

ACADEMIC

PROGRAM

REVIEW



HUMANITIES: INTERNATIONAL STUDIES

The University of Tennessee at Chattanooga Undergraduate Programs

Academic Years: 2019-2023

University of Tennessee at Chattanooga

Humanities: International Studies Program Review, 2019-2023

Self-Study: Undergraduate Program, B.A.

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Introduction

The Humanities Program at the University of Tennessee at Chattanooga is an interdisciplinary major that consists of three tracks that operate autonomously: Liberal Arts, International Studies, and Women, Gender and Sexuality Studies.

Additionally, several interdisciplinary minors, including Africana Studies, Asian Studies, Humanities, International Studies, Latin American Studies, and Women, Gender and Sexuality Studies, are associated with the program.

The author of the last External Program Review, Dr. Jesse Swan, Professor of English at the University of Northern Illinois, wrote in Spring 2013 a summary description of the function and value of the Humanities Program which is still quite applicable:

The Humanities Program is well poised to contribute to new and creative efforts to retain students who otherwise leave UTC, and it is similarly well poised to contribute to efforts to graduate students within a four-year time-frame. Because of the high degree of advising and the required individualization of each student's program of study in Humanities, and because there are general areas of academic knowledge required instead of many highly specialized sequences of requirements, students who have been drawn to UTC in one area but find, after a semester or two, that the area is not actually a good match for them, can be easily served by the Humanities Program. Both as a way to use the credits already earned for a semester or two and as a way to plan a program of study meaningful and interesting to the student, the Humanities Program can get these students to stay on track for a four-year graduation. Furthermore, and for those of us in the Humanities this is even more important, the Humanities Program can provide a safety net for students who find that their initial area of study was a tightrope too unstable for them. In the safe environment of the Humanities Program, these students can explore themselves and perhaps finish their degrees with a Humanities major, but perhaps also find the true area of their passion, and major in it.

There are at present three coordinators for the three tracks, appointed by the Dean of the College of Arts and Sciences. Dr. José-Luis Gastañaga (Modern and Classical Languages and Literature) coordinates Humanities: International Studies(1441). Dr. Dennis Plaisted (Philosophy

and Religion) coordinates Humanities: Liberal Arts (1440). The third track, Humanities: Women, Gender and Sexuality Studies (1442), is coordinated by Dr. Marcia Noe (English). Dr. José-Luis Gastañaga, Professor of Spanish and coordinator of Humanities: International Studies (from 2019 until now) teaches courses of language, culture and literature at the department of Modern and Classical Languages and Literatures (MCLL).

Recent Trends and Changes in Response to Previous Program Review

The number of majors in the Humanities program increased dramatically from the creation of the program until the year 2022. Since then, the numbers have decreased.

In Fall 2016, the coordination of the Liberal Arts and International Studies tracks passed from Dr. Bryan Hampton to Dr. Carl Springer. This development responded in part to the final recommendation of Dr. Jesse Swan's program review: "8. Develop, as much as possible, a more hands-on relationship between the Program and its majors and the Chair of Excellence in Humanities".

In his report, Dr. Carl Springer expressed his vision of the International Studies and Liberal Arts as tracks that could be fully integrated into the departments of MCLL and Philosophy and Religion, respectively. The Chair of both departments at that time, Dr. Joshua Davies, with the assistance of the department's administrative specialist, assumed greater administrative oversight for both programs. As of Fall 2018, faculty in Philosophy and Religion assumed mentoring and advising responsibilities for Humanities: Liberal Arts majors, while faculty in MCLL continued to mentor and advise Humanities: International Studies majors as they have since 2016. In the words of Dr. Springer:

It is hoped that *housing* majors in Humanities: Liberal Arts and Humanities: International Studies within appropriate departments will enable them to interact

more often and more closely with faculty closely aligned to their interests and thereby become more fully integrated into the intellectual and social life of the University.

In Fall 2019, Dr. Springer passed the coordination of International Studies and Liberal Arts to Dr. Gastañaga. Since Fall 2022, Dr. Gastañaga coordinates International Studies exclusively. Also, since Fall 2022 the coordination of Liberal Arts has been in the hands of Dr. Dennis Plaisted (Philosophy & Religion). Several important changes to the Humanities Program curriculum have also been made in recent years, including the development of an internship (HUM 3400 Humanities Internship, 3 credits) and the implementation of a capstone seminar (HUM 4960 Senior Capstone Seminar, 1 credit) for Liberal Arts and International Studies majors. We believe that all these recent changes should help to increase student satisfaction with the program and improve retention.

The Program of Humanities: International Studies. A Description

The Humanities Program at UTC offers an undergraduate major in Humanities: International Studies. In this concentration, students create their own interdisciplinary curriculum of study under the guidance of an advisor to discuss some over-arching rubric for organizing the coursework, such as an underlying theme, a particular culture or region of the world, or period in history. Majors will have an extended encounter with a foreign culture through language study or study abroad experiences.

International Studies is an interdisciplinary academic program. Students attracted to it have a variety of interests that go from education and public service to diplomacy and travel writing, and more. One trait these students have in common is a passion for cultures and

languages. The major uses its interdisciplinary nature to help students design their own program of study with an aim in a job position or in graduate school.

Designed for students who have completed the General Education and language requirements for a standard B.A., the minor and major in Humanities: International Studies are built around the study of the human culture and experience broadly understood. The interdisciplinary program invites students to take courses in core disciplines (Anthropology, Classics, Humanities, Modern and Classical Languages and Literatures, History, Political Science, and Religion) and electives based on their interests or the recommendation of their advisors. In this program, language study offers a window to other cultures through their history, literature, film, and art. Like any foray in the humanities, students are expected to develop a set of skills traditionally associated with humanistic studies, like analytical, creative, reading and writing skills, and critical thinking. Career opportunities are available in the foreign service, public administration, non-governmental organizations, education, as well as in organizations where good readers and writers, proficient users of databases, are needed to find and process information and communicate it across disciplines. Students in the program have an interest in global issues and are eager for opportunities to study or work abroad.

There are many career options and the development of new technologies only expands the possibilities. A recent brochure for Humanities: International Studies (see Appendix 1) names the following:

- Human rights officer
- Cultural heritage manager
- Public relations specialist
- Marketing manager

- Writer
- Policy analyst
- Museum curator
- Academic advisor
- Community outreach coordinator

The reason why a major in International Studies can open different doors professionally is the fact that our students hone a diverse array of skills that are in high demand in different job settings. The above mentioned brochure lists the following skills:

Marketable Skills

- Critical thinking
- Communication
- Problem-solving
- Cultural awareness
- Ethical judgment
- Adaptability
- Teamwork
- Research skills
- Writing proficiency
- Project management

PART 1: LEARNING OBJECTIVES (OUTCOMES)

Program Outcomes Goals Statements

The following statement found on the University's website for the [Humanities Program](#) describes the general mission, vision, and goals for the program in inspirational terms, and it is worth repeating here:

The humanities traditionally encompass those disciplines that treat human culture, experience, and perception as an object of study while simultaneously treating the person as a knowing subject, and that pierce to the core of culture and the human condition.

These disciplines include the traditional liberal arts such as philosophy, music, art, literature, religion, ethics, and history; increasingly, the humanities have widened so as to include disciplines such as political science, law, archaeology, and anthropology. These disciplines, often overlooked or undervalued in the Age of Technology and Information, seek to reawaken the wonder of human accomplishment, to sharpen the intellect and to fire the imagination, and to reflect on the perennial questions of human existence: What is the nature of beauty? How does a culture define, express, or represent ultimate reality? What constitutes a just action or society? How do human beings across time and cultures understand happiness or suffering, grapple with notions of good and evil, debate political questions, or interpret and articulate the kaleidoscope of human experience in an incandescent universe?

The nineteenth-century English philosopher John Stuart Mill argues that the undergraduate college ought not to be a place of "professional education." Instead, he surmises that universities ought to be places that encourage students to become "capable and cultivated human beings." This may sound outdated, naïve, or perhaps hopelessly idealistic to our postmodern ears, for most students entering college are groomed to pursue an avenue of specialization. But Mill objects that human beings are human beings "before they are lawyers or physicians, or merchants, or manufacturers." Consequently, Mill reasons that "if you make them capable and sensible" human beings, a goal achieved in part through a strong humanities curriculum, then "they will make themselves capable and sensible lawyers or physicians."

But can someone be a successful and competent lawyer without studying the humanities? Yes. Can someone thrive in business or medicine without the liberal arts? Undoubtedly. But as Mortimer Adler clarifies, we ought not to confuse "the goodness of the operation" with the "goodness of the operator." How well

someone performs a specialization does not equate with how well a person understands the depths of the self, or contemplates the complexities and contradictions, or beauties and terrors, of the world around them. Potentially, the study of the humanities cultivates that “philosophic habit of mind” of which John Henry Newman speaks—something radically different from an Internet and Information Age which values speed and instant gratification. On the contrary, the humanities typically require slow, sustained deliberation on the fundamental questions of our (or any) age.

These general statements of mission and vision and goals for Humanities: International Studies align well with the University’s Institutional Strategic Plan (2021-2025) and its specific goals. The Humanities: International Studies program helps to meet the following [Institutional Strategic Plan \(ISP\)](#):

- Effectively recruit a larger and more diverse student population
- Improve student performance
- Define and promote UTC’s distinctive educational experience
- More tightly align educational offerings to regional workforce needs (including curricular, co-curricular, extra-curricular and stackable credential opportunities)
- Build a community that cultivates and respects diversity as essential for UTC success and regional competitiveness
- Continue to internationalize the University
- Expand inclusive access
- Expand research capacity
- Invest resources in up to three strategic areas of opportunity for multi-disciplinary, cross-disciplinary, and inter-disciplinary research activity to advance a profile of excellence and community impact

- Benchmark and increase collaboration with community partners on community-impact projects
- Engage alumni and other community members in mentoring and support networks for faculty and student scholarly, creative and entrepreneurial endeavors

The Humanities: International Studies program meshes very nicely with the [College of Arts and Sciences \(CAS\) Strategic Plan](#) mission:

- provide an environment for intellectual curiosity and a foundation for life-long learning, thinking, reflection, and growth
- equip students with transferable skills—critical thinking, communication, and complex problem solving skills—that are needed to adapt and succeed in a rapidly evolving world
- advance cultural and intellectual diversity (e.g., studying competing theories as well as intellectual advancements within and beyond Western traditions)
- advance new knowledge through research (theoretical and applied) and creative activities

Specific CAS goals that the Humanities: International Studies program meets include the following (the goal from the ISP that most closely aligns with the CAS goal is provided in parentheses):

Goal 1: “This College leads the university, community, and region in providing an essential liberal arts and sciences education that prepares students for an increasingly global context and economy”. Humanities: International Studies helps with the following subgoals:

a. Promote a liberal education and broadly communicate the value of such an educational experience. (ISP 1g)

b. Actively recruit and retain undergraduate and graduate students; increase degree completion rates. (ISP Goal 3a)

e. Increase opportunities and preparation for students, faculty, and staff to have an international or study abroad experience to ensure first-hand exposure to global examples of cultural, architectural, intellectual and scientific achievement. (ISP 4c)

Goal 2: “The College of Arts and Sciences values and promotes human achievement in the social sciences, behavioral sciences, natural sciences, humanities, and fine arts”. Humanities:

International Studies helps with the following subgoals:

a. Provide undergraduate and graduate programs that offer a framework for personal and professional growth and that expose students to the scope and range of human achievement in the arts and sciences. (ISP 1c, 1g)

c. Increase student participation in research and creative activities under faculty guidance. (ISP 1b, 2a)

d. Showcase and reward faculty/student research and creative achievement through department- and college-level awards, grant funding, reassigned time, and more. (SP 3h)

e. Participate in and/or sponsor campus and community activities that promote cultural engagement and highlight achievements in the social sciences, behavioral sciences, natural sciences, humanities, and fine arts.

Goal 3: “The College of Arts and Sciences embraces cultural and intellectual diversity”.

