

## **London (FIE), Course descriptions**

### **ARTH 300 (History of Modern Design)**

How has the design of modern objects made an impact on the way we live and how we feel about our lives? How has design become an art form? From buildings to clothes, to London's tube and phones, how has the design of these entities defined our lives and helped shape modern culture? From Victorian styles and the industrial revolution to the swinging 60's and beyond, this course examines the products of applied design during the past 150 years, including examples of furnishings, industrial design, fashion, and graphic design, in relation to demand, technology and production, standards, fine art, social reform, and the dynamics of consumption.

At the conclusion of this course, students will have gained a developed knowledge of a wide range of objects, designed in Britain from the Industrial Revolution to the present day. Furthermore, they will be able to relate a wide range of objects to the socio/historical conditions in which they were produced and to discuss the specific work of some of their most famous designers.

### **ARTH 465 (Art Through London Collections)**

Who were the Pre-Raphaelites and why were they considered radical? Why did the Romantics revolt against the industrial Age of Enlightenment, and why was Picasso's influence on early British Modern Art so strong even though he only visited London sparingly? The answer lies in the course "Understanding Art through London's Collections" which takes you on a cultural journey through modern and contemporary art from its inception in the late 19th century up to the present day.

London houses some of the world's most famous modern artworks and is one of the major international centers for art so where better to tread the pavements of London's artistic collective - the Bloomsbury Group - than in the city they critiqued? Where better to study why Cezanne is considered the 'father of modern art' than by visiting the Courthauld Gallery to discover his painting's that influenced the likes of Matisse and Picasso. And let's not forget that London houses the largest collection of Turners in the world!

Let London become your study canvas to explore the plethora of modern genres housed in its artistic landscape, making weekly visits to museums and galleries where you critically analyze the cross-fertilization between art and society.

Learn how each era in art reflects society's notion of beauty and challenges its stereotypes; and how today the young British artists such as Damien Hirst and Tracy Emin are also commentators, a construct, and an influence on modern society.

### **BUSN T480 (Business Ethics)**

What is Fair Trade and how does it fit with traditional notions of free trade? Do business ethics and business profits actually conflict? Where do moral rights come into play in the workplace? What is Carbon Trading and is it working? This interdisciplinary course examines several ethical dilemmas facing today's businesses given contemporary global challenges.

The course seeks to evaluate the effectiveness of corporate social responsibility where companies integrate social and environmental concerns into their business practice. The course also traces the rise of corporate social responsibility in Europe and explores the evolving relationship between business practice and wider society. It looks at the emergence of international standards and codes of conduct and examines whether these influence business practice. In addition, the course considers whether managers should be responsible not only to company shareholders but also to others. The course also evaluates the impact of ethical consumption, fair-trade initiatives, and climate change policy. Finally, in light of London's importance as an international financial center, the course considers the role of ethics in finance, investment, and banking.

### **COM T380 (British Culture and Visual Media)**

What is the British identity? How do the British people reflect this identity in its television, film and visual arts? How have the developments in Visual Media impacted cultural growth in the UK and abroad? How is British culture perceived when Visual Media is exported overseas? Students taking this course will examine issues of cultural identity as reflected by British film, television, photography and the visual arts.

The course explores the new Britain through a unique balance between classroom instruction by British faculty, guest speakers from all walks of public life, and guided visits to places of both historical and contemporary significance. Students will gain an understanding of British culture and society by examining the history of its major social and political institutions, the cultural values of its peoples and significant contemporary socio-political issues and debates emphasizing the impact the development Visual Media has had on British life.

### **CULA T480 (Food Society Culture in the UK)**

Bangers and mash? Bubble and squeak? What is British cuisine and how has it changed from wartime to the present? Have negative stereotypes of British cuisine been replaced by a new food culture of focused on celebrity chefs, ethical choices and a new-found 'best of British' pride? Or, do fast-rising rates of obesity, childhood diabetes and dependency on supermarkets and ready meals tell a different story?

Using a multi-disciplinary approach, this course examines the critical issues in food today and the interconnectedness of food, culture, and society in modern Britain. The

rich and multicultural heritage of London provides a multitude of opportunities to explore the issues herein and use our senses to taste, smell and see the food cultures of this dynamic city.

