GEORGE MASON UNIVERSITY
Graduate Council NEW Certificate, Concentration, Track or Degree Program
Coordination/Approval Form
(Please complete this form and attach any related materials. Forward it as an email attachment to the Secretary of the Graduate Council. A printed copy of the form with signatures should be brought to the Graduate Council Meeting. If no coordination with other units is required, simply indicate “None” on the form.

Title of Program/Certificate, etc. Specialization in International Education

Level (Masters/Ph.D.): Ph.D

Please Indicate: ______ Program ______ Certificate ____x___ Concentration _____ Track

Description of certificate, concentration or degree program:
Please attach a description of the new certificate or concentration. Attach Course Inventory Forms for each new or modified course included in the program. For new degree programs, please attach the SCHEV Program Proposal submission.

Please list the contact person for this new certificate, concentration, track or program for incoming students: Dr. Beverly Shaklee

Approval from other units: Attached on Course Coordination Form

Please list those units outside of your own who may be affected by this new program. Each of these units must approve this change prior to its being submitted to the Graduate Council for approval.

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<th>Unit:</th>
<th>Head of Unit’s Signature:</th>
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<tr>
<td>History</td>
<td>Jack Censer</td>
<td>1/25/05</td>
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<tr>
<td>Public and International Affairs</td>
<td>Robert Dudley</td>
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Submitted by: _____ Joan Isenberg __________________________ Email: _jisenber@gmu.edu___________

Graduate Council approval: __________________________________ Date: _____________
Graduate Council representative: _____________________________ Date: _____________
Provost Office representative: ______________________________ Date: _____________
PhD Specialization in International Education

Rationale

Given the rise of globalization, global education and international education development, it is reasonable to expect that the future leaders prepared through the Graduate School of Education’s (GSE’s) doctoral program will have access to formal study in this crucial field. The proposed PhD specialization will be interdisciplinary and will include courses from other GMU schools and departments such as the Institute for Conflict Analysis and Resolution (ICAR), Public and International Affairs, History, School of Public Policy, Sociology/Anthropology, Environmental Policy and Cultural Studies. The proposed specialization is in alignment with the College of Education (CEHD) priorities in the areas of Social Justice, Diversity and Equity, and Children, Families and Communities. The program will be offered as a possible major field (21 credits) or minor (15). It will have the following purpose:

The PhD specialization in international education focuses on the approach to social justice and equity in educational systems throughout the world. It is designed for policymakers and practitioners, and approaches social justice and equity in terms of economic, social and political development, conflict resolution, institutional development, language and culture, and history.

Needs Assessment

The idea of a doctoral specialization in international education with a focus on social justice was initiated in Spring 03 by Jack Levy. In June he convened a group of faculty and doctoral student representatives from GSE (Gorrell, Bemak, Earley, Scruggs, Flowers, Steeley, Norland), the Center for Global Education (Yehuda Lukacs) and the Provost’s Office (Julie Christensen, who was Associate Provost and the chair of the GMU Global Research and Education committee). The group overwhelmingly endorsed the idea, and offered a number of helpful suggestions.

In July, Levy, Steeley, Flowers and Norland formed a needs assessment/curriculum development team. The team developed goals for a needs assessment. Throughout Summer and Fall 03 the team systematically addressed each of the assessment goals, and the results are presented below.

1. To determine if there is a need for another university program in int’l ed; if so, what would its mission/focus be?

While there are many doctoral programs in international education with a focus on social justice (e.g. Teachers College), there are none in the Washington DC area. American University has a well-known program in international relations; Johns Hopkins’ School of Advanced International Studies has a curriculum in international development; the University of Maryland, GWU, Catholic University, UVA Extension and VA Tech Extension do not focus on international education in their doctoral programs; and Georgetown University doesn’t have a school, college or department of education. Thus, there seemed to be a curricular niche that GMU could fill at the doctoral level in the metro DC area. The focus on social justice was chosen because it is a priority of the GSE and CEHD.

2. To determine if there is a market for our graduates.

Three specialists in international education were interviewed, representing the American Council on Education, and the Association Liaison Office for University Cooperation in Development (ALO). All agreed there was a need for the program, and that it should focus on policy and leadership. They also agreed that our graduates would find employment in the huge international education arena, both here and abroad. One point that was emphasized was that a number of the leaders in international education would be retiring in the next decade, creating job opportunities. Further, a specialization in
international education would make graduates attractive not only for development agencies and projects, but for faculty positions in U.S. teacher education programs.