Humanities: International Studies helps with the following subgoals:

- c. Increase opportunities for students, faculty, and staff to have an international or study abroad experience to ensure first-hand exposure to global examples of cultural, architectural, intellectual and scientific achievement. (ISP 4c)
- d. Offer educational opportunities that promote an awareness of and an appreciation of divergent world views.
- e. Showcase and promote multidisciplinary and interdisciplinary research, teaching, and creative activities.

Goal 4: “The College of Arts and Sciences cultivates new knowledge through research (theoretical and applied) and creative activities that engage students, faculty, and community Partners”. Humanities: International Studies helps with the following subgoals:

- a. Increase student involvement in experiential learning, research, creative endeavors, internships, senior capstone projects, *practica*, and service. (ISP 1)
- b. Promote greater student engagement in research and creative activity, including the presentation of student/faculty work in scholarly and creative outlets. (ISP 1)

Specific Program Outcomes/Goals

Specific program outcomes and goals are listed below:

Humanities: International Studies (1441)

- International Studies majors will design a curriculum of study that treats human culture, experience and perception as an object of study while treating the person as a knowing subject.

- International Studies majors will design a Program Rationale that will provide some overarching rubric for organizing the coursework, such as an underlying theme, a set of questions, a particular culture or region of the world, or time period; and the Program Rationale will include a list of potential courses with a short statement about how those courses might serve the student's interests.
- International Studies majors will complete significant upper-level work (21 hours) in those disciplines with a global emphasis, and their curriculum of study will be interdisciplinary by including at least three different departments.
- International Studies majors will complete and turn in a major research-oriented essay or project for evaluation by the Faculty Board for Humanities. The essay/project represents some of the student's driving interests in the concentration. (Beginning with the 2016-17 catalogue, all students who declared Humanities: International Studies as their major will instead complete a one-credit HUM 4960 Senior Capstone Seminar before graduation.)
- Majors in International Studies will have an extended encounter with a foreign culture, either through exposure to international students on the UTC campus and the Office of International Exchange, or through personal travel, or through academic foreign exchange.

In the previous program review, Dr. Springer addressed the fact that the program received low marks in an institutional survey. The main concern being that students did not feel prepared for the job market. Measures were taken to solve this problem. Dr. Springer mentioned the practice of providing majors with “career paths”, the organization of career workshops with guests and the distribution of general information on the value of the major. All of these have been continued for the benefit of the students. In the case of career workshops, the current

coordinator organized a talk by a professional in international finance who credits the humanities for his career success. Although highly interesting and well attended, the truth is that most of the audience were teachers and advisors; there were only a few students. As an alternative, the program invited younger guests, our own graduates, to talk about their experiences. More on this below (see pages 16). Other than that, advising meetings are always an opportunity to hold conversations about plans for a job or graduate school.

What can you do with an International Studies degree? This is a common concern among majors during advising sessions. I keep track of news and reports to have ideas to share with my students about their plans and projects. Dr. Springer started scanning options on the Internet, and the program continued with that. Here is a list of readings culled from the Internet that I find useful while advising my students:

<https://potomac.edu/benefits-majoring-international-studies/>

<https://www.indeed.com/career-advice/finding-a-job/do-with-international-studies-degree>

<https://www.usnews.com/education/best-colleges/articles/international-studies-major-overview>

<https://www.pdx.edu/careers/what-can-i-do-degree-international-studies>

<https://graduate.northeastern.edu/resources/global-studies-careers/>

https://learn.org/articles/What_Can_I_Do_with_an_International_Studies_Degree.html

<https://blog.internationalstudent.com/2023/02/28/benefits-of-international-studies/>

Placement of Students in Occupations Related to Major

Listed below are some of the Humanities: International Studies majors who have graduated from UTC in the last several years. Information as to their educational or occupational status was gathered from personal communication with them in some cases. In other cases, from sources

such as Linked In. Unfortunately, not all students were contacted. This information was compiled between October and November of 2024:

Student 1

After UTC, she did an M.A. in International Relations (Peace, Security and Conflict) at the Maxwell School at the University of Syracuse (New York). Currently, she is an officer in the US Navy at Atlantic Beach, Florida.

Student 2

She is currently pursuing a master's degree in International and Intercultural Communication at Hochschule Fulda in Hesse (Germany).

Student 3

She received a scholarship at Northeastern University in Boston and received her MS in engineering and public policy in Spring 2023. Having her father diagnosed with ALS, she moved back to Chattanooga and found a job as a project manager at the UTC Research Institute. This past summer she started a Ph.D. at UTC in computer science. She is also enrolled in an online graduate certificate program through the University of Florida in biomedical neuroscience. She hopes to do research on the applications of computer science for ALS prevention.

Student 4

She worked as a Bilingual Outreach and Operations Coordinator/Manager at a language school. Currently she is pursuing a Masters in Global Higher Education at the University of Alcalá

(Spain) through the Teach & Learn Program with aspirations to work in higher education international departments.

Student 5

Currently he is pursuing an M.A. in Asian Studies at Florida State University.

Student 6

Currently she is account manager at Ceremony Of Roses, Sony Music Entertainment, in Los Angeles, California.

Student 7

She works as a Community Organizer and Non-Profit Consultant. Currently she is Integrated Voter Engagement Lead at CALEB (Chattanooga in Action for Love, Equality and Benevolence).

Student 8

Currently, she is a first year law student at Emory University School of Law. She is Director of Communications for the Emory International Law Association, a student organization.

Student 9

Currently he is in Nashville where he recently began a career working for the Tennessee Department of Human Services.

Student 10

Currently, she is a Fulbright English Teaching Assistant in Taiwan (2024-25).

While it is true that we do not have current information for all alumni, and while some of the specific information provided here may not be completely up to date, many recent alumni of the Humanities: International Studies program do appear to be gainfully employed or enrolled in relevant graduate programs pursuing advanced degrees. In some but not all cases it also appears that the kind of careers upon which they have embarked may be directly or indirectly related to the kinds of learning outcomes that the Humanities: International Studies program was supposed to have provided them with.

In Humanities: International Studies we do take seriously the issue of whether majoring in the Humanities can lead students to a fulfilling career. In the previous self-study review we read:

It may well be that it is more difficult for Humanities majors to find good jobs immediately upon graduation than a student who has undertaken a more specific program of study designed to lead to a very specific job upon graduation (e.g. Nursing). Humanities majors may need to think more creatively about what they will be doing for a living once they graduate, and they may require more resources and resourcefulness if they are to be viable on the job market (p. 19).

We keep this in mind when we advise students, and we ask questions about their plans and preferences. Likewise, we think with them about those goals and suggest different strategies for them to be prepared for life after college.

Additionally, the previous self-study states:

We recommend making Career Maps widely available to all Humanities majors, continuing to offer workshops on career options, providing students with useful and current information about career possibilities and dispelling myths, and

letting them know about how successful previous students in the program have been after graduation (p. 20).

To this end, we have been organizing gatherings in which a recent graduate speaks to majors about their experience in the following: looking for a job with a degree in International Studies, pursuing a graduate degree, applying and getting grants and scholarships, studying and/or working overseas. These gatherings have been successful in connecting majors with recent graduates. During these activities, majors are exposed to real life experiences and enjoy the chance to ask questions and do networking. Furthermore, with this activity we fulfill one of the Institutional Strategic Plan goals stated before (see page 8): “Engage alumni and other community members in mentoring and support networks for faculty and student scholarly, creative and entrepreneurial endeavors”. Two examples of these activities are the following:

- In Fall 2023, Student 11 talked to majors about her experience pursuing a master’s degree in Spain, her work as a teacher of English also in Spain and her experience working in a summer camp in Czech Republic.
- In Spring 2024, Student 10 talked to majors about her highly successful experience gaining a multiplicity of grants and scholarships that allow her to take courses in universities in Canada, Germany, Panama, South Korea, and Spain. She also talked about the process of application to a Fulbright ETA (English Teaching Assistant) Fellowship in Taiwan. (Months later she won the fellowship).

PART 2: CURRICULUM

Description of Program Curriculum

All majors in Humanities: International Studies earn a B.A. degree (that requires four semesters of a foreign language). Students in Humanities: International Studies must complete a total of 45 hours in an approved program of study in addition to fulfilling all General Education and University Graduation requirements. Thirty of these hours must be successfully completed in 3000-4000 level coursework. Students must maintain a grade point of average of 2.0. within their approved course of study. In track 1441 (Humanities: International Studies), the students' coursework must be related to the culture of a time and place, unified by a set of questions or interests, or to a major idea or theme lending itself to analysis through the disciplines of the humanities. A focus on human experience as revealed in the religious, intellectual, artistic, linguistic, and social actions which characterize the chosen area of study, is encouraged.

Each student's curriculum is individually designed to reflect their circumstances and interests. Students majoring in Humanities: International Studies will pursue substantial coursework with a global emphasis, with 21 hours drawn from 3000-4000 level courses in Anthropology, MCLL, Political Science, and Religion. In both tracks no more than 18 hours can be applied towards the major from any one department. Students may be awarded up to 15 hours of credit for independent study or travel.

By the end of the sophomore year, students should develop and submit a Program Rationale that outlines their unified interests in their area of concentration. When a student applies for graduation, the student and faculty advisor or coordinator fill out a Program of Study that indicates to the Registrar which credits are to be applied towards the major requirements. Before that, preferably during the sophomore year, the student more clearly defines his or her

focus of study and drafts a Program Rationale that delineates how their course of study will be unified, concentrating on any aspect of culture relating to a compelling theory or theme, a particular epoch or place, or a provocative line of inquiry. In many cases, students submit a rough draft of the document to the faculty advisor or coordinator, who then offers suggestions for revisions in order that they may gain a sharper vision for the aims of the curriculum of study. Students who switch to Humanities: International Studies major late in their studies, for instance as a junior or senior, must still submit a Program Rationale, although this comes with the added challenge of looking backwards at the work that has been completed and unifying their course of study under some governing rubric. See Appendix 2 for samples of Program Rationales.

In addition to the major, there is also a minor in Humanities: International Studies. The minor requires at least 18 hours of study and has its own core of required courses that must be completed: At least eight hours must be at the 3000 – 4000 level. No more than two courses (six hours) in a single academic department can be applied toward the minor. The minor requires 24 hours of course work, chosen from at least three different departments, to sufficiently develop the thematic focus required of the major. A Program Rationale is also required that outlines their proposed program of study and delineates the students' interests and develops a unifying thematic or theoretical line of inquiry that focuses on human experience as revealed in the humanistic disciplines. A maximum of six hours may be taken as independent study and/or study abroad, and students must maintain a 2.0 GPA in all courses attempted for the minor.

Catalog

A full catalog description of the Humanities: International Studies Program is available [online](#).

Courses and Syllabi

Because of the interdisciplinary nature of the program and our desire to ensure that its curricula remain as flexible as possible (one of its chief attractions, we suspect, to many students), most courses taken by our students and counted towards their interdisciplinary coursework in the major do not “belong” to the Humanities: International Studies program per se, but rather they belong to the departments of History, Religion, Anthropology, Political Science, while others are cross-listed with other departments. Many of the CAS courses listed in the undergraduate catalog could be counted towards the major.

There are only two courses that depend on the program and are taught or supervised by the coordinator. They are:

- HUM 3400r Humanities Internship (3 credits): An internship experience with specific organizations such as businesses, governmental agencies, social and charitable operations, etc. May be repeated once provided the internship experience is different. The course is offered by demand (and depending on availability) preferably to seniors.
- HUM 4960 Senior Capstone Project (1 credit): Students in the Liberal Arts and International Studies concentrations will work independently on a reflective, scholarly account of their Humanities studies as a capstone to their programs. Students will submit a short reflective essay (5-7 pages) and an annotated bibliography (3-5 pages) of the course of study reading that has been most significant in integrating and unifying their chosen disciplines, as articulated in the initial Program Rationale. This course is offered every semester.