### **COM 360 (International Communication)**

ABC, NBC, and Fox may all sound familiar but did you know the British Broadcasting Corporation is the largest broadcasting organization in the world? What impact does this public service media giant play in the UK and around the world? What about radio broadcasting? Where does the radio format fit in a modern society? What role do digital technologies play in modern broadcast? Students in this course will explore the history of British radio and television broadcasting, its role in British society and culture, its global impact, and its place in today's digital world.

The course is built on the idea that broadcasting must exist not only to entertain the public but to inform and educate as well, British broadcasting to this day remains a lively mix of genres and programs, with extensive influence throughout the world. Students will cover topics such as public service broadcasting, competition in British broadcasting, documentaries and their importance to British cultural identity, the news, current affairs and reality television and broadcasting exports.

Students will hear guest speakers from BBC Radio, Channel 4 news media, and the Independent Production sector. Co-curricular excursions will include visits to the BBC, Sky News, a live television or radio program recording, the British Film Institute Mediatheque, and a production company.

### **COM 150 (Mass Media & Society)**

What is the mass media and how do we relate to it? What is the political role of the press and broadcasting in Britain? What impact does Hollywood have on the British Film industry? What function do the various British newspaper have? This course will explore British media organizations as social, economic and cultural entities and examines specific determinants and processes of production.

Students enrolled in this course will gain an in-depth understanding of broadcasting and the film industry, the press and the 'convergent' new media of digital television and the Internet. As popular perceptions of the media often revolve around the excitement, glamour, creativity, and controversy, this course attempts to separate myths from reality and give students a pragmatic approach of what the British media are about and what working for them entails.

### **DSMR T480 (London's Consumer Culture)**

Home to a wide array of historic markets, the most famous department store in the world, and the largest urban shopping mall in Europe, London is distinguished by the diversity, scope, and global character of its consumer spaces. Rich in architectural and historic significance, London's consumer landscape serves as a valuable part of the city's heritage. In the early twenty-first century, consumerism operates not only as a driving force of London's economy but also as a cultural pastime for both Londoners and millions of tourists in the city. An analysis of this practice thus provides insight into the relationship among the social, cultural, and economic forces that have shaped the city historically and continue to define it. This course examines the ways in which consumer culture and the consumer landscape have developed in London from the late eighteenth century to the present. It engages with a wide variety of consumer spaces, such as street markets, historic arcades, High streets, department stores, and the growing trend of pop-ups, to investigate consumption in all its variety and complexity. These spaces illuminate not only the centrality of consumerism to London's past but also how it operates to shape the contemporary character of the global city as an international shopping destination.

### **ECON 351 (Resource and Environmental Econ)**

Ever wonder how environmental concerns affect the economy? How do increasing "green" governmental initiatives influence business decisions? Can consumer markets and business initiatives lead to a sustainable environment? How are the conflict between market forces and environmental integrity resolved?

As it becomes more widely recognized that most environmental problems, whether small-scale or global, are the result of a complex interaction of natural processes with economic forces and decisions, the protection and sustainable management of the natural environment has become a growing concern across the globe.

The protection and sustainable management of the natural environment is an area of increasing concern across the globe. It is widely recognized that most environmental problems, whether small-scale or global, are the result of a complex interaction of natural processes with economic forces and decisions.

This course examines the continuing tension between market forces and environmental integrity and explains how economic theory views the relationship between economic activity and the natural world. Examples of local, regional, national, and international issues are presented and discussed. The course gives students the opportunity to develop a critical understanding of the different ways in which economic decisions, market forces, and government policies affect the environment while also providing a sustainable way for development and growth.

### **ENGL T380 (Contemporary British Theatre)**

Did you know London has around one hundred theatres? Fifteen of which are occupied by subsidized companies. Large commercial theatres can be found in the West End

offering a variety of light entertainment, music, Is and comedies. However, London's theatre scene is not just big budget productions of Billy Elliot and the Lion King. Off-West End productions feature plays with more individual themes. The most innovative and experimental work is usually found in the 'fringe' theatres.

