Internationalization of a Community College Library:

A Path to Student Success

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Abstract

The author attempts to seek out roles of a community college library in globalizing an institution. This study serves a three-fold purpose: 1) to take a closer look at the College's curricula, as well as library collection and services through a globalization lens, 2) to provide a mechanism in developing library collection that would help librarians employ data-driven decision making that aligns with the curricula, and 3) to design library services for international students and Study Abroad program students who have unique needs, but play an important role in globalizing the institution. The author embarks on a collection development project by using the student learning outcomes of courses that have international slants and enrollment information as datapoints in selecting library materials. In addition, this study lays out plans of providing library services for international students and students of Study Abroad Programs.

KEYWORDS: Globalization of curriculum, globalization of institution, community college library, collection development, international students, Study Abroad Program, library services

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I.   INTRODUCTION

Community colleges play an integral role in producing graduates with global citizenship skills and perspectives. As evidenced in the current socio-political, economic, and now health crises due to COVID-19, it is imperative that higher educational institutions emphasize the interconnectedness of the global community to their students. Many community colleges have displayed their interpretation of internationalization by adding "global and/or cultural competence" languages to their mission and vision statements. The commitment to "global and/or cultural competence" in many institutions, however, is often lacking. This could be due to lack of resources, and to the sometimes-vague meaning of the "internationalization of the curriculum" concept and process to colleges' own constituents (i.e., students, staff, and faculty). According to Leask (2009), "Internationalization of the curriculum is the incorporation of international, intercultural, and/or global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods, and support services of a program of study" (p. 209). Leask's comprehensive definition is a holistic approach to transform a community college to truly institutionalize globalization. Many community colleges have limited their interpretation of globalization in their course offerings, and unfortunately, hardly mention the provision of the minimal support services. The writer of this paper believes the community college library, in its support services function, can take advantage of the opportunity to contribute to globalizing its institution.

This paper focuses on the role of the community college library in the globalization of an institution. The writer embarked on a collection development project and developed plans to provide services to international students and Study Abroad Programs students. The project and plans have the following purposes: 1) to take a closer look at the Cosumnes River College's curricula, as well as library collection and services through the internationalization/globalization lens, 2) to provide a mechanism for developing library collection that would help the librarians employ data-driven decision-making that aligns with the curricula, and 3) to design library services to international students and Study Abroad program students who have unique needs, but play an important role in globalizing the institution.

II.   Institutional Profile

Cosumnes River College (CRC) is a 2-year community college located in Sacramento, California. It has a population of about 20,000 students with a diverse student body consisting of 30% Asian/Pacific Islander, 27% Hispanic, 23% White, 11% African American, and 9% Others (Alaska/Native American, multi-ethnic). CRC is part of the Los Rios Community College District (LRCCD or "Los Rios"), the second-largest community college district in California, which is comprised of four colleges. Los Rios students reaps the benefits of CRC's consortial library agreement with its sister colleges, such as a shared library collection including research

databases and eBooks, a 24/7 chat reference service, and an integrated library system (Ex Libris' Alma/Primo). Each college of Los Rios has its own budget (independent from each other), and provides separate library services, such as library instruction, collection development, and research consultation or appointments.

As stated, the collection development project has a two-fold purpose: 1) to view the library collection through the globalized lens, and 2) to seek alignment of the library collection to student learning outcomes of the College's curricula. The project provides a collection development mechanism to help the librarians employ data-driven decision-making in the acquisition of library materials.

The collection at CRC Library has never been inspected through the globalized lens. In other words, if one were to ask, "How globalized is CRC Library's collection?", it would be difficult to give a confident answer. The reason lies in the piecemeal approach that is being used as a basis for selecting library materials. For example, a librarian purchases a library material based on a recommendation from a teaching faculty that only serves the instructor's class, as opposed to purchasing books that would impact more courses and students. This approach neglects the overall interconnectedness of topics within geographic regions discussed in various courses. This approach is also problematic, as it is fragmented in terms of assessing the collection gap.

The collection development project looked at a 30,000-foot view of the College's courses that have international slants. Student learning outcomes (SLO) of those courses were considered deeply aligned with the development of the collection. I also requested course enrollment data from the College's Research Office to provide impact data. A matrix (see Table 1 for a snapshot) was created that contains courses with keywords/concepts from SLOs under subheadings (e.g., art, history, culture, politics, etc.) The rationale for creating this matrix is to identify the intersectionality of courses by topics within regions that will be used by librarians as a guide in selecting materials. With enrollment data at hand, librarians will be able to see how many students will benefit from library purchases.