In Appendix 3 we offer sample syllabi of HUM 3400 Humanities Internship and HUM 4960 Senior Capstone Project. The Humanities Internship, that was announced as a project in the previous self-study review, is now a reality.

Outcomes Data

Outcome in International Studies is based on their performance in HUM 4960 Senior Capstone Project, especially in their senior capstone essays. In these essays, students will be able to offer a reflective, scholarly account of their studies as a "capstone" to their programs. Particularly, they will assess their own success at integrating, around a unifying theme, the three (or more) disciplines articulated in the initial Program Rationale.

In the final semester of study, the student will submit a short reflective essay (five to seven pages) and an annotated bibliography (three to five pages) of the course of study reading that has been most significant in integrating the disciplines around the unifying theme. This bibliography serves as a précis (or academic summary) of their studies, and an account of the interactions among their chosen disciplines. See samples of senior capstone essays in Appendix 4.

The following represents outcomes data for Humanities: International Studies majors from 2019 to 2024. Student performance was measured according to the quality of their senior capstone essays.

Period: 2019-2020. Number of students: 6.
Number of students who exceed expectations: 3 [50%]
Number of students who meet expectations: 3 [50%]
Number of students do not meet expectations: 0

Period: 2020-2021. Number of students: 3.
Number of students who exceed expectations: 3 [100%]

Number of students who meet expectations: 0
Number of students do not meet expectations: 0

Period: 2021-2022. Number of students: 2.
Number of students who exceed expectations: 2 [100%]
Number of students who meet expectations: 0
Number of students do not meet expectations: 0

Period: 2022-2023. Number of students: 8.
Number of students who exceed expectations: 8 [100%]
Number of students who meet expectations: 0
Number of students do not meet expectations: 0

Period: 2023-2024. Number of students: 10.
Number of students who exceed expectations: 6 [60%]
Number of students who meet expectations: 4 [40%]
Number of students do not meet expectations: 0

Period: Fall 2024. Number of students: 1.
Number of students who exceed expectations: 1 [100%]
Number of students who meet expectations: 0
Number of students do not meet expectations: 0

Numbers are positive but still they require an explanation. The senior capstone essay is not like an exam, not even like a final essay or project for a regular class. At the beginning of their last semester, each student meets with his or her advisor (in our case, the coordinator of the program) and plans a series of meetings to present different drafts of the essay to receive feedback. The essay is constantly improving during the semester. Of course, some essays are better written or bring an element of originality and creativity that makes them stand out (exceed expectations), while others are just satisfactory (meet expectations). It will be impossible to find an essay that is unsatisfactory. This arrangement makes sense since our main task is to help students design a program of study that aligns with their interests and plans. More than an academic department we are an advice unit working closely with students and tailoring the program to each student's specific needs.

Curriculum Implementation/Review/Revision

The Humanities programs follow the general university procedures for [implementing and revising curriculum](#):

Not surprisingly, given the interdisciplinarity and individuality of our curriculum, most of the courses taken by our majors are housed in departments such as History, Political Science, etc. Naturally, these courses are implemented, reviewed, and revised within their respective departments following their usual procedures.

An important course designed exclusively for Humanities majors that has been put in place since the last program review is a one-credit senior capstone seminar (HUM 4960). Beginning with the 2016-17 catalogue, all students who declared Humanities: International Studies as their major must complete a senior capstone seminar before graduation, instead of submitting a research-oriented essay submitted to a 3000-4000 level course as they did before. This is an improvement not only for individual student self-assessment but also for program assessment in many ways, not least because the essay in hand is now a program requirement that is part of a class requirement. Rather than simply submitting for assessment a research paper completed in a separate disciplinary class, the senior capstone seminar gives students the opportunity to reflect on the intellectual progress they have made during this self-designed interdisciplinary curriculum.

The catalog description of the course indicates that students enrolled in the class will

work independently on a reflective, scholarly account of their Humanities studies as a capstone to their programs. Students will submit a short reflective essay (5-7 pages) and an annotated bibliography (3-5 pages) of the course of study reading that has been most significant in integrating and unifying their chosen disciplines, as articulated in the initial Program Rationale.

As for learning outcomes, the syllabus for HUM 4960 indicates to students that by the end of the semester they should have:

- Learned how to think, read, speak, and write more comfortably and effectively at the college level on an independent basis with your instructor.
- Learned to take advantage of different disciplinary perspectives and scholarly methodologies to write a capstone essay in which you explain how you have been able to integrate them in light of your Program Rationale.
- Learned how to reflect more deeply and critically about the texts you have read throughout the course of your college career that helped to shape your academic program.

The learning outcomes for HUM 4960 Senior Capstone Seminar would seem to accord quite well with the learning outcomes for the program in general. Additionally, the fact that there is a senior capstone seminar for Humanities: International Studies give us feedback from students regarding their learning experiences at UTC, the results of which faculty can then use to improve student learning in the future.

The two previous program reviews addressed the fact that our majors may lack the sense of identity that students in traditional majors enjoy more fully. Students majoring in Humanities: International Studies have traditionally had few opportunities to interact with each other within or outside of classroom settings. The previous program review proposed to gather students together informally outside the classroom. This we are doing in the gatherings described above (see pages 16-17). Another strategy proposed by the previous program review was to adopt already existing curricula to fulfill this need. This has been tried since Fall of 2018 with MLNG 1500r World Cinema, where it was hoped that students could form a community of learners who

benefit from each other's intellectual curiosity and perhaps even friendship. Unfortunately, since the course is not required, not all students take it. Also, often MLNG 1500 is taught on-line so the purpose of creating a sense of community is lost. However, the possibility of following this strategy is present and there is interest in creating a version of MLNG 1500 that is required for Humanities: International Studies majors.

General Education

The required HUM 4960 Senior Capstone Seminar ensures that Humanities: International Studies majors at the end of their academic career at UTC have a chance to demonstrate how far they have come in terms of developing their oral and written skills beyond the coursework done in General Education classes on which most students concentrate during their first two years. It also affords them the opportunity to take some time at the end of what has probably been a busy four years to reflect self-consciously about the interdisciplinary nature of all the knowledge that they have been gaining since beginning their studies at UTC. Humanities: International Studies majors must have a minor (many even take a second major in a specific discipline), and the reflective essay is a good opportunity for mature students to try to see how all of their educational experiences in general education, disciplinary course work, and interdisciplinary studies can be integrated and unified.

The opportunity to look back at specific texts (books and articles) that have helped to shape their voyage of intellectual self-discovery and annotate them critically certainly would lead many students to include and reexamine significant texts encountered in general education courses. The practice in communication skills, especially reading and writing, at a higher level

will afford seniors the opportunity to build upon their experiences as freshmen in General Education courses that emphasized these skills.

Educational Opportunities for Students beyond the Traditional Classroom Setting

Many opportunities exist for Humanities majors to expand their intellectual horizons beyond the traditional classroom setting, including individualized research, service learning and/or internships, and study abroad. In the last few years, a large number of students have availed themselves of this opportunity.

Individualized research is an important way in which undergraduate students (typically advanced students) work more closely with individual professors as they learn how to conduct scholarly research. Such opportunities can be very important especially for students who are planning to undertake post-baccalaureate study. Individualized research for Humanities usually takes place in HUM 4998 in the form of independent study with an individual professor. Undergraduate students may also work with faculty on research projects which may be presented at a scholarly meeting or published.

Service-learning has been an important way in which UTC students have been able to work cooperatively with community members in conjunction with their course work.

Internships are another form of teaching that take place outside the traditional classroom, and it is becoming more commonly accepted as one of the most effective ways to get hands-on experiences in the workforce while still in college. Sometimes these opportunities (often unpaid) turn into exciting and long-term jobs. Humanities: International Studies majors have done several internships in the last five years with local, regional, and global entities, including: the

Bridges Refugee Resettlement, Center for Global Studies at UTC, UTC Library, the City of Chattanooga, Chattanooga Times Free Press, and the Chattanooga School of Languages.

Studying abroad can be an important part of any student's undergraduate experience. It is especially valuable for those students who are majoring in International Studies. Here is a list (not complete) of Humanities majors who studied abroad beginning Fall 2018 to current:

Student Name	Study abroad location	When	Institution / Organization
Student 6	South Korea	More than a year	Ulsan University
Student 12	Spain	Fall 2018-Spring 2019	ISA
Student 13	Finland	Fall 2018-Spring 2019	Direct Enroll: Univ. of Oulu
Student 14	Mexico	Fall 2018	SIT Study Abroad/Mexico: Migration, Borders, and Transnational Communities
Student 15	France	Fall 2018	CIS abroad
Student 3	China	Summer 2019	Princeton in Beijing
Student 1	Spain	Summer 2019	MCLL Faculty Led Program
Student 10	South Korea	Summer 2021	Yonsei University with Benjamin A. Gilman and Freeman-ASIA scholarships
Student 16	Italy	Spring 2022	Program in Florence
Student 10	Germany	May 2022	Honors College

Student 17	France	Summer 2022	MCLL Faculty Led Program
Student 4	Spain	Summer 2024	MCLL Faculty Led Program with Benjamin A. Gilman Scholarship
Student 18	France	Summer 2022	MCLL Faculty Led Program
Student 19	France	Summer 2022	MCLL Faculty Led Program
Student 10	Canada	Summer 2022	Fulbright Canada MITACS- Globalink Research Internship
Student 10	Canada	Fall 2022	McGill University with Fulbright Canada Killam Fellowship
Student 16	Hungary	Spring 2023	Faculty Led trip during Spring Break
Student 20	Spain	Spring 2023	Semester at the University of Granada
Student 10	Spain	Spring 2023	Semester at University of Alcalá (UAH)
Student 21	Spain	Fall 2023	Semester at Barcelona
Student 20	Spain	Fall 2023	Semester at Universidad Politécnica de Valencia

Student 22	France	Spring 2024	Semester French Language and Culture Studies in the French Alps. Grenoble, France.
Student 16	Panama	Spring 2024	Faculty Led trip during Spring Break
Student 23	Japan	Spring 2024	Nagoya University of Foreign Studies
Student 10	Panama	Spring 2024	Faculty Led trip during Spring Break
Student 16	Spain	Summer 2024	MCLL Faculty Led Program
Student 24	Spain	Summer 2024	MCLL Faculty Led Program
Student 25	Japan	Summer 2024	J.F. Oberlin University / Japan

These activities correspond to one of the Strategic Plan goals of CAS: “Increase opportunities and preparation for students, faculty, and staff to have an international or study abroad experience to ensure first-hand exposure to global examples of cultural, architectural, intellectual and scientific achievement”.

It is important to recognize the achievements and potential of students, and the Humanities Program has been responsible for administering the North Callahan Undergraduate Essay Contest, typically awarded in the spring semester. The prize is given to an undergraduate

“whose exceptionally fine essay addresses a subject related to the Humanities (art, music, philosophy, religion, rhetoric/literature, history, theater, or interdisciplinary studies that combine these disciplines)”. The best essay receives a \$1,000 award, which comes from an endowment established by the late Dr. North Callahan, distinguished Professor Emeritus of History (New York University).

Assessment and Recommendations

In general, it must be said that the curriculum that is available for Humanities majors is broad and rich, widely diverse, and up to date. The assessment data suggests that the great majority of students served by the Humanities: International Studies Program meet or even exceed expectations in a variety of learning outcomes. There are an impressive number of courses available for Humanities majors that seek to understand the perspectives of underrepresented groups, or burning contemporary issues such as those surrounding matters of identity, gender, and sexuality, or that address cultural questions from a global perspective, to say nothing of more traditional and still valuable courses, often in disciplinary departments such as Anthropology, History, Political Sciences and Religion, etc.

The individualized curricula for Humanities: International Studies is extremely flexible by design. The requirement of a senior capstone seminar (being phased in as a requirement for all students) has helped to make these curricula somewhat more unified without detracting too much from one of the obvious strengths of the program, its flexibility. A general education course designed to include incoming majors in Humanities: International Studies may help them to form a learning community early on in their academic career which could be helpful for all sorts of

reasons, including retention. This course could be MLNG 1500 World Cinema (as stated above pp. 23-24).