3. To describe curricula in other university programs - goals, objectives, funding, activities, courses, etc.

Because the team focused on the local universities, it didn’t review specific curricular features at other schools. Once it was decided to present an interdisciplinary specialization, this activity decreased in importance. Nonetheless, relevant information from other universities will be collected as the program is further developed and implemented.

4. To determine the resources at GMU - what are our strengths in int’l education?

In September 03, at a meeting of the GMU Global Research and Education committee, six faculty from GMU units, departments and schools showed interest in and asked to be contacted about the doctoral specialization. They represent ICAR, CAS, International Commerce and Policy, Public and International Affairs, School of Management, and the Center for Asian and Pacific Economic Cooperation. More than sixty courses were identified in the catalog with international or global titles. It became evident that there is a huge pool of resources available on campus, including faculty and other specialists, courses, and research and development activities.

5. To identify a recruiting pool of students, and
6. To identify international links for our program - where our students might do their practica, and other resources for the program.

Nearly all of the departments, units and colleges that responded favorably to our initial inquiry has been approached and asked whether it would be possible for CEHD/GSE students to enroll in their courses and vice versa. Agreements (attached) have been reached with History, ICAR, PUAD, School of Public Policy, Sociology/Anthropology, Cultural Studies and Environmental Policy. Naturally, students in these areas will become part of the recruiting pool referred to above in #5.

There are a number of government agencies (e.g. State, USAID, Labor, Education) that sponsor international programs. A cursory search for international grant/contract projects revealed more than 20 with major levels of funding. In addition, most large education associations have international specialists or departments. Finally, there are some comprehensive NGOs in Washington (e.g. AED, IREX, Development Associates), with extensive international activities and offices throughout the world.

We believe that the existence of this strong resource network will provide a pool of students (from organization staff, or those who want to be employed at these organizations). In addition, it will enable GMU to place its doctoral students in internships and practica.

The Curriculum

As a result of the needs assessment, it seemed that an interdisciplinary program that focused on social justice in terms of policy and leadership would be preferred. After a review of existing GMU courses, four broad curricular areas emerged. They are presented below, along with the requirements.

A. Core coursework in International Education and Social Justice
   - EDUC 895 Intro to International Education (required)
   - EDUC 892 Social Justice and Equity in Int’l Ed (required)
   - EDUC 873 Education Policy: Comparative and International Perspectives (required)
Initially, there will be three new EDUC courses offered in the specialization (additional courses may be developed in the future). The first, EDUC 895: Emerging Issues: Introduction to International Education, will be offered on an experimental basis in Summer 05. The second and third courses (Social Justice and Equity in International Education and Education Policy: Comparative and Int’l Perspectives) will hopefully be approved in Spr 05 and will be ready for the 05-06 schedule.

One course will be required from each of the three curricular areas below for the major (one course from any of the three areas for the minor). A list of potential courses in each area is attached.

B. Area Studies - coursework that focuses on a particular region. *One course required for major.*

C. Political Economy and Education Development - content that is oriented to the political and economic features of globalization and their effects on education and equity. A list of potential courses is attached. *One course required for major.*

D. Conflict, Culture and Social Justice - *One course required for major.*

The specialization can be taken as either a major (21 credits) or a minor (15). It is expected that most of the EDUC courses will be offered in the summer, addressing a need for doctoral classes at a time when a number of students are available.

Instructors for the Education classes will be selected from both full time and adjunct faculty. Dr. Kabba Colley will teach the first class, EDUC 895, in Summer 05, and Dr. Bev Shaklee is also available for instruction. There are number of excellent adjunct candidates whose names surfaced during the needs assessment.