SUB HEADING / Courses	history	culture	art	politics	economics
Hist 364 (Asian Civilization)	East Asian civilizations (birth to 17th C. C.E.); Chinese, Korean, Japanese	diverse cultures of E. Asian peoples incl, religion ideologies		Political structure of Chinese, Korean, Japanese	Economic structure of Chinese, Korean, Japanese
Art 332 (Asian Art)		* religion, *cultural co-relationships & influences between Asian countries/ regions AND between Asia and West	effect of Asian art to global cultures.		

Table 1. Asia Grid, a snapshot.

Note: A snapshot of "Asia" of 2 courses showing a commonality of subject coverage on East Asian religions.

Out of 1183 courses with SLOs, there were 99 courses identified that have international coverage. For this project, a course with global slant was defined as one that explicitly named regional areas/countries/foreign languages in its SLOs. I categorized the courses according to the following regional areas/foreign languages (with the number of courses in each category indicated in parentheses): Middle East (5), Africa (8), Europe (15), Asia (12), Americas: North America/ US (22), Mexico, (5), Central and South America (4), Languages & Culture: Spanish (11), Vietnamese (4), Hmong (2). In addition, I created a "Globalization" or "World" classification for 35 courses that did not mention a specific region, but had the word "globalization" or "world" in their titles and/or SLO. It is important to note that overlap of courses occurs in some geographic areas, which can be attributed to the interdisciplinary nature of content among courses. I also requested enrollment data for Fall 2019 and Spring 2021 to provide impact data for guiding library purchases. Finally, I categorized topics within geographic areas according to the level of need, namely: critical, moderate, and low. *Critical* need means topics were covered in numerous courses (4+) and in courses with high enrollment; *Moderate* need means topics were included in several courses (2-3 courses) in courses with medium-sized enrollment; *Low* need means topics were covered in one course with low enrollment. The Level of Need results will hopefully assist the librarians as they purchase materials for globalized courses. Appendix A, CRC Library's Globalization Plan: Collection Development shows the outcome of the project where topics taken from the SLOs were assigned a level of need for prioritizing library purchases.

III.   International Students: Library Services Plan

The presence of international students in community colleges continues to diversify the campus to its core. Not only do international students bring their unique background/cultures, but they also bring perspectives that contribute to the expansion of the American students' intellects and well-being as befits the global nature of today's societies.

Mellon (1986) described a behavioral phenomenon known as *library anxiety*, a psychological barrier to students in using the library effectively and efficiently. Her study reported that 75% to 85% of student participants characterized recurrent themes of fear, confusion, a sense of being overpowered or lost, and a feeling of helplessness when confronted with the need to gather information in the library for their first research paper (p. 160). Many international students in community colleges face library anxiety. CRC has an enrollment of about 70 international students. However, library services to this special population range from limited to nonexistent. Even worse, international students are rarely mentioned in campus discussions. These facts prompted me to design a library plan, as laid out below, specifically for international students at CRC.

Know Thy students. To provide effective library services, it is important that the library knows the characteristics of students. Reaching out to the campus' Admissions Office, particularly the campus' International students' advisor, should be a good starting point for acquiring enrollment data about students' home countries.

Pre-Library Orientation. International students usually arrive few weeks to a month before the start of the fall semester to acclimate to their new environment. This gives the CRC Library a tremendous opportunity to welcome students to relieve them of their anxieties, especially if the opportunity is provided separately from the general campus orientation for new or freshmen students. Having a familiar and friendly library face is very important in establishing a resource relationship or social connection that can last throughout a student's time at the institution.

Orientation for International Students. A tailored orientation that provides an overview of available services will be given to international students. A simplified library jargon will be introduced, and handouts containing library information will be distributed. Emphasis will be given to available services the students need at the beginning of the semester, such as checking out textbooks.

Library Workshop. The library will design a 3-part library workshop on specific and helpful topics. A one-shot session or orientation is not enough to fully incorporate library information for international students. To avoid overwhelming the students, a series of workshops will be set-up throughout the semester that incorporates the following topics:

1- American Libraries – Library tour, terminology, policies, Los Rios Libraries set-up
2- Researching CRC Library – Resources: books, magazines/journals, Internet
3- Plagiarism – Importance of citation, including APA/MLA (after mid-terms)

Career and Academic Communities (CAC). A recent CRC organizational change has prompted the assignment of each student to learning communities according to their academic majors. A librarian assigned in each CAC can assist international students to ensure research-related concerns are addressed. Encouraging the students to make individual research appointments will be of value towards academic success.

