faculty adviser. The adviser and the student develop a learning plan for the semester, and weekly meetings take place to discuss the student's project. Students are expected to hand in written work on a regular basis.
APPLICATION FOR ADMISSION

STUDENT INFORMATION

Legal name: ____________________________________________ Last Name ____________________________________________ First Name ____________________________________________ M.I. __________________________

Other name(s) used: ____________________________________ SSN: ________________________________________________

E-mail address: __________________________________________ Date of birth: ____________________________

When do you plan to enroll at Global College?  □ Fall  □ Spring  Year: __________________________

What is your intended enrollment status?

□ Freshman (less than 24 semester credits of college work)
□ Transfer student (number of credits completed: _____)
□ Associate student (non-credit research program)
□ Study abroad student- one semester
□ Study abroad student- two semesters
□ LIU student, campus: __________________________

All freshman students begin in Costa Rica. If you are a transfer, associate or study abroad student, in which center do you intend to begin your studies?  □ Costa Rica  □ India  □ China  □ Comparative Religion and Culture  □ Australia (spring semester only)

Citizenship

□ US citizen
□ Dual US citizenship with __________________________
□ Permanent resident
□ Alien registration number: __________________________
□ Other citizenship
□ Country __________________________________________________________________________

Do you intend to apply for financial aid?  □ Yes  □ No  Have you filed your FAFSA?  □ Yes  □ No

FAFSA code: 002751

Current address: (Valid until: ____________) Phone number: ____________ Cellular number: ____________

Number and Street

City State Zip Code Country

Permanent address: (Valid until: ____________) Phone number: ____________ Cellular number: ____________

Number and Street

City State Zip Code Country

EDUCATION

Important: Submit an official high school transcript or a GED.

Secondary/high school name: ____________________________________________ Graduation date: (mm/yy) ____________

Location: __________________________

City State Zip Code Country

Counselor's name: __________________________  Counselor's E-mail: __________________________

Post-secondary college/university attended (if more than one, attach a separate sheet). Official transcripts must be submitted from every college attended.

Name of Institution __________________________  City/State __________________________  Dates of attendance __________________________

Test Scores:

□ GED Date: ____________ Score: ____________

□ SAT (optional) Date: ____________ Reading Score: ____________ Math Score: ____________ Writing Score: ____________

□ ACT (optional) Date: ____________ Composite Score: ____________

□ TOEFL (if English is not your primary language) Date: ____________ Score: ____________
PARENT OR GUARDIAN INFORMATION

Parent 1/Guardian: __________________________________________

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<th>Last Name</th>
<th>First Name</th>
<th>M.I.</th>
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Parent 1/Guardian permanent mailing address: __________________________________________

| Number and Street |

| City | State | Zip Code | Country |

Phone number: __________________________ E-mail address: __________________________

Parent 2/Guardian name: __________________________________________

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<th>Last Name</th>
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<th>M.I.</th>
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</table>

Parent 2/Guardian permanent mailing address: __________________________________________

| Number and Street |

| City | State | Zip Code | Country |

Phone number: __________________________ E-mail address: __________________________

ADDITIONAL INFORMATION

We require 2 letters of recommendation, at least one must be from a teacher who knows you well. Letters of recommendation must be prepared on professional letterhead and mailed to the admissions office. Electronic copies are not considered official.

On a separate sheet, please address the following:

Activities – Please list your school, community, volunteer service, extracurricular activities and/or work experiences.

Academic Interests – What area of study do you plan to pursue at Global College? What are your academic interests?

How did you hear about Global College?

International Experience – Have you participated in a study or work abroad program? (If yes, please include name of program sponsor, country and length of time overseas.)

Essay: This is your opportunity to provide Global College with a glimpse of you in a way that grades and test scores cannot. Choose one topic. Write a short (250-500 word) essay. Include your name and date of birth on each sheet you submit.

1. Global Citizenship – Define global citizenship. As an aspiring world citizen, how would your Global College education assist you in developing a broad world view and cultivate global sensitivity?

2. Global Issues – Identify what you believe to be the most urgent contemporary human problems. How do you think a Global College education might help you with a plan of action in addressing these issues?

3. Global Education – What does it mean to have a cross-cultural perspective? How do you think a Global College education would help you to develop this perspective?

Optional: Under Title VI of the Civil Rights Act of 1964, the following ethnic background information is required for the compliance report of institutions of higher education. It is not used for admissions purposes.

☐ Black/African American (Non-Hispanic)  ☐ Native American, Eskimo or Aleut

☐ Asian Pacific Islander, Asian American (including Indian subcontinent)  ☐ White/Caucasian

☐ Hispanic American, Puerto Rican, Chicano/a  ☐ Other _______________________

☐ Do not wish to respond

A non-refundable application fee of $30 should be included. Checks are payable to LIU/Global College.

Signature: __________________________________________ Date: __________________________

Falsification of any information on this application and supporting credentials may make the candidate ineligible for admission or subject to later separation if enrollment is affected.

The information provided with this application shall not be disclosed to any party, including the applicant and his/her parents unless approved by the director of admissions, who may for official reasons disclose the information to those individuals that he/she deems eligible.
Life after Global College...

Having repeatedly applied and tested different intellectual theories through actual experiences in the field, Global College undergraduates already are able to demonstrate a remarkable degree of independence and empirical knowledge before the program is half finished. As a result, our graduates have a significant advantage when entering graduate school or the professional world, where independent initiative and worldly experience are highly valued.

Global College alumni have joined the Peace Corps; found employment in non-governmental organizations including the World Health Organization, the United Nations and Oxfam; created their own nonprofit organizations such as CIVICWORLD.org; and attended graduate and professional schools at Columbia University, Harvard University, The International Partnership for Service-Learning, International University of Japan, Johns Hopkins University, New York University, the School for International Training and the University of California-Berkeley, among many others.

“I never knew the world was so connected and fascinating until I studied with Global College... For that I am extremely grateful.”

- Alexandra Gratereaux, Visiting Student, Spring 2009