Finally, we are impressed by the number and variety of educational opportunities that have been offered to Humanities: International Studies majors in recent years (individualized research, service learning, internships, and study abroad), and how many of our students have availed themselves of these opportunities. The previous program review stated this recommendation:

We recommend that the Program and the University continue to find ways to promote and support financially those invaluable but sometimes expensive educational experiences (especially study abroad) that might not be possible for some of our students without such support (p. 42).

In response to this the program has created The Program in Humanities Study Abroad Scholarship that is granted to majors who engage in language study abroad during the summers. The scholarship started in 2019, stopped in 2020 and 2021 because of the pandemic, and resumed in 2022. In 2019 and 2022 it was offered to majors in Humanities: International Studies and Humanities: Liberal Arts. Since 2023 each track has been operating autonomously. Since 2019, six students have benefited from the scholarship.

The creation of this scholarship responds to one of the Strategic Plan goals of the College of Arts and Sciences: “Increase opportunities and preparation for students, faculty, and staff to have an international or study abroad experience to ensure first-hand exposure to global examples of cultural, architectural, intellectual and scientific achievement”.

PART 3: STUDENT EXPERIENCE

Student Experience in the Major

The Course Learning Evaluation data provided cover 10 semesters between Fall 2019 and Spring 2024. In general, the results are positive for Humanities, although we do not have specific figures for International Studies. In the following lines, we comment on the data available for the different statements (in bold characters) presented to the students. There is an emphasis in the statement “This course encourages my use of critical thinking skills” since critical thinking skills is often mentioned as a crucial skill for employability.

“I am aware of the learning outcomes of this course, as stated in the syllabus”: In the 10 semesters, the percentage of students who responded “I agree” is above 90% and usually above the percentages of College and University. Only in Spring 2021, Spring 2022, Fall 2022 and Fall 2023 the Department has numbers slightly below the College and University.

“The course content addresses the learning outcome of this course”: In the 10 semesters, the percentage of students who responded “I agree” is above 90% and usually on par or above the percentages of College and University. Only in Spring 2022 and Fall 2023 the Department has numbers slightly below the College and University.

“The course structure assists me in achieving the learning outcomes of this course”: Except for Fall 2023, in all the other semesters more than 90% of the students polled answered “I agree” to this statement. Only in Fall 2022, Fall 2023 and Spring 2024 are the percentages at the College and University levels slightly higher than for Department.

“I am achieving the learning outcomes of this course”: Except for Fall 2022, more than 90% of students answered “I agree” to this statement. Percentages were higher than those of the College and University levels in all semesters except Fall 2022.

“I keep up with all course readings and assigned work”: The performance for this statement is excellent in the three levels (Department, College, and University), with always more than 92% of the students who answered “I agree”.

“This course encourages my use of critical thinking skills”: In 6 semesters the percentage of students answering “I agree” to this statement is above 90%. In Fall 2019, Spring 2022, Fall 2022 and Fall 2023 the percentages are slightly lower compared to those in the College and University levels. Although in general the figures are positive, it is important to point that for this particular statement there are 4 semesters in which the percentage of students in the department who answer “I agree” were between 81.4% and 89.1 %, which is not bad, but it is to some extent lower than in other statements. Although we do not have numbers specific to International Studies, this is important to us because critical thinking is one of the most important skills we expect our students to gain in Humanities. This is something we need to keep in mind while advising students (and talking about the courses they take) and while working with them in their senior capstone essays.

“The way this course is delivered encourages me to be actively engaged”: In 8 of the semesters, more than 90% of the students answered “I agree” to this statement. The percentages for this statement at the Department level were considerably higher than those of the College and University levels, except for Fall 2022 and Fall 2023.

“The instructor is willing to assist me with achieving the course learning outcomes”: In the 10 semesters, the percentage of students who responded “I agree” is above 90% and consistently above the percentages in the College and University levels.

“The Instructor provides constructive feedback on my coursework”: In most cases more than 90% of students responded “I agree”. Only in 3 semesters, the range was between 83.7% – 87%. Most of the times, Humanities numbers are higher than the numbers in the College and the University. Only in Fall 2023 does the University has a better percentage than the Department (84.7 % to 83.7%).

“The instructor responds to my questions and emails within the time-frame indicated in the syllabus”: In 8 of the 10 semesters, the percentage of students answering “I agree” to this statement is above 90%. Numbers are higher than the ones in the College and University levels, except for Fall 2022 where the percentage at the University level is slightly higher.

Student Enrichment Opportunities

Besides the activities described in pages 16-17, majors are notified of diverse activities on campus that could be potentially interesting to them, like the ones organized by the Center of Global Education (e.g. The International Tea Time, with themes that represent different countries around the world) and other activities like talks or film screenings that can be of interest to a student majoring in International Studies. The current coordinator has personally attended several of the International Tea Times and saw majors interacting with students coming from overseas and sometimes practicing the languages they are learning.

Academic Support Services/Advising

Every declared major in Humanities: International Studies has the program coordinator as his or her advisor. From the previous program review (2018) until 2022, majors in Humanities: International Studies were advised by faculty from the department of Modern and Classical Languages and Literatures, while majors in Humanities: Liberal Arts have advisors from the department of Philosophy and Religion. Since 2022 International Studies and Liberal Arts have been operating autonomously. In the case of International Studies, the coordinator assumed the advising of all majors. This is possible due to two circumstances: a decrease in the number of majors immediately after the pandemic and the advising services provided by The Hub.

Until 2022, a faculty member in MCLL was assigned to assist Humanities: International Studies minors. When this faculty member left UTC, the coordinator of the program assumed also the advising of minors in Humanities: International Studies.

UTC offers a convenient and efficient computerized program (MyMocsDegree or MMD) that clearly delineates individual students' academic progress. The program is regularly consulted by students and advisors alike as they prepare for advising sessions and is often used during the actual advisement process as well. Using an assigned, individualized identification (UTC ID), students log in to MMD and can track the classes and credit hours they need to graduate as well as specific requirements that need to be met, including General Education requirements, major-specific classes, minor coursework, and general university graduation requirements such as the foreign language requirement for the B.A. or the 39 senior-level hours required of all students. While there are few specific required major classes for our students, each student does follow in general a plan of study that has been laid out in the rationale which students ideally have completed before the beginning of their junior year. This is a roadmap of sorts which helps to guide students and advisors as they proceed to select courses.

In their last semester, when students apply for graduation, the Registrar's Office usually sends out a request for an official Program of Study. This document lists each of the 15 courses (45 hours) that have been taken in accordance with each student's individual Program Rationale. After receiving this document, signed by both the faculty advisor and the student, the Registrar's Office proceeds to complete a degree check and, as appropriate, clears the student for graduation.

The advisement period usually occurs after the schedule for the next semester has been published and before registration for classes begins, although some students continue to change their schedule before classes begin, and they often seek advisors' input before so doing. Of course, faculty advisors do much more than just give advice about curricula, although that is perhaps their most important function. They also mentor students, asking them to think about their academic progress considering their Program Rationale, inquiring as to their plans, whether post-graduate academic work or careers, and giving general advice, such as the importance of maintaining a strong GPA, finding the right balance of work, play, and study, and recommending the University's counseling services where appropriate.

The University also relies on our "Clear Path to Graduation" to help students make sure that they are meeting or anticipating meeting requirements for the major, semester by semester. "Clear Path to Graduation" can also be helpful to administrators to make sure that courses are being offered in a timely fashion so that students can make satisfactory progress to graduation. Even majors in Humanities: International Studies, whose curricular tracks have relatively few specific course requirements, can find it helpful to have their progress through the curriculum to graduation mapped out in a visual way. A [Clear Path to Graduation](#) for majors in Humanities: International Studies is available online.

The Language Learning Experience

Like other B.A.s, Humanities: International Studies requires that students complete a language requirement of four semesters of a language. It is common for students to add a language as a second major and combine International Studies with either French or Spanish.

Recently, some majors are taking Japanese thanks to the fact that the language is being taught by Professor Takeo Suzuki from the Center for Global Education. This is a language that several students are learning or wish to learn. Currently, students can complete the language requirement following a sequence of four semesters of Japanese, and the same is true for German. There are other languages that students have shown an interest in but are not offered at UTC. One of those is Korean, and since it is not offered our majors interested in this language study it during study abroad trips or on their own.

Interest in learning a third language (or more) is not rare among majors in International Studies. We have worked with students that are real polyglots. We have one student that speaks English, Japanese, Portuguese, and Spanish, and another that speaks English, Urdu, Hindko, Punjabi, Saraiki, and Hindi; and on top of that, she plans to learn Arabic. In these cases, the languages were learned at home. Similarly, we have two students that learned German and Arabic in their households. They could have easily tested out of the language requirement but decided to take courses in other languages, nonetheless.

Sometimes our majors are studying languages on their own. As an example, this personal communication (email) I received from a student illustrates the interest in languages among our majors:

As an International Studies and Spanish for the Professions major, I speak fluently in both English and Spanish. I am currently trying to learn on my own Korean and Japanese from the students who came to UTC from Japan. I am hoping to learn Arabic, Italian, Portuguese in the future, and German which I had taken back

when I was a student at Chattanooga State but had sadly forgotten how to speak it since my Professor had moved back to Germany.

Multilingualism is of course exceptional but appears more often among International Studies majors. In general, we can say, based on the evidence of senior capstone essays, that students value learning a language and consider it an asset when looking for a job or a graduate studies program. The following quotes come from four senior capstone essays and demonstrate that the students themselves find value in learning languages:

To aid in opening more options for study abroad programs, I took three semesters of French. I believe that learning a foreign language allows an individual to compete with others internationally, but also immerse oneself in the cultures that speak these languages. In the US, foreign languages are often seen as unimportant because many have the impression that English is a global language, putting them at an advantage. Personally, I think that this is completely false and that we are doing ourselves a disservice by limiting ourselves to one language. Our international competitors often times speak their own native language in addition to English, allowing them to pursue careers worldwide. Fortunately, I was raised in Germany in a German household. These conditions have allowed me to learn to speak, read and write German fluently. Although this is a gift itself, I did not want to limit myself and decided to study French at UTC and Spanish and Latin prior in high school. All of these languages have similar sentence structures and conjugations which have allowed me to build on each of them. (Student 2).

Another aspect of my journey in both of my current majors would be the foreign languages that I have developed an interest in through studying up to this point; these include Chinese, Japanese, and Korean. My interest in these primarily were drawn from my experiences with various groups of people and forms of media such as video games, anime, and manga. It was also drawn from Economics, where I began studying Spanish and researching the histories and lives of those that speak or have spoken it in the past. As a result of these efforts, I have found a more effective way to explore the cultures and histories of different peoples beyond the context of the classes that I have taken, as well as develop an understanding of how programming languages work, to the extent that I understand that each has elements commonly used within any given language: grammar, syntax, and vocabulary. (Student 5).

While Latin did not directly contribute to my courses concentrated on Middle Eastern studies, it nonetheless was one of the most beneficial classes I took at

UTC because it made me see language in a greater way. The root of many English words stems from Latin roots. I learned that the most sophisticated words in sentences stem from Latin, while the simpler ones stem from German. For instance, a verb like “to free” comes from German. However, its more sophisticated synonym “to liberate” comes from Latin. Seeing this helped me in my reading of more difficult texts because I was able to understand words I was unfamiliar with meant by their Latin roots. For instance, by using my Latin vocabulary, I can understand the English word “pugnacious” has something to do with fighting because its root comes from the Latin verb *pugnare* which means to fight. This skill that I obtained from Latin will benefit me in the future because when I am in law school or practicing law, I will be reading a variety of texts with a lot of words I probably won’t recognize. Knowing the root of a wide variety of words will help me understand the context of the reading, without necessarily knowing the word. (Student 8).

Upon entering as a freshman, I declared a Spanish minor knowing I wanted to improve and make a career of my native language. I believed this would help me gain more job opportunities as a journalist, but I found I could make a career out of Spanish alone. With that, I knew I could use Spanish across Latin America, Spain, and the U.S.