Libraries can do more to recognize international students and provide them with unlimited library participation opportunities. For example, using the library as a venue, as well as hosting the International Education Week in November, will give international students chances to participate as panel/speakers. Because international students are frequent users of the library, events in the library are less daunting for them than events in big campus facilities, such as the Recital Hall.

IV.   Study Abroad Program: Library Services Plan

A semester-long educational experience outside the US is conducted through the district's Los Rios Study Abroad Program. Faculty and students can teach and study in another country for a semester. Global competence is the program's primary student learning outcome. Although the students are not going to be at CRC, the library can play a role in the fulfillment of the students' and instructors' academic needs.

Research Guides. The librarians can create research guides by country for the class. Each guide will consist of general information about the country, such as culture, etiquette, and language, as well as information on one's academic life or life as a student in the host country.

Library instruction. Librarians can solicit library presentation from the faculty before the class goes overseas. This presentation can help the students and faculty become aware of the library resources and services, even if they are out of the country.

Library policy accommodation. Librarians within the district can discuss special accommodation to students enrolled in this program, including extended checkouts of books and research consultations via email or zoom.

Country specific collection. Librarians can develop collection based on specific countries: travel books, culture, and language. Since countries evolve from time to time, the library could purchase materials to ensure that students have updated sources of information about the places they are intending to go.

Mid semester – check in. One of the things that we all learned during this COVID-19 pandemic is that we can reach students beyond face-to-face interaction. The library could contact instructors and students (who will be overseas at this time) if they need academic help, and the library could remind them of library services, such as online research appointments through email or zoom and 24/7 chat services.

V.   Conclusion

Globalization presents unending opportunities for community college libraries to help strengthen the value of the mission statements they adhere to. The library can carry out feasible globalization plans as illustrated through project and plans elaborated in this paper, particularly the collection development project, services for international students, as well as students participating in the study abroad program. Relationships are critical in any globalization efforts. Establishing relationships with students, faculty, and administrators at all levels is important, and because forging good connections takes time, patience and persistence are true virtues. Being resourceful as well as being creative will go a long way in any globalization process.

<div align="center">References</div>

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APPENDIX A

CRC Library's Globalization Plan: Collection Development

Breakdown of Courses by Regional/Geographic Areas. Please note that courses were classified based on language/wordings as indicated in courses' SLOs.

GEOGRAPHIC AREAS	COURSES
Middle East (5)	ENGLT 340 (World Literature 1) ENGLT 345 (Mythologies of the World) HIST 380 (History of the Middle East) HUM 324 (Global Islam) POLS 312 (Politics of the Middle East)
	Level of Need by Topics Critical: Middle Eastern culture including cultural groups and cultural developments in the region Moderate: History of the Middle East from 6th C. C.E. to the present, highlighting major events. Also, political processes and geopolitical considerations, economy of the Middle East and N. Africa and globalization, regional integration, and disintegration. Low: Art and architecture
Africa (8)	ARTH 328 (Survey of African Art) Dance 386 (Dance history) ENGLT 340 (World Literature 1) ENGLT 345 (Mythologies of the World) GEOG 320 (World Regional Geography) HIST 360 (History of African Civilizations) HIST 380 (History of the Middle East) POLS 317 (Global Studies: Africa)
	Level of Need by Topics High: Culture including cultural evolution and cultural groups, including religious groups, in Africa; History of African civilizations; Geography and integration of African continents Moderate: Fine arts and architecture (ancient Egypt and Nubia, Ife or Benin); history of African art; Performing arts such as jazz, ballet, modern, African & street dance; economy of Middle East & Africa; geopolitical considerations.