**Program Initiation and Advising/Enrollment Management**

It is hoped that the program will be approved by PDET and the Graduate Council in Spr 05. If so, program initiation is scheduled for Spr 06, following the timeline below:

**Spr 05**
- Program approval by PDET and Grad Council
- Submission of second and third classes for approval by PDET and Grad Council

**Sum 05**
- Recruiting of students for Spr and Sum 06
- EDUC 895 offered on experimental basis

**Fall 05**
- Sept 1 deadline for PhD applicants for Spring 06
- Admit first group of students
- Offer second class (experimental if approval not yet received by Grad Council)
- Recruit applicants for Sum 06

**Spr 06**
- First group of students begins program
- Feb 1 deadline for PhD applicants for Sum and Fall 06
- Admit second group of students
- Offer third class
Enrollment Management

The advising process will include an enrollment management feature in order that GSE doctoral students not “overload” courses outside the CEHD. To avoid this possibility, the committee chair for each student will be responsible for alerting the departments and schools whose courses are listed on the student’s program. Once the program is agreed upon by the program committee – and before it is submitted to the PhD Director and Committee for approval – the chair will be responsible for coordinating with the targeted non-GSE programs to make sure that the selected classes will be offered and that they will be accessible to the GSE doctoral student.

The appendices that follow include lists of strand courses, plus the sample syllabus for EDUC 895.
APPENDIX I

Ph.D. Specialization in International Education

Area Studies Strand

ANTH 635 Regional Ethnography (3:3:0). Prerequisite: Graduate standing or permission of instructor. In-depth study of peoples and cultures of a specific world region (e.g., Latin America, East Asia, the Pacific, United States). Course content may include cultures defined by diaspora, migration, and other global forces and processes. May be repeated for credit when content differs.

EVPP 626 Environment and Development in South and East Asia (3:3:0). Prerequisites: Course work in policy process, international development, and ecology, or permission of instructor. Through lectures, guest lecturers, assigned reading, class discussions, and oral and written case studies, this course examines environment and development in selected countries of south and east Asia. Reviews the relationship between environment and development, considers the background and history leading up to the present, analyzes the factors that have led to the present situation, and considers what may be required to achieve more effective and sustainable results.

EVPP 627 Environment Policy in Latin America (3:3:0). Prerequisites: Course work in policy process, international development, and ecology, or permission of instructor. Through lectures, guest lecturers, assigned reading, class discussions, and oral and written case studies, this course examines environmental policy in Latin America. Reviews the evolution of environmental policy and the relationship between environment and development, considers the background and history leading up to the present, analyzes the factors that have led to the present situation, and considers what may be required to achieve more effective and sustainable results.

EVPP 628 Environment and Development in Africa (3:3:0). Prerequisites: Course work in policy process, international development, and ecology, or permission of instructor. Through lectures, guest lecturers, assigned reading, class discussions, and oral and written case studies, this course examines environment and development in sub-Saharan Africa. Reviews the relationship between environment and development, considers the background and history leading up to the present, analyzes the factors that have led to the present situation, and considers what may be required to achieve more effective and sustainable results.

GEOG 581 World Food and Population (3:3:0). Prerequisite: Graduate standing. Topics include maldistribution of population, regional disparities in growth rates and income distribution, food production, and world hunger. Discussion of population policies with emphasis on Third World countries.

GOVT 731 Advanced Seminar in Comparative Politics (3:3:0). Prerequisites: GOVT 540. Addresses theoretical and methodological issues central to the study of comparative politics by focusing on a specific topic (international development, race and ethnicity, social movements) or region (Latin America, Asia, Middle East, Europe/European Union, Africa, Russia). Assumes basic proficiency in comparative analysis (as provided in GOVT 540) and focuses on advanced modes of inquiry through in-depth analysis and discussion of selected issues and themes. May be repeated for credit when the topic is different and with permission of the department.

HIST 525 Problems in Latin American History (3:3:0). Analysis of selected problems in Latin American history. Emphasis on reading and discussion of historical interpretations and development of bibliography. Course may be repeated when content differs.

HIST 555 Problems in Asian History (3:3:0). Subjects announced by instructor. Discussion of readings and historical interpretations and compilation of a comprehensive bibliography on given theme. Course may be repeated when content differs.

HIST 585 Problems in Middle Eastern History (3:3:0). Analysis of selected problems in Middle Eastern history. Emphasis on reading and discussion of historical interpretations and development of bibliography. Course may be repeated when content differs.

HIST 605 Themes in European History I (3:3:0). Survey of European history from 1500 to 1815. Designed for individuals entering the graduate program who need to strengthen their preparation in this area or who seek to enhance their knowledge of the latest interpretations in the field. Factual knowledge and its interpretation are stressed.