Students enrolled in this course will be offered a 'taste' of all these modes of production, and a consideration of state subsidy for theatre within a critical framework. Students course will be introduced to a variety of texts, performances and theatrical venues that reflect the vitality of contemporary British theatre. Upon completing the course, students will be able to show an understanding of the network of relationships that constitute contemporary British theatre and be able to critically evaluate theatrical performances with an appreciation of technical terminologically and theoretical perspectives, forming an appreciation of aesthetic, academic and political debates in contemporary British theatre.

### **ENGL 315 (Shakespeare)**

You're undoubtedly familiar with William Shakespeare, but how did he and other Elizabethan wordsmiths define an era and create a timepiece of this dramatic time with their works? How are Elizabethan values and stereotypes portrayed within the works of the age's most celebrated poets, authors and playwrights? What was it like to enjoy live Elizabethan theatre? Students taking this course will be introduced to the life and work of William Shakespeare and his contemporaries through lectures, workshops, field trips and theatre visits.

Shakespeare and Elizabethan Literature is designed to help students to understand the fascinating social and historical background to some of the most famous, most compelling poetry and drama ever written. The course begins by studying the conventions of Elizabethan love poetry and considering the sexual stereotypes addressed by writers such as Marvell, John Donne and Christopher Marlowe (a poet and playwright who met his end in a bar brawl.)

Students will go on to read and watch performances of two of Shakespeare's plays. Shakespeare wrote drama that entertained but also confronted his audiences. By studying plays such as the comedy Twelfth Night and the tragedy of Macbeth students will be introduced to the following topics: the power struggles between Elizabethan men and women; the influence of carnival and cross dressing; the use of sexual innuendo on Shakespeare's Stage; the history and style of Elizabethan acting; the representation of witchcraft and dramatization of rebellion and violent conflict.

The course also involves a visit to the recreation of the Globe theatre on the banks of the river Thames (a theatre where Shakespeare wrote and performed plays after 1599) and a walking tour of Shakespeare's London. This course is suitable for any student interested in knowing more about Shakespeare and his fellow writers.

## **ENGL 395 (20<sup>th</sup> Century Migrant Fiction)**

In June 2016, the UK voted to leave the European Union, a decision ascribed in no small part to anxieties about immigration, multiculturalism, and the arrival of refugees from Syria, Afghanistan, and Iraq. Similar anxieties are playing out in the US, and in fact throughout the West. Through readings of a broad range of novels by Anglo-Caribbean and Asian writers, "London is the place for me" examines how writers have depicted the migrant experience over the course of the twentieth century, and how views on ethnicity, citizenship, and belonging have changed in that time. While the majority of the texts examined are set in London, we will also investigate depictions of the diaspora experience in other British cities. In some cases, we will relate these texts to the migrant experience in film and music: the title of the course, in fact, is a quote from a famous song by the Trinidadian singer Lord Kitchener (<https://www.youtube.com/watch?v=dGt21q1AjuI>). Reading these texts will, in turn, allow us to reflect upon the racial tensions and nationalist strains currently convulsing British and American culture, and to your own experience(s) of these.

## **FIN 301 (Fundamentals of Finance)**

We're all familiar with talk bad choices leading to the recent global financial crisis but what are the crucial elements of investment and funding decisions? What calculations must be made with regard to those decisions and how are they executed? What are the basic functions and responsibilities of a finance department in a business? This course will introduce students to fundamental concepts in corporate finance and provide an understanding of basic financial calculations.

The course also aims to provide a basis for further studies related to managerial responsibilities and financial markets. Students enrolled in this course will expand their confidence in performing financial calculations, communication, team-work and presentation skills to support their activity during the course. Topics in the course will cover a wide range of issues such as financial markets and systems, investment decisions, debt financing and capital structure.

## **HIST 247 (Modern England, 1815- Present)**

It used to be said that the sun never set on the British Empire. Did you know that at its height, Britain had the largest empire in history? How did Britain become the foremost global power for over a century? What impact did this have on British culture? From the defeat of Napoleon and the rise of Imperialism to the World Wars and beyond, students in the course will be exposed to Britain's dramatic past and what this means for her future.