	Low: Myth(ic) traditions in Africa (literature); creation of art objects (woodcarving, basketry, ceramics, and textile)
Europe (15)	ANTH 332 (Native Peoples of Calif) ARTH 303 (Art Survey: ancient to 14thC) ARTH 309 (Art Survey: Renaissance to 19th C) ARTH 311 (Modern Art) ENGLT 335 (Latino, Mexican-American, and Chicano Literature) ENGLT 336 (Race & Ethnicity in Contemporary American Lit) ENGLT 340 (World Literature 1) HIST 301 (History of Western Civilization to 1600) HIST 302 (History of Western Civilization: 1700 C to present) HUM 324 (Global Islam) HUM 331 (Latin American Humanities) MUFHL 416 (Studies in Contemporary Composition, Techniques, Performance & Lit) MUP 423 (Composition Ensemble Workshop) POLS 311 (International Political Economy) POLS 314 (Modern Europe & the Unification Process)
	Level of Need by Topics High: Arts in Western Europe from pre-historic to 1300, 1400 to mid-1800s (Renaissance, Baroque, Rococo, Neoclassicism and Romanticism), 19th, 20th and 21st centuries (Modern & Post-modern art); History: European/Western civilization from c. 3000th BCE to 17th C., and 17th c to the present, German unification, European Industrial Revolution, Rise of Totalitarianism. Culture: diverse cultures Western & Eastern Europeans Medium: struggle of women and minorities in a culture dominated by traditional European values Low: Political development and socio-economic conditions in Western and Eastern Europe (17th and 18th c), poetic examples and writings from Europe
Asia (12)	ARTH 332 (Asian Art) ARTH 333 (Intro to Islamic Art) HIST 364 (Asian Civilization) HIST 380 (History of the Middle East) HONOR 364 (Honors Seminar: Philosophy of the Martial Arts) HUM 320 (Asian Humanities) HUM 324 (Global Islam) PHIL 304 (Intro to Asian Philosophy) POLS 311 (International Political Economy) POLS 315 (Pacific Rim) POLS 318 (Global Studies: Central Asia) POLS 319 (Global Studies: Southeast Asia)

	Level of Need by Topics High: Culture: diverse cultures of Asian peoples (ex. religion ideologies) and cultural influences and relationships between Asian countries/regions AND between Asia and West; History: East Asian civilizations - birth to 17th c. CE and 17th to the present (emphasis on Chinese, Japanese & Korean) Medium: Asian Religion philosophies and Asian martial arts, economic structure and economic development, foreign and economic policies of Asian countries, Ancient Arts and architecture of ancient Indian, Japanese and Chinese societies; political structure of CJK; political, economic, social, and cultural developments of China, Japan, and Korea and effects of Western involvement in East Asia Low: East Asia geography; Impact of Western imperialism to E. Asian people; artwork between Islamic and Asian elements
Americas - North America/US (22)	ANTH 332 (Native Peoples of California) ANTH 334 (Native Peoples of North America) ARTH325 (Native American Art History) CAM 302 (Food and Culture in America) ECON 100 (Intro to Economics) ECON 300 (Survey of Economics) ENGLT 340 (World Lit) ENGLT 345 (Mythologies of the World) ETHNS 320 (African American experience) ETHNS 330 (The Asian American Exp) GEOG 322 (Geography of Calif) GEOL 310 (Historical Geology: N. America & California) GEOG 320 (World Regional Geography) HIST 310 (History of the US) HIST 320 (History of US w/ African American emphasis) HIST 344 (Survey of California Hist: A multicultural perspective) HUM 332 (American Humanities) HUM 339 (African-American Humanities) JOUR 320 (Race & Gender in the Media) SJS 310 (Intro to LGBTQ Studies) SOC 321 (Race, ethnicity, inequality) TA 306 (Diversity in American Drama)
	Level of Need by Topics High: History, Culture/cultural heritage/cultural adaptations, Humanities, American Drama (Theatre), Contribution to journalism, Economic conditions of African American, Asian American, Latin American, Native American in the US