HIST 606 Themes in European History II (3:3:0). Survey of European history from 1815 to present. Designed for individuals entering the graduate program who need to strengthen their preparation in this area or who seek to enhance their knowledge of the latest interpretations in the field. Factual knowledge and its interpretation are stressed.

HIST 635 Problems in European History (1-6:1-6:0). Investigation of selected problems in the history of Europe. Readings, discussions, development of bibliographies. Where possible, primary sources are used. Course may be repeated when content differs.

HIST 637 Great Britain: Empire to Commonwealth, 18701970 (3:3:0). Examination of the rise of the "new imperialism" in Great Britain from 1870 to the end of the empire and gradual formation of the Commonwealth of Nations.

HIST 638 Western Europe in the Post-War Period (3:3:0). Examination of the process of reconstruction, reconciliation, and integration in Western Europe in the 20 years after the Second World War. Conducted as a readings colloquium.

HIST 639 Society and Politics in Western Europe, 17501914 (3:3:0). Focus on changes in social conditions and their ramifications in political life. Attention to urbanization of workers, changes in the peasantry, growth of middle classes, decline of nobility, as well as major political developments and expansion of liberal reforms.

ITRN 716 European Union in the International System (3:3:0). Examines current developments in European market integration from a global perspective. Emphasizes the impact of the single market and the proposed economic and monetary union of the United States and other major trading partners. Examines European economic relations with Eastern Europe, the former Soviet Union, and the Lome Pact countries.

APPENDIX II

Ph.D. Specialization in International Education

Political Economy and Education Development Strand

ANTH 617 Political Economy (3:3:0). Prerequisite: Graduate standing or permission of instructor. Human societies have always engaged in complex political relations and economic exchanges with each other. The cultural meanings people create are shaped by, and in turn shape, systems of power. Political economy is the attempt to understand the relationship between politics and economics, at the juncture of local meanings and global histories. This course will review major works of and models from political economy, especially as they relate to social and cultural analysis.
ANTH 655 Nationalism, Transnationalism, and States: Local and Global Perspectives (3:3:0).
Prerequisites: Graduate standing or permission of instructor. Exploration of different approaches to understanding the interaction between nationalism, transnationalism, and states given the apparently simultaneous dissolution of demographic, economic and cultural borders, and of modernist social science paradigms.

ITRN 701.014: Aid to Developing Countries: Issues in the 21st Century (3:3:0). This course provides an examination of the state of development/poverty in the world, and an overview of development assistance. Coursework will include the various types of aid (grants and loans, projects and budgetary support, trade and investment, etc), the main donors (or lenders), their functioning, policies and practices, the regional development banks (IDB, AfDB, AsDB, EBRD), the main bilateral donors (USA, Japan, Germany, France, Canada), and the roles of NGOs, and the private sector. Finally, projects, project cycle and project management and case studies will be included.

ITRN 602-002: International Financial Institutions and the Forces of Globalization (3:3:0). This course focuses on the activities and roles of financial institutions in the international system and examines how these institutions contribute to globalization. It looks at the organization, programs and controversies surrounding individual institutions and delves into the functioning of major financial markets worldwide. Key policy issues affecting the institutions are discussed, such as environmental effects, ethical questions, issues of equity, differing national interests, the debt crisis, developing countries' needs, and conflicting concerns of lenders, borrowers and investors. This course provides a conceptual foundation for understanding the sources of financing for international transactions, including the possibilities and limitations of different institutions, and the record of success and failure of individual organizations.

ITRN 701-B04: Contemporary Problems in the World Economy (3:3:0). This course examines the causes and implications of the recent global economic trends and issues. These include emerging market financial crises, integration of China into the world economy, the plight of the Least Developed Countries, Concluding the Doha Trade Round, the world oil market, international migration, enlargement of the European Union, Slow OECD Economic Growth, and others.

ITRN 701-006 Globalization/Anti-Globalization (3:3:0). In the press it is common to describe those critical of the current crop of global institutions such as the IMF, World Bank and WTO as being "anti-globalization." Implicitly, those supporting these specific institutions are therefore "pro-globalization". In reality these terms do little justice to the wide array of views and interests that seek to shape the path of international economic integration and the globalization of political institutions. This course will give students a brief overview of the theory and institutions shaping globalization today and an in depth look at its various critics, their arguments, and their motivations.