Walking into my first classroom setting after COVID restrictions were lifted, students were encouraged to speak Spanish in the classroom and most excelled at it. I was a bit intimidated not knowing grammar while the rest had a better concept about it. I gained confidence in more advanced classes such as SPAN 3130 Introduction to Textual Analysis and Composition; this was due to how much I enjoyed reading. Reading incorporated grammar and showed by example how it could be used. I became much more comfortable speaking Spanish with the Spanish Club and continue to do so in my SPAN 4640 Interpretation Studies. (Student 16).

The Reading Experience

Students reading less is a common concern among professors. In the different disciplines of the Humanities, however, we can say that in general our students are good readers.

As stated above, HUM 4960 Senior Capstone Project includes an annotated bibliography in which students comment on the books and readings in general that were more influential or inspiring during their college careers. Although it is common that students mention required readings for their courses, often we find that students experience crucial, mind-changing readings

out of the context of a university course. This is important because it points to one of the most important goals in education: to form individuals who are life-long learners.

The effects and benefits of reading could be easily appreciated in the following excerpts from the senior capstone essays of four students:

Although architecture was not a focus of my International Studies degree, it taught me how to use art as a lens through which I could view society. *Buildings Across Time* [Fazio, Michael, Marian Moffett, and Lawrence Wodehouse. *Buildings Across Time: An Introduction to World Architecture*. Hong Kong: McGraw-Hill, 2014] laid out how architectural techniques and styles evolved alongside societal values, political forms, and geographic and economic situations, connecting how aspects of society affected architecture and how architecture signified the type of societal values and situations that dominated the era during which a building was constructed. The book taught me that architecture and other art can be used as a show of socioeconomic status and power or as methods of commenting on social, political, and economic situations. This lesson offered another way for me to make my undergraduate studies even more interdisciplinary. (Student 1).

A reading that influenced my life during my college career was Homer's *Iliad*. I had to read the *Iliad* for my Ancient Anger (CLAS 3750R) course where the only requirement of the course was to slow-read the *Iliad* and write a final paper on a topic involving examples from the epic poem. This reading was influential to me because our professor greatly stressed the importance of slowing down and savoring a work of literature rather than reading it as quickly as possible. We read two books of the *Iliad* per week and each class was spent deep diving into the meaning of every word, metaphor, color, symbol, and more in order to fully understand the epic. This skill of reading with intent will be one that sticks with me throughout my life. (Student 18).

Among the myriad books I encountered, *Around the World in Eighty Days* by Jules Verne left a memorable mark. This classic adventure tale prompted profound reflection on how I perceived travel and exploration, inspiring a commitment to not merely be a tourist but to actively engage with and immerse myself in the cultures and landscapes I encountered worldwide. These literary experiences not only expanded my comprehension of cultural identity and colonial legacies but also reinforced the idea that storytelling, whether through words or experiences, plays a central role in shaping our paths and influencing our future endeavors. (Student 29).

Internships and Working Experience

HUM 3400 Humanities Internship offers the opportunity to engage in a job setting in which the student can learn while working and sharpen the skills learned through his or her years in college. So far we have only a few cases of students who have done internships in the context of HUM 3400 Humanities Internship. This is an area in which we have room for improvement. In some cases, students have found internships on their own. Student 30 represents the case of a student who benefited greatly from three internships, although only one of them was part of HUM 3400 Humanities Internship. I quote lengthily from her Senior Capstone Project because her case illustrates how college courses and working experience combine well to create an enriching experience.

Because I wasn't sure whether I wanted to pursue a career as an investigator, I thought it might benefit me to learn about nonprofit organizations as well. Nonprofit Development helped to familiarize me with the inner workings of such organizations and expanded my educational pallet. I learned of the different fundraising techniques used to sustain the efforts of nonprofits and methods to maintain effective resource management. I was then able to apply my knowledge as an intern for the Women's Fund of Greater Chattanooga. The knowledge I've gained from my coursework aided me as I supported director Jeannine Carpenter in project management. Throughout my time there, I conducted research, analyzed trafficking laws, and identified at-risk individuals. Because I was already familiar with the research, trafficking laws, and warning signs of trafficked individuals, the project took off quite nicely. The objective of the project was to advocate that all faculty and staff members working within the education system receive training every year on warning signs of sex trafficking and sexual abuse. The project allowed me to demonstrate my skills and prior knowledge in a real-life workspace.

My second internship was with Engage Together, a non-profit organization based out of Nashville, Tennessee. With the Engage Together Project, I was not only able to apply previously gained knowledge from my coursework, but I was also able to apply prior experience from the Women's Fund. For our project, we teamed up with the Tennessee Bureau of Investigation (TBI) to conduct a community assessment for all 95 counties in Tennessee. The main idea of the assessments was to uncover and research all efforts to address and prevent human trafficking in Tennessee. Our goal was to strengthen Tennessee's response to end and prevent human trafficking and the vulnerabilities that can lead to it. We gathered a list of every organization, effort, and person presently working to

provide programs and services in areas relating to human trafficking. These areas included homelessness, poverty, drug-endangered youth, domestic violence, sexual assault services, youth aging out of foster care, refugees, recent immigrants, and more. By making this master list of all resources throughout Tennessee, we helped bridge communication and collaboration gaps to better help and refer those in need to resources available to them.

My third and final internship in my undergraduate career was with the Victim's Witness and Protection Program (VWAP) at the Whitfield County Courthouse in Dalton, Georgia. Here, I was able to apply my knowledge of the justice system to real-life situations. I was able to observe the proceedings in the courtroom and experience serving the needs of victims. I was also able to have a hands-on approach to actual trials and victims. Had I not taken Intro to Criminal Justice, Women and Criminal Justice, and so on, I wouldn't have been prepared to observe the courtroom. (Student 30).

More recently, one student had the opportunity to be an intern with the City of Chattanooga within HUM 3400 Humanities Internship (in this case a paid internship, sponsored by the Center of Global Education). Her words first from her senior capstone essay and then from a personal communication were:

Through Humanities, I was able to intern at the City of Chattanooga in building a welcoming community for immigrants and refugees in the area — my specialization in Spanish and the connections within the Humanities program allowed me to get the position of Intern in the Office of New Americans just when I thought I would have to graduate without an internship. If I wanted to hold a position in government, I would be able to.

[A]n internship under humanities brought me the greatest opportunity to see Chattanooga from the perspective of refugees and immigrants. As an intern in the Office of New Americans for the City of Chattanooga, I learned how city government and people in crucial leadership roles help the underprivileged community. My director showed incredible perseverance in building programs from the ground up. One of them being One Chattanooga – a session that helps new arrivals find resources that helps them get acclimated to their new surroundings. I designed the booklets, gathered resources and served as the program's first speaker (Student 16).

Work experience beyond HUM 3400

Most students at UTC combine study and work. Usually there is no relation between one and the other. However, in some cases, students manage to work in areas that are close to their interests and career plans. Two students report on such an experience within their senior capstone essays:

One of the most valuable experiences I had was my summer as a communications intern at an international school in Beijing. I worked closely with a native Chinese speaker and we spent most of our time translating messages to go out to parents of students at the school. This was my first experience with technical translation, especially in a professional setting. While I had spent several years, at this point, studying and being immersed in Chinese language and culture, this was a completely new experience. Ultimately, it was incredibly rewarding, and I produced several Chinese writing samples that I will be proud to submit to potential employers as proof of my written Chinese proficiency (Student 3).

For the International Studies major, it is required to take two years of foreign language. However, I am fully fluent in Arabic so I was able to test out of the language requirement. Regardless of this, I was still interested in learning a different language, so in addition to my two years tested out of Arabic, I decided to take a semester of Latin as well. Even though I did not actually take two years of foreign language, I learned a lot in my semester of Latin and I implemented and strengthened my knowledge in Arabic during my travels in the Middle East and by translating legal documents during my employment at Olsen Law Firm. Arabic is my second language, and I have been speaking it all my life. During my time at UTC, I took measures to strengthen my ability to read, understand, and communicate Arabic. During my sophomore year, I began employment as a paralegal at Olsen Law Firm, an immigration law firm located in downtown Chattanooga. In this employment, I organized documents, worked on forms, and worked with clients to assist in completing their matters. At the firm, we have clients who speak a wide variety of languages from all over the world. A lot of the time, the client's legal documents, such as birth certificates, marriage certificates, etc., are in the language of their foreign countries, so we have to translate them. When we have clients from the Middle East, their documents are in Arabic. Due to the documents being in a different language, I assist by translating them so we can use the information on the documents to complete the immigration forms. This practice strengthened my proficiency in Arabic because when you learn a language in your household, typically you only have practical conversational aspects of the language and maybe some reading. By translating legal documents, I pushed myself to understand nonconversational legal terms. Learning how to interpret legal terms, will help me in my future career as an attorney because learning legal terminology in Arabic will assist me when I work with clients in the future. (Student 8).

And there is more. For example, another student, after finishing college went to Portugal and did an internship as a customer service agent for an international clothing retailer, then another internship for Puma in Germany in the corporate communications department. Currently, as part of her master's degree in Intercultural Communications and European Studies at the Hochschule Fulda (Hesse, Germany) she is doing yet another internship, also for Puma, as a product line manager.

The Research Experience

In International Studies, like in any other humanistic discipline, we encourage students to engage in research. We promote this campus wide with the North Callahan Undergraduate Essay Contest (see pages 28-29). In Spring 2024, one of our majors, won the contest with her essay “Spirituality and Environmental Philosophy”. Outside of the major, we are happy to report that some majors have participated in the conferences organized by URaCE (Undergraduate Research and Creative Endeavors), an office within UTC that, according to their [webpage](#), “is committed to broadening undergraduate research experiences”. For example, in 2023, two students participated in a panel session with their papers “Dealing with Death” and “Nietzsche’s Artistic Philosophy”, respectively. In 2024, another student participated with a poster “Fresh 15 & The Crisis of Food Mold” and another did an oral presentation on “Bells in Magic & Religion”.

We even had one student present her research successfully in the National Collegiate Honors Conferences (NCHC). She had an essay published nationally through URaCE a prestigious undergraduate research journal. Additionally, she was honored with the Sloane Prize for Undergraduate Research award.

More recently, a student published her Honors dissertation “Portraits of Happiness (The Performance of Happiness: A Cultural Critique)” at UTC Scholar.

A quote from a student’s capstone essay offers an illustration of successful combination of course-work, reading and research that led to an essay that received an award and put the student on track to a master’s program:

[POLS 4410] Genocide and Humanitarian Intervention marked a turning point in my undergraduate experience. With its focus on what constitutes genocide and on states’ and international organizations’ policies of intervention, or more often nonintervention, in mass killings, the class sparked a passion in me for working for the protection of human rights and the prevention of mass atrocity. Coursework and class discussions encouraged engagement with difficult topics, such as the purpose and morality of publicizing graphic images of genocides and what qualifies victims as worthy of intervention in the eyes of other states and international organizations. Samantha Power’s book *“A Problem from Hell”: America and the Age of Genocide* was particularly powerful in opening my eyes to the unacceptable systemic failures surrounding prevention of and intervention in genocides and other mass killings. Power chronicles Raphael Lemkin’s lifelong struggle to legally define and codify genocide, and, while on paper Lemkin achieved his goal, it seems to have done little good. Power highlights how instead of using the word genocide to describe acts that fall under genocide’s definition, chief international political decisionmakers shy from the word in order to avoid triggering their international responsibility to intervene under the 1948 Genocide Convention. The research paper requirement for this course offered a perfect opportunity for me to pull together my multidisciplinary education. By combining my knowledge from Spanish courses, Philosophy and History courses, and Political Science courses, I made the argument that Francisco Franco’s rule during and after the Spanish Civil War constituted a politicide, and then discussed the shortcomings of the Genocide Convention regarding its failure to protect political groups. The paper won the Political Science and Public Service Department’s best 4000-level paper award. I have continued to build off of the deep interest in genocide and mass atrocities that I developed in Genocide and Humanitarian Intervention; for example, in an International Law class, I looked at the integrity and strength of international genocide prevention laws and how that integrity and strength was degraded through countries’ and organizations’ refusals to correctly label the Armenian Genocide as a genocide. Importantly, the class led me to my upcoming graduate program, where I will study Peace, Security, and Conflict within the field of International Relations. (Student 1).