- Central & South America (4)	Issues on sex/gender (Sexual orientation & gender identity), race/ethnicity (civil right movements, stereotypes, bias, White supremacy), and social class/social movements of African American, Asian American, Latin American, Native American in the US Moderate: literature in different genre by authors of different ethnic groups, arts and architecture, politics Low: historical geology of California and N. America, geography of North America, myths
	ARTH 324 (Art of the Americas) ENGLT 340 (World Lit) ENGLT 345 (Mythologies of the World) HIST 371 (History from 19th C. Wars of Independence to present)
	Level of Need by Topics High: Literature (myths, epic poetry, philosophy, sacred texts, lyric poetry, prose, and drama of early Middle Eastern, Asian, African, South American, European, and North American literatures) Moderate: History: North, Central, and South America from the wars of independence to present, Race, Class, and Gender in comparing United States, Mexico, Argentina, Brazil, Chile, Caribbean, Central America Low: Arts and culture of Mesoamerica and South America; Myths from **South American**, Middle Eastern, Native North American, African, Asian cultures
- Mexico (5)	ENGLT 355 (Latino, Mexican-American, and Chicano Literature HIST 373 (History of Mexico) HUM 331 (Latin American Humanities: Mexico, Central America, & South America) SPAN 426 (Introduction to Mexican-American Lit) SPAN 427 (*Introduction to Spanish American Lit) (*Spanish American to Latin-American culture & society)
	Level of Need by Topics High: Humanities: visual arts, literary arts, philosophy in Latin America (Mexico, Central America and South America) Medium to Low: History: Mexico; Literature: (Mexican-American (Chicano) authors and their works, *Mexican-American (Chicano) literary genres (poetry, short stories, novels, creative nonfiction, and performance) authored by Latinx writers. Topics include: resistance, survival, identity,

	homeland, immigration, the border, socio-political activism, gender, and sexuality; Spanish-American literary works and their relationship to Latin-American culture and society
Languages and Culture - Spanish (11)	Span 101 & 102 (Conversational Spanish) Span 411 & 412 (Intermediate Spanish) Span 413 (Spanish for Native Speakers) & 415 (Intermediate Spanish) Span 423 (Contrastive Grammar of English-Spanish I) Span 426 (Intro to Mexican Am Lit) Span 427 (Intro to Span Am Lit) Span 434 (Spanish for the Professions - Intermediate) Span 425 (Advanced Reading & Conversation)
	Level of Need by Topics High: structure of the language, oral communication, fundamentals of grammar and composition; Spanish language newspapers, magazines, short stories, essays, and selections of poetry written by Spanish, Spanish-American, and Chicano authors like Ernesto Cardenal, Octavio Paz, Gabriel Garcia Marquez, Tomas Rivera, Elena Poniatowska, Ana Castillo, Otto Renato Castillo, Roque Dalton, Gioconda Belli, and others; landmarks & regions of Spanish-speaking nations, important events, people and culture Moderate to Low: geography of regions where Spanish is spoken and of Spanish-speakers' contributions to North American and world cultures; Mexican-American (Chicano) authors and their works (Mexican-American (Chicano) literary genres); Spanish-American authors and their works (Spanish-American literary works and their relationship to Latin-American culture and society)
- Vietnamese (4) - Hmong (2)	VIET 401 and Viet 402 (Elementary Vietnamese) VIET 411 and VIET 412 (Intermediate Vietnamese) HMONG 401 and HMONG 402 (Elementary Hmong 1 & 2)
	Level of Need by Topics High: conversational grammar Vietnamese and Hmong: cultural values, history of Vietnam and brief history of Hmong (mythical origin to contemporary history), geography, religions, traditions, and people of Vietnam; immigration to the US Moderate: reading selection based on familiar topics, such as family relationship, clothing, food, and body and health Low: geography

*"Globalization" & "World" (35) (courses that have the "globalization" or "world" in their titles and/or SLOs)	AGB 321 (Agriculture Economics) ANTH 310 (Cultural Anthro) ANTH 313 (Cultural Anthro) ANTH 316 (Global Forces in Culture Change) ANTH 324 (World Prehistory) ANTH 341 (Introduction to Linguistics) Art 328 (Painting II) Art 337 (Intermediate Watercolor Painting) ARTH 311 (Art Survey: Modern Art) Comm 341 (Organizational Communication) GEOG 310 (Human Geography: Exploring Earth's Cultural Landscapes) POLS 310 (Intro to International Relations) POLS 311 (International Political Economy) BIOL 342 (New and Ancient Infectious Diseases Threatening World Health) Dance 386 (Dance History) ENGLT 340 (World Lit. 1) & ENGLT 341 (World Lit II) ENGLT 345 (Mythologies of the World) ENGLT 345 (Intro to LGBTQ) GEOG 300 (Physical Geography) GEOG 301 (Physical Geog Lab) GEOG 302 (Environmental Studies & Sustainability) GEOG 320 (World Regional Geography) HIST 307 (History of World Civilizations to 1500) HIST 308 (History of World Civilizations, 1500-present) HUM 324 (Global Islam: Culture and Civilization) MUFHL 315 (Jazz History) MUHFL 330 (World Music) NUTR 310 (Cultural Foods of the World) PHIL 352 (Intro. to World Religions) PHOTO 420 (History of Photography) POLS 302 (Comparative Politics) SJS 310 (Intro to LGBTQ Studies) SOC 341 (Sex & Gender in the U.S.) TA 302 (History and Theory of the Theatre) VT 123 (Large Animal Disease: Pathology)