ITRN 701(007): Global Governance. This course provides a broad survey of issues and problems arising in current debates and perspectives on global governance in light of important changes that have occurred in the contemporary world. It explores the dynamics and complexity of both formal and informal actors, institutional arrangements, and organizations, and the roles they play in the process of governance in the international sphere. Various vehicles for international coordination and conflict are examined in terms of relevance, opportunities, and problems of global governance.
LRNG 792.001/ITRN 701.002: Consulting for Organizational Development and Change. A primary goal of this course is to create a shared learning space for all participants to explore the various philosophical, theoretical, and ethical dimensions of consulting in ways that are fully integrated with development of the practical skills of “how to be” an outstanding consultant. The course is designed to develop and integrate your theoretical and practical perspectives, approaches, and skills as a consultant. Previous experience working as a consultant is not required.

ITRN 701-B01 Political Economy of Transition in Central and Eastern Europe: the Mystery of an Emerging Market and Democracy. We will examine terra incognita of a new type of transition: from socialism to capitalism; from a central planning system to the economy of a free market; from autocracy and totalitarianism to democracy and respect for human rights and freedom of expression in a newly emerging world of Central and Eastern Europe, from the local wars of the Soviet succession to a real sovereignty of the Newly Independent States (NIS).

PUAD 636 The NGO: Managing the International Nonprofit Organization (1-3:3:0). Unique aspects of nonprofit organizations operating in international environments, particularly in relief and development work. Relationship between the NGO and U.S. and foreign governments is examined. International philanthropy, cross-cultural understanding, and key managerial concerns such as communications, planning, human resource management, control, group process, and project evaluation are covered.

PUAD 701 Cross-Cultural and Ethical Dimensions of International Management (3:3:0). To be taken in the final two semesters of the MPA program. Examination of normative issues in management of programs in international context. Emphasis is on interplay of cultural, sociopolitical, legal, and ethical factors and on management and policy problems arising from conflicting goals, values, and inequities among nations and regions.

APPENDIX III

Ph.D. Specialization in International Education

Conflict, Culture and Social Justice

ANTH 630 Anthropology and Humanitarian Action (3:3:0). Prerequisite: Graduate standing. Examination of humanitarian action from an anthropological perspective, with attention to the cultural, biological, environmental, and political dimensions of humanitarian crises and the actual and potential responses to them.

ANTH 631 Refugees in the Contemporary World (3:3:0). Prerequisite: Graduate standing. Seminar on the major refugee flows in the second half of the 20th century, with emphasis on the mechanisms for providing assistance, asylum, and resettlement.

ANTH 632 International Migration in Comparative Perspective (3:3:0). Prerequisite: Graduate standing or permission of instructor. Seminar on international migration in the contemporary world. Comparative course with attention to the full range of economic, political, and social reasons for migration and the effects of different national policies on that process.

ANTH 721 Culture, Power, and Conflict (3:3:0). Prerequisite: Graduate standing or permission of instructor. This course explores power and social conflict through the lens of cultural analysis. Special attention is paid to the role of cultural differences in the structuring of conflict, and to the deployment of cultural theory in formulating a practice of conflict resolution.
CONF 701 Theories of Social Harmony (3:3:0). Prerequisite: CONF 501 or 801; CONF 601 recommended but not required. Part of a series of theory courses and the companion to CONF 601. This course explores theories that define and explain social harmony and cooperation. Examining social institutions that manage and mediate conflict at all levels (interpersonal to international), the course provides a foundation for subsequent courses in peace building, peace making, multilateral organizations, social change, and development.

CONF 709 War, Violence, and Conflict Resolution (3:3:0). Prerequisite: CONF 501 or 801. Considers various theories of violence, its causes and conditions, and applies them to a variety of instances: family abuse, religious and ethnic violence; terrorism, revolution, and warfare. Insights gained from study of initiation, escalation, management, resolution, and prevention of violence are applied to theories about the resolution of deep-rooted conflicts.