This course introduces students to the main themes of British social history from the Napoleonic Wars to the end of the twentieth century, a period that witnessed the gradual acquisition and rapid dissolution of a global economic and political empire, underwritten by the world's largest navy. Through seminars, lectures and site visits,

students will examine the ways in which Britain's global rise and fall affected the politics, culture and day to day lives of ordinary Britons. The course concentrates on the empire and national identity, the industrial revolution and the making of the British working class, the struggle for women's suffrage, the impact of the first and Second World War, and the impact of decolonization on British society and Britain's status in the world.

### **HSAD 210 (Health Care Ethics)**

What is the practitioner-patient relationship and how is it affected by concepts such as 'duty-to-assist,' Good Samaritan, and conscientious objection? What happens when there's conflict between what's best for the individual versus what's best for the community? How do culture and religion affect healthcare? What happens when patients (and/or their families) and practitioners disagree? The provision of healthcare is constantly changing. These changes sometimes require us to reconsider even basic assumptions in health care ethics. This course addresses some of the ethical issues raised by changes in the healthcare delivery system, rapidly advancing technology, an aging population, economic and resource limitations, and social and cultural changes, and their impact on health care and promotion.

### **HSAD 335 (Health Care Policy)**

Is free healthcare a human right? What happens if there isn't funding to provide access to every opportunity? Who misses out? Are we responsible for our own positive health? Is there a correct answer to the provision of healthcare? This introductory course compares health care policy in the UK and USA and tracks the evolution of health policy in the UK prior to and since the implementation of the National Health Service. It also identifies contingencies and issues that remain problematic in health care delivery across differing systems despite the ongoing changes made to this service, and the ideological shifts that underpin these changes. Using a spiral curriculum approach, the course seeks to synthesize the concepts through returning to previous learning and providing space for reflection and comparison with the student's own experiences of health care in the USA.

### **GST T380 (International Diplomacy)**

Henry Kissinger once said "Diplomacy is the art of restraining power," but what role does this art play on an international level? How are the interests of large economic states reconciled effectively with those of developing countries? This course covers in some detail the work of diplomatic missions in the execution of foreign policy and their organization to accomplish that work.

Students enrolled in this course will gain in-depth knowledge of the activities of the various sections and agencies that compose diplomatic missions in order to improve understanding of the role of diplomacy in advancing national and international interests, to highlight the different skills and professions engaged in "diplomatic" work, and to show the services and assistance that citizens, companies and other organizations can

expect to obtain from diplomatic missions. The experience will be that of missions based in London and selected locations in mainland Europe.

### **GST T380 (Islam and the West)**

What is Islam? What is the 'West'? Is Islam inherently resistant to secularisation as some scholars and Islamic activists believe? Why is one defined in terms of religion and the other a geographical designation? The aim of this course is to focus on the historical, political and religious relationships between 'Islam' and the 'West'. Islam has for centuries been Europe's neighbor and cultural contestant with a history of conflict and co-existence. Since September 11 there has been increasing talk of a 'clash of civilizations', but globalization has also created an interdependency of faiths which requires greater co-operation, understanding, and dialogue.

Students in this course will be exposed to the recurrent theme of whether it is possible to separate the world into monolithic entities called 'Islam' and the 'West'. Students will also gain insight into the profound urgency to develop mutual understanding between the West and the Islamic World which is highlighted by a myriad of violent events over the last decades. On the assumption that ignorance is the enemy of peace, this course intends to explore the sources of conflict that have led towards the notion of "a clash of civilizations."

### **INTB 334 (International Trade)**

How do various cultures influence business decisions on a global scale? How do the functional business areas of marketing, management, accounting, finance and law change in an international setting? This course is designed to enable students to understand the critical importance of the role of multinational decision-making and strategy with respect to trade issues.

Students in this course will examine the major issues in international trade and commercial policy and be exposed to their real-world applications which derive and illustrate models of international trade. The course covers rationales and benefits of international trade, protectionism, the political economy of commercial policy, international trade and development, and economic integration and world trade. At the conclusion of this course, students will gain the ability to identify current trends in international trade and foreign investment, explain the governmental impact on international businesses, and describe the concepts of export and import practices and procedures.