Level of Need by Topics

High:
CULTURE: culture change for indigenous groups based on colonialism and globalization; geographic origin and global diffusion of key aspects of culture (e.g. technology, language, religion, ethnocentrism, racism, agriculture, urbanization); cultural relativism, holism, world view, enculturation, ethnocentrism & culture; food and culture; social experiences of early Middle Eastern, Asian, African, South American, European, and North American cultures; cultural contributions and social experiences as manifest within the myths of Western, Eastern, Middle Eastern, Native North American, African, Asian and South American mythic tradition; influence of cultures and ideas from around the world on the State and regions within California; religious values, intellectual development; philosophy and religion, as well as cultural developments in art, music, and literature affected and shaped world societies; Islamic culture and civilization, and examine their religious and cultural impact upon world civilizations and the west and the east; sociocultural and ethnic food consumption issues and trends [influences on American food preference and consumption by various cultures, *traditional food habits, common foods, meal patterns, special occasion foods, food taboos, and the role of food from various regions of the world, *nutritional contributions from comparative ethnic foods, * food patterns as related to religious practices, cultural customs, psychological and family structures, and health beliefs, *personal methods of cultural tolerance by examining various cultures]
GEOGRAPHY: major significant physical features in California and elsewhere in the world; climographs for Sacramento, various other locations in CA, the U.S. & the world [factors responsible for climatic differences]; critical environmental problems facing the world today [interconnections between humans, their activities, & resulting effects on the environment]; role of geography on developing civilizations.
HISTORY: history of globalization; world civilization from c. 3000 BCE to 16th CE & from 16th CE to present; events in the US & other parts of the world; African History & world history; California history to local & international developments

Moderate:
RACE, CLASS, & GENDER: issues on race, class gender, ethnicity in US history; US as a leader of *civil rights, women's, and minority rights* on the world scene after the 1960's with its role in the world today; ethnicity, ethnocentrism, racism, ageism, class differences, & gender, as they relate to *music* cultures throughout the world; ethnicity, ethnocentrism, & racism & their impact on *American food habits.*
ART (**Fine Arts**): painting & watercolor painting (historical & contemporary); art objects & monuments 19th, 20th, 21st C. in Europe, US, & the rest of the world. **Performing Arts**: world view of dance with strong ethnic identities in many different areas of the world; historical, geographical, & social contexts reflected in the *Jazz music style*s & sub-

| | genres over time throughout the world; traditions of music throughout the world (musical instruments, *music of world cultures); world view presented by the *playwrights in each play*.
POLITICS: perceptions of global politics and issues held by the United States, Russia, China, Americas allies and the lesser developed nations-states of the world; political processes in the contexts of social & economic forces of globalization, regional integration & disintegration (Middle East, Latin America, Modern Europe, Pacific Rim, Africa, Central Asia, Southeast Asia); Global forces shaping the contemporary world; *influence of non-governmental organizations, terrorist groups & grass roots movements as "non-state" actors capable of shifting world power dynamics.

Low:
LITERATURE: theme, myth, & archetype apparent in literatures of different cultures [historical, philosophical, and cultural contexts of the various literatures, * major literary works of the world]; literature in LGBTQ issues in the US & world.
LANGUAGE: how globalization, culture change & power transform languages & intensify the extinction of languages.
ECONOMY: how globalization has increased the tension between mercantilism/neo-mercantilism & liberal/neo-liberal approaches; *PROCESS OF GLOBALIZATION AND ECONOMIC INTEGRATION, *impact of globalization & interdependence on such concepts as peace, domestic economic stability, & uneven development; role of *agriculture in the economic structure* of the country & the world.
BIOLOGY: emergence or re-emergence of infectious diseases worldwide.
ARCHAEOLOGY: archaeological theories & methods used to investigate archaeological sites [key events in human prehistory, incl. human evolution & domestication of plants & animals,*past civilizations across the globe from an archaeological perspective, * impact of famous archaeological sites (**Machu Picchu, Teotihuacan, and Giza** on the study of human prehistory);* impact of ethnocentrism, ethnic identity, age, class, gender, conquest by outside groups, religion on the development of civilizations] |