CONF 724 Conflict and "-isms" (3:3:0). Prerequisite: CONF 501 or 801. "Them" and "Us." Deals with the identification and analysis of interrelationships and similarities among the various ways human beings bifurcate themselves into "us" and "them" based on national, ethnic, religious, gender, and other criteria. Further, the course explores the role these divisions play in the development and intractability of identity-based conflicts and the implications for conflict analysis and resolution. Examples include nationalism, racism, sexism, ageism, classism.

CONF 732 Conflict in Development (3:3:0). Prerequisite: CONF 501 or 801. Economic and social development cause trauma as new ideas conflict with old ones. Particularly when development is generated or directed by forces outside of a culture, the conflict takes on deep-rooted character. This course explores how conflict analysis and resolution approaches can be applied to conflicts of development and change.

CONF 735 Global Context of Conflict (3:3:0). Prerequisite: CONF 501 or 801. Advances students' skills and expands their knowledge base in critical analysis and creative problem solving. The root causes of conflict in a global context are examined in terms of gender inequality, cultural differences, unequal North/South relations, militarism, economic oppression, genocide, maldevelopment, religious and ethnic struggle, and environmental scarcity. Students are expected to develop their own conceptual tool boxes needed to analyze conflicts in different parts of the world.

CONF 747 Reconciliation (3:3:0). Prerequisite: CONF 501 or 801. Explores processes of acknowledgment, reconciliation, forgiveness, and restitution. Literature, case studies, and other research are reviewed to assess the applicability and impact of these efforts.

CONF 801 Introduction to Conflict Analysis and Resolution (3:3:0). Prerequisite or corequisite for all PhD. CONF students. Introduction to the field of conflict analysis and resolution for doctoral students. Examines definitions of conflict and diverse views of its "resolution." Explores thinking about human behavior and social systems as they relate to the origins of conflict and the role of conflict in violent and peaceful social change. Considers appropriate responses to conflict at interpersonal, intergroup, industrial, communal, and international levels.

CULT 802 Histories of Cultural Studies (3:3:0). Prerequisite: Admission to program, to MA "feeder" track, or permission of instructor. This course required of all students. Provides a historical survey of the principal works and theories of cultural studies. Offers an overview of the contemporary situation of cultural studies and assesses the possibilities for its future development.

CULT 810 Culture and Political Economy (3:3:0). Prerequisite: CULT 802. Designed to survey many of the social science and humanities classics that relate cultural production and consumption to underlying political economic conditions: from Marx to Lukacs to the Frankfurt School, from work in semiotic neo-Marxism to
productivist theories of power indebted to Foucault, and taking in such diverse sources as Baudrillard, Bourdieu, Harvey, Jameson, Mauss, Mill, Polanyi, Sahlins, A. Smith, and Weber.

**CULT 818 Social Institutions (3:3:0).** *Prerequisite: CULT 802.* Considers theories of institutional practice and social structures, from Max Weber to Michel Foucault. Covers such key topics for cultural studies as prisons, bureaucracies, museums, schools, political parties, and social movements.

**CULT 820 After Colonialism: Race, Ethnicity, Nationalism (3:3:0).** *Prerequisite: CULT 802.* Surveys the making of racial, ethnic, caste, and national identities in colonial contexts; the roles of scientific racism in both "periphery" and "core" sites; the subsequent history of race, ethnic, national identities and conflicts; classical and contemporary texts by authors such as DuBois, Fanon, Gilroy, and Spivak; and the particular place of issues of national, racial, and ethnic identities in contemporary cultural studies.

**EDUC 893 Seminar in Educational Anthropology (3:3:0).** *Prerequisite: Admission to Ph.D. program or permission of instructor.* Examines how theories and research from educational anthropology and educational sociology can help clarify and address contemporary educational issues and concerns. Focuses on U.S. public schools, with comparative materials from other educational settings and other societies.

**EDUC 894 Seminar in Multicultural Education (3:3:0).** Examines the knowledge base, policy issues, and curricular/instructional features of multicultural education in the U.S. and other countries.

**SOCI 523 Racial and Ethnic Relations: American and Selected Global Perspectives (3:3:0).** *Prerequisite: Undergraduate senior status in sociology, graduate standing, or permission of instructor.* Demographic purview of racial and ethnic groups in the United States; racial and ethnic groups as human-social-minority groups. Factors making for minority status including personality factors, group cultural factors; reactions of racial and ethnic minorities to minority status; programs, methods, social movements, and philosophies seeking to change minority group status.