PART 4: FACULTY

Faculty Credentials, Preparation, and Experience

It is important to note from the outset that even though our majors take courses with different faculty members in the disciplines traditionally associated with the Humanities, there are no faculty that hold tenure or even appointments in the Program. Even those faculty who frequently or regularly participate in the Program, including the coordinators themselves, have their tenure-home in different academic departments. The current coordinator of the program is a faculty member of the department of MCLL. To speak, therefore, of such questions as Humanities faculty credentials, preparation, and experience, workload and service, scholarly activity, productivity, quality, diversity, and evaluation system is somewhat misleading not only because there are no faculty technically who *belong* to the program. Another difficulty in addressing the question of the Program's faculty is that so many International Studies majors take the great majority of their major coursework in traditional departmental courses taught by faculty who rarely if ever teach a course that is listed or cross-listed as HUM. This could be a problem for measurement purposes, but it is not really a problem because it is simply a function of the way in which this University (and many others) have designed these interdisciplinary programs to work for the benefit of students who are interested in designing their own interdisciplinary majors.

The current coordinator of the Humanities: International Studies program is Dr. José-Luis Gastañaga, Professor of Spanish at the department of Modern and Classical Languages and Literatures. He has a B.A. in Humanities from the Pontificia Universidad Católica del Perú, an M.A. in Spanish from the University of Washington, Seattle, and a Ph.D. in Spanish from Princeton University. He works on Early Modern Spanish literature from Spain and Latin

America. He is especially interested in early forms of the novel (sentimental romance, picaresque, *Celestina*), first person narratives, miscellanies, early forms of autobiography, historiographical writings (*Crónicas de Indias*) and Transatlantic relations. He is the author of *Caballero noble desbaratado. Autobiografía e invención en el siglo XVI* (Purdue University Press, 2012) and co-editor (with Christina Lee) of *Reading and Writing Subjects in Medieval and Golden Age Spain: Essays in Honor of Ronald E. Surtz* (Newark, DE: Juan de la Cuesta, 2016). He has presented his research in conferences domestically and internationally, and his scholarship has been published in academic journals like *Bulletin of Hispanic Studies*, *Celestinesca*, *Hispanófila*, *eHumanista* and *Lexis*, among others, as well as in chapters in collective books.

Faculty Workload/Faculty Service

The question of workload for faculty is determined at the departmental level and does not fall under the Humanities Program's direct purview. The teaching load for probationary and tenured faculty at UTC is, like many of the CAS departments, 3/3 (three courses in the Fall and three courses in the Spring). Currently, the coordinator of the program enjoys one course release, and his teaching load is 3/2 (three courses in the Fall and two courses in the Spring), not counting the supervision of courses like HUM 4960, SPAN 3400 or SPAN 3450 that are assigned every semester on top of the teaching load.

Faculty Scholarship

Dr. Gastañaga's scholarship activity is available as part of his [profile](#) at the UTC website.

Faculty Development Opportunities

The University, CAS, and departments whose faculty teach Humanities students have a wide variety of development opportunities, whether it be for travel to participate in scholarly conferences or to initiate new research programs or to discover new pedagogical approaches involving instructional technology such as the Canvas system (used by all faculty on campus to supplement and enhance course delivery), syllabi preparation, on-line instruction, and many other workshops and training sessions such as those offered by the Walker Center for Teaching and Learning.

Faculty Evaluations

The evaluation process is standardized across the University for all faculty in all departments in an annual process called Evaluations and Development by Objectives (EDO). In consultation with their department heads, faculty establish individual objectives for the academic year in three areas: 1.) Instructional and Advisement Activities, 2.) Research, Scholarly, and Creative Activities, and 3.) Professional Service Activities. Some of the objectives may be completely new initiatives while others might involve finishing up long term projects. Once faculty have had a chance later in the academic year to review the progress they have made toward meeting their objectives, the department head evaluates their performance, assigning them one of four categories: Exceeds Expectations for Rank (Department Head recommends to the Dean), Meets Expectations for Rank, Needs Improvement for Rank, and Unsatisfactory for Rank. The entire process is laid out in the Faculty Handbook, in the relevant [section](#).

Assessment and Recommendations

We have identified the need to have a course designed and offered by Humanities: International Studies as a means to have contact between the program coordinator and the majors, a course that is required from all majors. This course could be MLNG 1500 World Cinema. The course will provide an ideal setting for majors to recognize each other and create a network of common interests. It will also secure a constant contact between the coordinator (who will teach the class) and the majors. Class size (not to exceed 20 students) will facilitate extensive discussion and collaboration, as appropriate.

The previous program review raised a concern that it is still relevant: “It is hoped that by “housing” these two tracks [International Studies and Liberal Arts] within the MCLL and Philosophy and Religion Departments, where there are a large number of faculty with expertise and interest in the liberal arts (Philosophy and Religion) and international studies (MCLL), students will be able to have more frequent and meaningful interactions with faculty who share their disciplinary interests. It makes sense, for instance, for faculty who have experience leading study-abroad trips to advise International Studies majors” (p. 64). These words are still relevant because several majors in International Studies pick a second major in a language (Spanish or French). Some satisfy their language requirement (four semesters) with Spanish, French, Japanese, or German. Some work with languages not offered at UTC but fundamental for their professional goals (like Korean, for example). Recently, UTC is offering Japanese, and some International Studies majors are taking it to fulfill their language requirement.

MCLL faculty offers a diversity that matches the interest of International Studies majors, with colleagues coming from countries like: Burundi, Colombia, France, Peru, Puerto Rico, and Romania. All faculty in MCLL have experience living, studying, working and doing research overseas. Finally, MCLL offers regularly faculty-led study abroad trips to countries like Costa

Rica, France, Greece, Italy, Panama, and Spain in which a good number of International Studies majors have participated.

Part 5: LEARNING RESOURCES

Equipment and Facilities

The two previous program reviews stated the need of the Humanities Program to have a room on campus which can be used as a program office, to keep files and all materials relevant to this program, to develop and display new advertising material, to serve as a meeting place for the majors, and as an advising center, with appropriate written materials and a computer. Although the different Humanities tracks are working autonomously, it remains important for each track to have that space. Currently, the coordinator holds meetings with students in his office within MCLL.

University Library

As stated in their [webpage](#), the UTC Library:

“services all UTC students, faculty, staff, and alumni, as well as the local community. The UTC Library is well equipped to support the research and scholarship needs of the UTC community with an operating budget of over 4.1 million dollars, a dynamic and engaged faculty and staff, a new library building that opened in January 2015, and a broad collection of diverse materials including 600,000 print and ebooks, over 30,000 digital journals available, 150+ indexes and databases, and more.”

The services offered by the library are many and are constantly changing with the arrival of new technologies. Among the services that both students and faculty could find are access to databases, loans of books and other materials, study rooms, interlibrary borrowing, course reserves, research guides, a studio for media creation, special collections and many more.

The Walker Center for Teaching and Learning

In its [webpage](#), the Walker Center for Teaching and Learning states its mission in the following terms: “As UTC's home for best practices in teaching strategies and learning technologies, the Walker Center for Teaching and Learning aims to empower faculty and teaching staff in their academic life through collaboration, purposive learning, and a welcoming environment.”

This center offers a plethora of services to the campus community. Among them there are Canvas tutorials, resources in generative AI, support in pedagogy (course development and technology learning), different trainings and workshops, and many more.

Assessment and Recommendations

Emphasize the need for a proper space for the program. The space can be used for activities that will be greatly appreciated by students, like language tables, for example. Those language tables occur regularly for French and Spanish, organized by colleagues from MCLL, but we have students learning a variety of languages and create time and space for them to practice could be enriching.

PART 6: SUPPORT

Operational Budget

The budget for the Humanities: International Studies is \$3,000 (Coordinator's stipend) with a budget of around \$3,400 for scholarships, awards, activities and other expenses. The North Callahan Undergraduate Essay Contest award (\$1,000) comes from a different fund.

The clerical work for Humanities: International Studies Program is performed directly by the coordinator with the help of the administrative assistant in MCLL.

Enrollment, Graduation, and Retention

According to the Humanities Program Overview, the International Studies major had 23 students enrolled in Fall 2019, 22 in Fall 2020, 20 in Fall 2021, 23 in Fall 2022 and 26 in Fall 2023. We can say that the numbers of majors have remained steady in the last 5 years. However, two years stand out: 2021 is the year with the least number of students majoring (21) and 2023 is the year with the biggest number of majors (26). In any case, the most recent information indicates that the number of majors is in the low twenties, which corresponds to the average of 22.8 in the last 5 years. The lowest number (20) in Fall 2021 is explained by the decreasing in majors across the different disciplines of the Humanities due to the pandemic.

Since 2019, the number of degrees awarded has also remained steady. In 2019-2020 we had the peak number of degrees awarded: 10. In 2020-2021 we had 8, in 2021-2022 we had 4, in 2022-2023 we had 8 and in 2023-2024 we had 9. Again, the pandemic can explain the lower number in 2021-2022. Fortunately, after that year we awarded degrees in numbers similar to the ones in 2019-2020. Again, the lowest rate (47%) in 2020-2021 could be explained by the pandemic. The last year measured, 2022-2023, has a robust 89%. See Appendix 5.

Responsiveness

Since 2019, the three branches of the Humanities (International Studies, Liberal Arts and Women's Studies) have been operating autonomously. The divide has benefited the students since now they have a dedicated coordinator with a specialty and experience that corresponds to the interests and goals of the majors in each branch. The coordinators also can act and advise to a more homogenous group of students. This certainly benefits the communication between students and advisors, which is a central element of our activity. To better reach students with an interest (potential majors), a new brochure was developed that is now used for recruitment purposes (Appendix 1). Copies are distributed at various recruitment events. We also use more immediate and traditional means of communicating with majors and students in general, including direct e-mail messages, word of mouth, and posters. New technology, like Zoom, allows us to hold advising meetings even when scheduling is a challenge. Finally, tools like Navigate help us keep track of students' progress in the major.

The Hub

The Hub is an advising unit that works closely with students to help them succeed in completing their program of study. Since 2019, they advise Humanities majors too, allowing the current coordinator to concentrate especially in program rationales, senior capstone essays as well as in students' major focus, study abroad plans and career goals. Information on the Hub can be found [online](#).

Additionally, we have been in contact with the Center for Academic Support and Advisement. An academic advisor, Katherine Crutchfield, has participated in several International Studies events. Information on the Center can be found [online](#).

Assessment and Recommendations

An assessment of the program will be more efficient if made in the context of a general consideration of the major and its realities and possibilities not only in the region but in the nation. To do that, I have used the information available in DATA USA, a platform that collects, analyzes, and visualizes government data. DATA USA is a partnership between Deloitte, Datawheel, and the MIT Collective Learning Group. Its web page could be visited [here](#).

DATA USA offers data related to our major (that they call “International & Global Studies”). The numbers, that correspond to the year 2022, are very interesting to us. In that year, degrees awarded were 6,614 (declining in 10.2%), average wage was \$91,197 (growing 7.34%), people in the workforce were 979,354 (growing 2.68%) and average employee age was 41.4 (declining 0.19%). These numbers tell us a promising story, that, although there was a decrease in degrees awarded (undoubtedly because of the pandemic), the number of people working in the area has grown and their salaries have grown. A very small decline in the average age of employees indicates that younger people are taking jobs in the area.