### **MIP T380 (Business in the British Music Industry)**

The course examines the structure and methodologies of the music industry and business in diverse settings: the origins of the music industry; different areas of the industry including record labels and its associates; artistry and agency; music consumption, distribution and



promotion/marketing; and, creativity and legal issues in music. The course will also discuss how the evolving music industry has had an impact on business and society in Britain (and Europe).

### **MKTG 357 (Global Marketing)**

Have you ever wondered how global differences affect how products are presented to various cultures on a worldwide scale? How do businesses reconcile or take advantage of this global diversity in order to meet international objectives? What are the challenges of managing and delivering high-quality service to customers in a cross-cultural context? This course explores the decision-making process in the marketing of products and services in the international marketplace.

Students enrolled in this course will learn the formulation of key elements in international marketing strategy, such as identification and assessment of potential markets, price setting, and design, promotion, and distribution of products and services. They will also explore issues such as the competitive advantage of nations, the changing nature of the international social and business environment, and the emerging role of the Internet in international marketing.

### **MKTG 362 (Brand & Reputation Management)**

How does brand management affect organizational value? How do customers and their engagement in real or virtual communities shape the nature of brands? How does services branding differ from goods branding?

This course introduces, explores and applies a range of strategic brand management issues that drive brand equity and value. Customers are increasingly co-creators of brand value as part of a more interactive and dialectical process. Witness the rise of social media where dialogue, conversation, interaction are the key drivers of brand growth. The days of shouting from a billboard as the primary form of brand marketing are gone. Students will explore issues such as the strategic branding process, consumer perception, brands as social and psychological vehicles, the competitive landscape, and brand evaluation. By the end of the course should have developed a deeper understanding of brand, the strategic branding process and an appreciation of how to brand in a given context to maximize equity and value.

### **MKTG 201 (Principles of Marketing)**

Isn't marketing just advertising? What's the difference? Does European marketing differ from the rest of the world, especially the USA? What are some of the most successful marketing strategies?

People often define “marketing” as advertising – a highly visible activity by which organizations try to persuade consumers to buy products and services. However, marketing is much more than advertising and even the most skillful marketing cannot make consumers buy things that they don’t want.

Through a European lens, this introductory course prepares students to think strategically about marketing in today’s global environment. After successful completion of this course, students have a basic understanding of the marketing concept, the marketing mix (product, place, promotion and price), segmentation, targeting, positioning, customer value, branding, services marketing, global marketing, marketing metrics, consumer and business behaviour, ethics and social responsibility in marketing, market planning, market research, and competitive analysis. In addition, students have the opportunity to evaluate and formulate marketing strategies taking into account the influence of international issues and technology.

### **MKTG T480 (Creative Thinking for Advertising)**

Is there such a thing as 'original' advertising? Is advertising an aspect of selling or is it art? Is shock cheap creative? Is being offensive cheap surprise? What sort of creative do marketing managements really want? What are the tools and techniques needed to interpret ad briefs and what does it take for a pitch to be successful?

‘Rules are what the artist breaks; the memorable never emerged from a formula’ (Bill Bernbach). Breaking rules in ad campaigns rarely survives research. So the creative artist in advertising has to bend them or at a minimum be a great salesman – convincing the client of the commercial wisdom of doing something that’s never been done before.

The course has a split perspective. Part of it provides a window on the concepts and grammar of creativity; the other part is ‘how to’ oriented: imparting skills in drawing up creative strategy and in delivering creative solutions.

The course starts by unpacking creativity at large, mapping what it means to be original, innovative, experimental, radical, and provocative. High-end creative art is compared with creativity in advertising – typically viewed as ‘second-tier’ by virtue of being subjugated to sales/selling or by way of being strategy compromised and hence Ogilvy + Mather’s mantra: ‘If it doesn’t sell, it isn’t creative’.

But once selling is seen to be about offering ideas and images rather than artifacts the alleged substantive difference between art-creative and ad-creative becomes blurred.

A further key in the course is that innovation in conventional art forms – from movies to painting – is over and advertising is the replacement avant-garde. Protected by regulations and ring-fenced by research it’s easy for advertising to be provocative. But – the course will ask – is shock cheap creative? Is being offensive cheap surprise? What sort of creative do marketing managements really want?