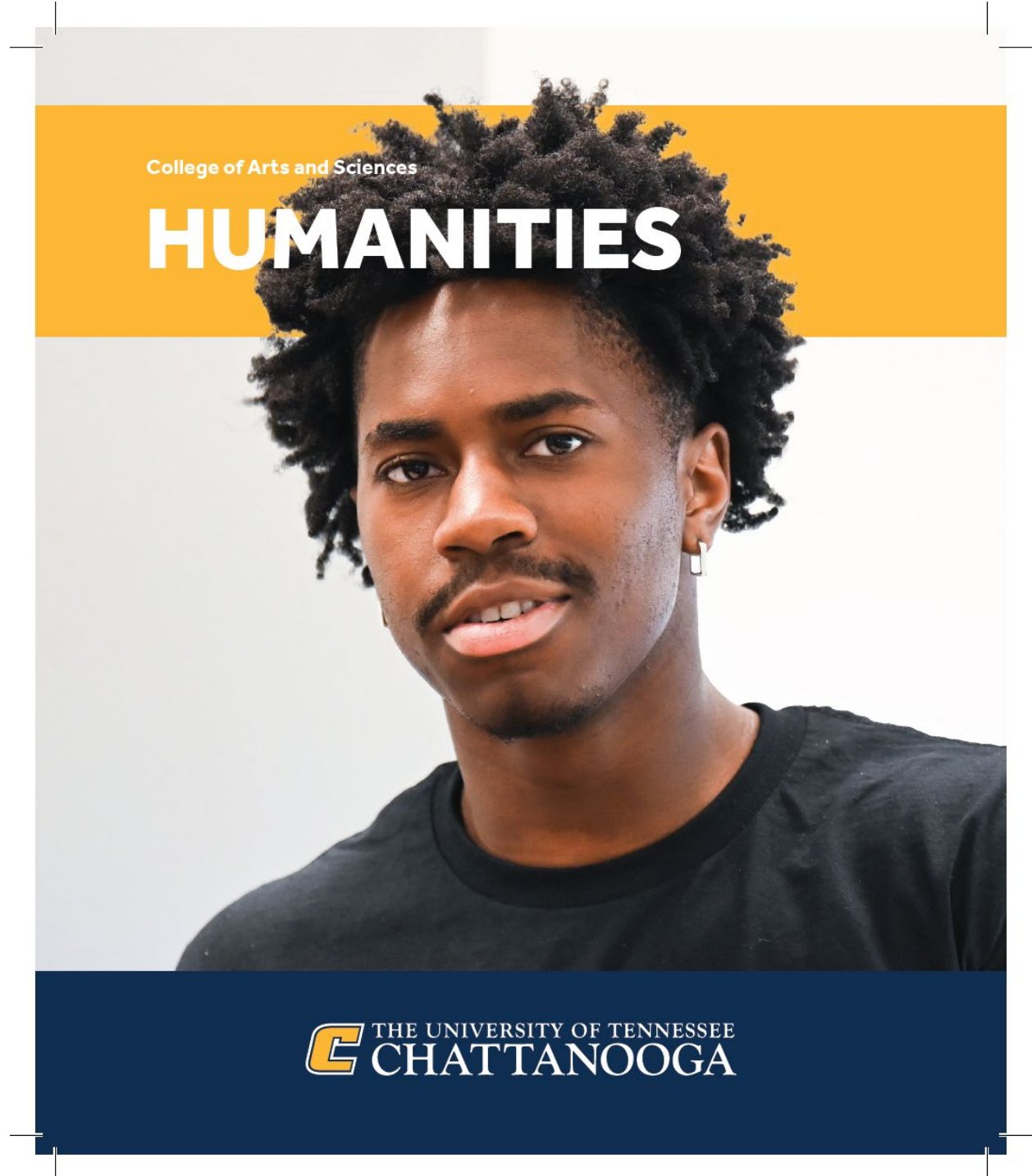
What is very important to us is also what the data says about skills. The most needed skill is reading comprehension. Other skills mentioned are critical thinking, writing, speaking, active learning and active listening. This, of course, is very reassuring for our program because in Humanities: International Studies we orient our students to core disciplines within the major: Anthropology, History, Political Sciences, Religion, Foreign Languages, Classics, and HUM

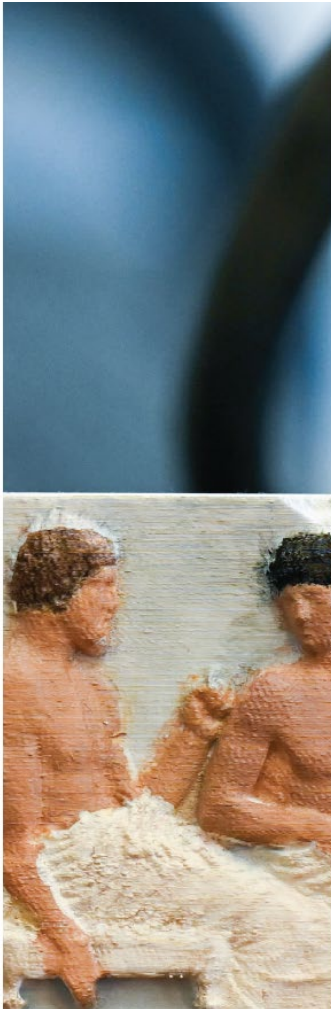
courses in general. Not to mention that a personalized program of study and the possibility of taking electives help a student hone those different skills in a variety of courses. Based on this, we can say that the program is preparing students to succeed at the local, state, regional and national levels. We can add to this that study abroad programs and foreign language studies are preparing our majors to be competitive internationally as well. (Information for the last two paragraphs was taken from [here](#)).

Humanities: International Studies is regularly represented at recruitment events, with information readily made available to students and sometimes parents and other members of the student's family. Two major events are in the fall at the Blue and Gold Day (for visiting prospective UTC students) and in the spring at the Majors Fair (for current UTC students).

The following concern stated in the previous program review is still relevant: "Finally, in light of the understandable emphasis that the Tennessee Higher Education Commission (THEC) and the University put on the number of majors enrolled and graduating from UTC, it is important to make sure that students who are taught and advised by departmental faculty be "counted" in some way towards the productivity of the department in question, since a department's viability is measured to a great extent by the numbers of their majors. If departments do not receive "credit" for the Humanities majors upon whom they expend such time and effort, it is possible that these students will be regarded by faculty as of somewhat less importance than the majors for whom the faculty's department is being held directly responsible and for whom they are given credit, if you will. The unique curricula of the Humanities Program do need to be kept separate from disciplinary majors, for obvious reasons, but from an administrative perspective, it may help the Humanities Program in all sorts of ways if its majors

are seen as “belonging” to an entire group of faculty and directly “counted” as a matter of record towards departmental productivity” (pp. 76-77).





•• What is the study of humanities?

The humanities explore human culture—including literature, philosophy, history and the arts—to understand and appreciate the complexities of the human experience.

•• Why major in humanities at UTC?

UTC offers a flexible and interdisciplinary approach to earning a humanities degree, allowing students to choose one of three concentrations: international studies, liberal arts or women, gender and sexuality studies. Students customize much of their coursework based on their interests and career goals. Graduates leave equipped with skills needed for a range of careers in the public and private sectors.

International Studies: Engage with global cultures and perspectives through an interdisciplinary curriculum complemented by firsthand international experiences to develop a nuanced understanding of the world.

Liberal Arts: Explore the depths of human culture and experience through a personalized, interdisciplinary curriculum that emphasizes reflection and scholarly integration across a variety of liberal arts disciplines.

Women, Gender and Sexuality Studies: Examine the impact of patriarchy on women and girls through a multidisciplinary approach, combining academic study with hands-on service projects to advocate for gender equality.

Core Disciplines

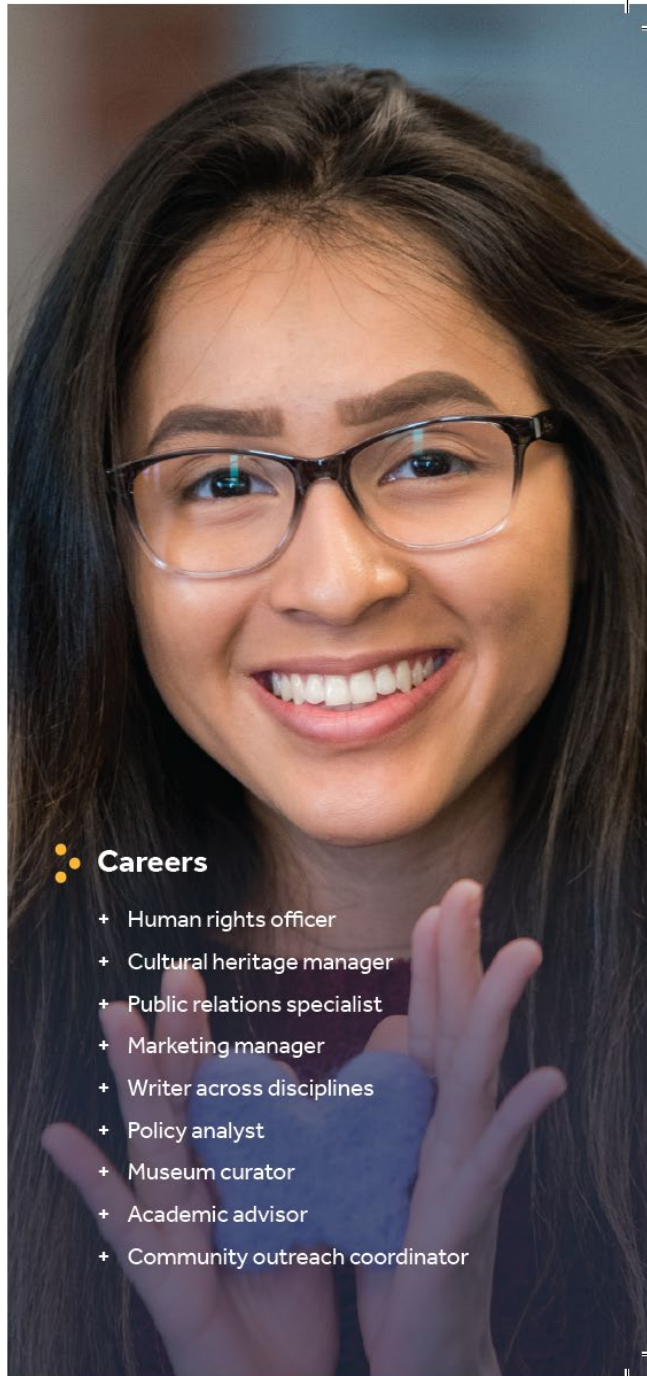
- + Anthropology
- + Art
- + Communications
- + English
- + History
- + Humanities
- + Modern and Classical Languages and Literatures
- + Music
- + Philosophy
- + Political Science
- + Religion
- + Theatre
- + Women's Studies

Marketable Skills

- + Critical thinking
- + Communication
- + Problem solving
- + Cultural awareness
- + Ethical judgment
- + Adaptability
- + Teamwork
- + Research skills
- + Writing proficiency
- + Project management

Careers

- + Human rights officer
- + Cultural heritage manager
- + Public relations specialist
- + Marketing manager
- + Writer across disciplines
- + Policy analyst
- + Museum curator
- + Academic advisor
- + Community outreach coordinator







Explore Humanities at UTC

Discover classes, stellar faculty and
student achievements
utc.edu/humanities

 **THE UNIVERSITY OF TENNESSEE
CHATTANOOGA**

Appendix 2: Samples of Student Work. Program Rationale (pp. 65-68).

Student 1

Pursuing a course of study in Humanities, International Studies, allows me more freedom to explore classes from other departments, mainly from history, political science, and Spanish, and the connections between them. I have a broad range of interests which a humanities degree will help me engage with. In addition to a major in Humanities, I am also completing majors in Spanish and Political Science with a concentration in International and Comparative Studies.