Both successful and disastrous UK campaigns are deconstructed. This analysis – along with attending to the advice of some of the great ad practitioners from Bill Bernbach to

David Ogilvy – yields a raft of tips, hints, guides, and methods for originating and communicating ideas that affect consumer behavior.

Finally, the course looks at that most demanding of creative tasks: the speculative pitch.

### **MUSC T380 (Music in 20<sup>th</sup> Century Britain)**

Oasis, but what is the political and cultural impact of this revolutionary music? How did the music we know and love develop from industrial city slums to chart-topping hits? How does music define the British identity? This course examines a wide range of important musical styles and cultures in twentieth-century Britain.

Students in this course will be exposed to various cultural theories and apply these approaches to the subcultures that emerged in the UK after the Second World War, such as Teddy Boys, Rockers, and Mods. They will explore the “symbolic subsystems” of each group - their music, style, speech, and ritual – alongside notions of deviancy, consumerism, identity, territoriality, and performance. At the conclusion of the course, students will be able to examine the stylistic traits of different artists and genres (the forms, lyrics, instrumentation etc.).

### **NURS 355 (Genetics in Nursing and Health)**

What if you could predict your future – which political party you will vote for, what kind of person you will marry, which disease will end your life, whether your blue mood will fester into something more troubling, even debilitating. Would you want to know? This course explores the implications of medical genetics for the clinical nursing practice. The basic history and principles of genetics are reviewed, and their implications in health and disease discussed and analyzed. Cutting-edge approaches to genetics and genomics research are examined and consideration is given to their current and likely future clinical application. The course also focuses on the ethical, legal, and social implications of genetics in the clinical practice, with reference to issues such as consent, genetic privacy, and consumer genetic testing.

### **ORGB 300 (Organizational Behavior)**

How do you successfully manage organizations and people? What's the difference between managing and leading? Are there special skills needed to manage across borders and in different cultures? This course gives a broad overview of management and provides students with information that will help them not only become better managers, but also better team members. Students are introduced to a variety of concepts, assessments, tools, and techniques that are important for understanding the changing business environment; elements of strategic planning; methods of organising including recruiting, selecting, training, and developing; techniques for leading individuals and teams; and procedures for controlling resources to improve productivity and results.

The material covered will be relevant to students, regardless of career objectives. In all likelihood, students will either be a manager or work with one in any occupation they choose. In the final analysis, we are all managers of our own lives and can benefit by studying to be better managers.

### **PHIL 323 (Organizational Ethics)**

What is it about power and success that creates ethical challenges for leaders? Why should a leader be ethical? What virtues do governmental leaders portray? What is the relationship between feelings and morality? Are there standards of right and wrong that apply everywhere, regardless of cultural practice? How do we make ethical judgments in and about foreign cultures? What are our ethical obligations to people from other cultures? Should moral characteristics apply to leaders and leadership everywhere? What is charisma and why are some people so obsessed with it as a quality of leadership? What is the difference between a leader and a celebrity? What are the dangers of charismatic leaders? Can followers be held accountable for their leader's actions?

In this course, students learn the interconnectedness of leadership and ethics. We examine the ethical background of what leaders are, what they do, and how they do it. Students assess the public and private morality of leaders, the moral obligations of leaders and followers, the ways in which leaders shape the moral environment of their environments, and the temptations of power. This course looks at how leaders convey values through their actions (and inactions), language, and their power and influence as role models. The course aims to expand students' moral point of view by first considering personal ethics, then moving on to look at leadership and the common good, and finishing with an examination of ethics in a global community

### **PHTO T480 (Photojournalism: London Lens)**

How can your experience with a culture be reflected in the way you capture it in a photograph? How might you utilize images to narrate your experience during your stay in London? How can developing an appreciation of photography parallel a greater understanding of London as a global city? This course is intended for students with an interest in the history, theory and practice of photography. It is designed to familiarize students with skills which combine photographic composition and camera operation, together with conceptual ideas, especially those of narrative photography.

Through the use of the lens, students will be encouraged to document their experience with London as a city. Through classroom learning and field exploration students will be exposed to an educational experience which challenges them to capture their knowledge and experience with London's history, architecture, and cultural diversity. Students will learn to blend elements of photojournalism and aesthetic photography in order to challenge their creative abilities whilst creating a unique portfolio exhibiting their new found knowledge and understanding of London as a global

city. Central to the course is the exhibition of student work at the end of the term to showcase their journey from new arrivals to Londoners.

### **PSCI T480 (Political Economy of the EU)**

With 27 member countries, how are various cultural differences reconciled to create a free flow of people, goods, services, and capital around the European Union? What are the origins of European integration? What place does the EU have in the world economy? What does the future hold for the EU in terms of growth in membership and economic prowess?

This course provides a comprehensive examination of the processes of European economic integration and a critical analysis of EU policies in their broader political-economic context. It focuses on the external dimension of Europe in the global economy, the integration processes of the EU, including the Single Market, Economic and Monetary Union or the Common Agricultural Policy, and its impact on global economics, ranging from the World Trade Organization to EU enlargement and the Third World.

### **PSCI T480 (British Politics)**

What power does the Monarchy still have? How does a democratic government work without a written constitution? Who are the Tories, the Lib-Dems, and Labour? How do British Politics differ from those of the United States? Students enrolled in this course will be provided an understanding of the British system of government and the political process in Britain, as well as the socio-historical processes that have shaped modern Britain.

This course will cover topics concerning the Monarchy, the Parliament, political parties, the Prime Minister, political ideology, and political culture. Throughout the course, comparisons with American politics and society will be made as a point of reference to provide the student with a better framework for understanding British politics. This is an introductory course on contemporary British politics, and therefore requires no previous political science courses.

### **PSY T480 (Social Psych in Global Context)**

Social psychology is the study of the relationship between people in groups. This course offers an in-depth study of human beings in relation to one another, as well as to the habitat we all inhabit – Planet Earth. This is an interdisciplinary course suitable for upper division psychology or sociology majors as well as a possible elective that should appeal to anyone interested in learning more about how and why human beings behave the way they do in social situations. This is a dynamic course which attempts to be relevant to current events worldwide including such topics as global demographics in relation to the Earth's increasingly limited resources, the evolution of national identities,

the role of prejudice and discrimination, factors that contribute to social compliance as opposed to social unrest as well as the impact of the Internet and social media.

An experiential research project allows students to adapt their major area of interest within a social and psychological context. This study is expected to help students to develop multicultural insights as part of on-going training in the social sciences.

### **SMT 240 (Olympic Games)**

What is the role of sport in the construction of local, national and international identities? What social structures and cultural trends influencing sports participation and consumption? What is the impact of commercialism and globalization on contemporary sport? This course has been designed to provide international students an opportunity to understand sports in a British context against a backdrop of the Olympics, with London as the host city - 1908, 1948 & 2012.

The course will be presented from a historical and contemporary perspective will examine a series of themes and issues, primarily through sports history and the sociology of sport, with supplementary references to economics, politics, and the media. Students enrolled in this course will gain the skills to analyse sports as a social phenomena and use them as an analytical tool to illuminate contemporary situations and problems in the international arena, provide an insight into the wide range of British sports and sports organizations through practice and study visits, and apply a sociological lens to the world of sports and athletics through the incorporation of academic writing, popular media and personal experiences and observations.

### **SOC T480 (Social Welfare Issues in UK)**

How did welfare policies in the UK develop and how do they operate today? What are the differences in attitudes and practices of welfare, citizenship and the social services in the UK, compared to the USA and EU? How are social and welfare policies implemented effectively? The object of this course is to introduce participants to the historical and conceptual framework within which social welfare provision has developed in the U.K.

Students enrolled in this course will be challenged to compare perspectives on US and UK social welfare practices and develop contrasting notions of "philanthropy." Students will explore the contrast between Franklin D. Roosevelt's New Deal in the 1930's and the Welfare State in post-war Britain, which will serve to exemplify historical similarities and distinctions between the two national approaches. This course is intended to explore current issues in social welfare provision particularly in the non-profit and non-governmental sector.