Interdisciplinary studies are extremely valuable; by combining various perspectives from which to look at an issue, interdisciplinary studies offer considerations that might be overlooked when only using one discipline to approach the issue. Some of the classes that have heavily influenced my desire to study international social justice issues were World Politics, Minorities in 20th Century Europe, Marriage, Family, and Kinship in Colonial Africa, and Genocide and Humanitarian Intervention. My study abroad experience in Spain also motivated me to continue learning more about the international community. While I am not specifically interested in a certain time period, I would like to focus my humanities studies on Spain and Latin America.

The effects and consequences of the colonial era are still relevant, but governments and academics do not give the topic the attention and consideration that it warrants. I am passionate about addressing, discussing, and bringing to public attention the historical wrongs that are usually overlooked, including colonialism, particularly in the Americas. I am also particularly interested in the mechanisms of political violence, human rights violations, and systems and structures that perpetuate discrimination, inequality, and oppression.

Student 16

As a double major in Communication and Humanities: International Studies, my hope is to become a well rounded journalist who travels and understands the humanity of people and cultures around the world. With a major in humanities, I have the liberty to take the courses I believe will fulfill my academic and post- college career interests.

With that being said, I am focusing on anthropology, political science and Spanish. Anthropology will allow me to understand human evolution and why areas of the world differ from each other biologically and culturally. This not only ties in the history of a region and its people, but also, what we can expect in the near future. The courses I have taken all tie and build onto each other. For example, biological anthropology allows us to understand why people look the way they do due to geography and then how this influences culture. Political science courses with a focus on international relations are not only interesting, but with classes like Global Politics or Religion and Politics in a Globalized World I am able to see a nation's modern stance on how it treats its citizens and how it interacts with other nations. More personally, if I plan to interview residents of a specific country, I must know what they are experiencing politically. Are they free to speak their minds? How are they getting along with different cultures?

Furthermore, as a Spanish minor, I have the opportunity to expand my native language in a grammarly, literary sense. Through humanities, however, I am seeing its use in a broader way because I not only learn to write it but also appreciate how it is used cross-culturally. I am able to connect Spanish to culture in various parts of the world.

All in all, the array of classes being offered are incredibly useful for my post-graduate career. I am able to connect and build on each topic, from history to the modern and postmodern world. I believe I am being prepared to interact with subjects of all areas and cultures.

Student 29

Having completed my international studies major, I find myself reflecting on the initial rationale that guided the construction of my academic program. This retrospective lens allows me to discern the deliberate decisions woven into the fabric of my educational journey. My academic voyage was driven by a passion for uncovering the unexplored connections between Latin American and South Asian cultures. As someone of South Asian heritage, I keenly felt the absence of courses that delved deeply into these cultural intersections. To bridge this gap, I constructed a program that not only filled the void but also transcended geographical boundaries, aiming to reveal the shared narratives and experiences that united us despite our diverse origins.

The courses I curated for my study provided a comprehensive framework for my exploration. The foundation was laid through HIST 3940R Topics: Postcolonial Caribbean, HIST 3820 The United States & Middle East, and REL 3200 Religions of India, enabling me to grasp the historical underpinnings of the varying regions. Building on this, UHON 3520R Travel Literature illuminated the intriguing interactions that shaped Caribbean, Latin American, and South Asian identities. UHON 3510R Intro to Food Studies further unveiled the often-overlooked historical connections, particularly through interesting food intersections, leading to a broader exploration of global interplay in cultural exchange in the modern world.

At the core of my academic pursuit lay the program's unique ability to foster holistic insights while concurrently comprehending the profound impacts and influence of the United States of America. PSPS 3400R Repairing American Democracy unraveled shared cultural motifs embedded in primary sources and literary works, a narrative that continued to reverberate globally. Subsequently, UHON 3550R Cultivating Creativity prompted an exploration of how

these parallels manifested within individual identities. My first-hand encounter with UHON 3530R Adv, Misfits, & Search/Meaning in Ecuador further allowed me to synthesize my learnings, solidifying my appreciation for the resonances between these two vibrant worlds. This program not only aligned with my personal heritage but also served as a testament to the universal threads that bind humanity together.

In the culmination of my international studies, I embarked on two concluding courses that brought together the threads of my academic journey: HIST 3050 Ancient Near East & Egypt and HIST 3930R: The Inquisition. These courses offered profound insights into realms we had encountered since middle school, urging me to delve deeper into histories and continue my quest for knowledge.

Through this program, I aspired to achieve several overarching goals. First, I aimed to gain a profound understanding of the historical, social, and cultural ties between Latin America and South Asia. This knowledge empowered me to appreciate the universal aspects of human culture while recognizing the unique nuances that made each region special. Second, I hoped to cultivate a cross-disciplinary perspective that transcended academic boundaries, allowing me to draw connections between diverse fields of study. Lastly, I sought to develop skills in cultural analysis, research, and communication that enabled me to contribute to fostering a deeper appreciation for global cultural diversity and interconnectedness. Ultimately, this program reflected my commitment to promoting cross-cultural understanding and enriching my own cultural heritage while embracing the fascinating world of cultural parallels.

Appendix 3: Sample of syllabi for HUM 3400 and HUM 4960 (pp. 69-73).

Humanities Internship (HUM 3400)

Fall 2022

HUM 3400, 45484, 3 credit hours

Instructor: Dr. José-Luis Gastañaga

Phone and Email: 423-425-4450, jose-luis-gastanaga@utc.edu

Office Hours and Location: MW 12:00 pm – 1:00 pm / 236C Lupton

Course Meeting Days, Time, and Location: TBD

Course Catalog Description: A cooperative arrangement between the university and specific elementary or middle schools, social service agencies or businesses.

Course Assessments and Requirements:

Grade Distribution:

Log of Activities	25%
Journal	25%
Supervisor's Letter	25%
Supervisor's Evaluation	25%

Internship Requirements:

- Students are required to complete 100 hours of work (approximately 7-8 hours per week over the course of the semester or term) during hours agreed upon between the individual student and the on-site supervisor.
- Students interested in an internship should contact the professor well before the beginning of the semester for placement with a business, school, or social agency.
- Before the semester begins or during the first week of class, students should fill out an internship form, ask the department head of Classical and Modern Languages and Literatures and the on-site supervisor to sign it, and provide a copy of the signed form to the professor.
- Students should agree upon a schedule with the on-site supervisor and arrive on time, and inform the on-site supervisor if they are sick or unable to come to work.
- Students should be courteous and respectful to everyone (supervisors, coworkers, clients, students, etc.).
- Students should email, contact, or see the academic supervisor in the event of any conflict or problem with the internship.

Written Requirements (due the last day of classes):

- **Copies of the Internship Agreement** signed by both the intern and the participating teacher or supervisor (**due by the end of the first week of school**);
- **A copy of any regulations** which the Intern receives from the participating agency;
- **A log of times, dates, and duties** carried out, written by the intern and **signed by on-sight the supervisor or classroom teacher (form is posted below)**;
- **Copies of any material the student prepares**, unless such a policy conflicts with the hiring agency's policies or infringes upon the privacy rights of clients (due on Reading Day);
- **A notebook with 12 100-150 word entries**, in which the intern reflects upon one or more of the following experiential learning objectives. These can be emailed or turned in weekly or collected into a journal and turned in on Reading Day. At least two different areas must be contemplated during the term:
 1. Identify, evaluate and interpret questions and problems, particularly those dealing with cultural and linguistic differences
 2. Problem solving
 3. Using creative thinking to solve a problem
 4. Communicating ideas in a foreign language

Supervisor Requirements

- Fill out a **rubric/questionnaire** (attached below), which can be dropped off by the student in a sealed envelope or emailed directly to the professor.
- Write a **final letter of recommendation**, which can be delivered in a sealed letter or emailed directly to the professor.
- Contact the professor in the event of any problems with attendance, work, etc.

Grading Scale: A: 90-100%; B: 80-89%; C: 70-79%; D: 60-69%; F: 0-59%

Course Calendar/Schedule:

Each week (for 12 weeks) 1 journal entry of 150-300 words, work 6 hours

Log

Week	Day and time	Tasks	Signature of supervisor
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

Supervisor Rubric for Evaluating Intern

Please score and evaluate students in the following areas:

Outcome	Not observed	Poor: observed rarely, or performed in an incomplete or unsatisfactory manner	Satisfactory: Completes task in an adequate and satisfactory manner in most instances.	Excellent: Completes task in a thorough, innovative, and/or original manner.	Score
Score	0	1	2	3	
Identifies, evaluates, and interprets questions and information					
Problem solving and prioritizing					
Solves problems through creative thinking					
Communicates Effectively					
Integrates knowledge and skills through reflection on learning processes					

Name and Position _____

Signature _____

(no signature is necessary if emailed by supervisor directly to UTC supervising professor)

HUM 4960 Senior Capstone Project
Semester & Year
HUM 49600 / CRN / 1 credit hour

Name of Instructor: José-Luis Gastañaga

Email: jose-luis-gastanaga@utc.edu

Office Hours and Location: TBA / 236C Lupton

Course Catalog Description: Students will work independently on a reflective, scholarly account of their Humanities studies as a capstone to their programs. Students will submit a short reflective essay (5-7 pages) and an annotated bibliography (3-5 pages) of the course of study reading that has been most significant in integrating and unifying their chosen disciplines, as articulated in the initial Program Rationale.

Student Learning Outcomes: At the end of the semester, students should have:

- Learned how to think, read, speak, and write more comfortably and effectively at the college level on an independent basis with your instructor.
- Learned to take advantage of different disciplinary perspectives and scholarly methodologies to write a capstone essay in which you explain how you have been able to integrate them in light of your Program Rationale.
- Learned how to reflect more deeply and critically about the texts you have read throughout the course of your college career that helped to shape your academic program.

Course work: In the first week of classes, you will meet with the Humanities: International Studies program coordinator to schedule regular meetings during the semester. You will receive general orientation in the first meeting and then, in the following meetings, you will present different drafts of your capstone essay.

Appendix 4: Samples of Student Work. Senior Capstone Essay (pp. 74-102).

Student 1

Humanities Capstone International Studies April 22, 2020 Choosing an undergraduate major was very difficult for me. I have a broad range of academic interests, and no single major could encompass all of them. However, the Humanities, International Studies, program, which I encountered during the second semester of my freshman year, allowed me more freedom to explore classes from other departments while maintaining a clear direction of study. The ability to combine courses from different disciplines and relate the course material in ways that enhanced my understanding of international studies was extremely valuable to my personal, academic, and professional growth.

The interdisciplinary nature of my program of study taught me the importance of being able to consider other perspectives and take different approaches to looking at an issue, and I appreciate the more comprehensive learning I participated in. I focused my Humanities studies on Spain and Latin America and around the topics of colonialism, human rights, and violence. The classes I took in these areas deepened my knowledge about institutions and practices that perpetuate discrimination, inequality, and oppression and fueled my passion for addressing international human rights issues, a passion that I will further through my graduate studies and research in the field of International Relations.

I filled my lower division course requirements with classes from numerous disciplines. Two of these classes which were key in forming my foundational understanding of international relations and systems of inequality and oppression were World Politics and Women's Studies. World Politics introduced general concepts of international relations, such as the roles of different types of actors in international politics and economics, foreign policy formation, the

influences of different cultures and ideologies on international relations, and the evolution of current international political situations. Understanding these pieces of world politics laid a strong foundation for me to delve deeper into topics that interested me in later classes, such as how states, nongovernmental organizations, and international organizations address conflicts, human rights violations, and economic difficulties in other states. Women's Studies enhanced my ability to articulate how power structures form and why current institutions often perpetuate unequal power distributions, especially ones in which whites and men benefit. This was particularly relevant to my future research on how Spanish colonialism institutionalized practices that promoted economic and social inequality in Latin America. Additional lower-level coursework in an introductory Anthropology course explored anthropological research methods and the development of culture.

One of the most challenging courses I took as part of my program of study was Political Philosophy I. This course studied early western political philosophies, from ancient Greek philosophers, like Plato and Aristotle, to philosophers of the Enlightenment, such as Locke and Rousseau. The course's essay assignments challenged me to apply ancient philosophies to contemporary political issues, and I had to adapt my thinking to be able to take a more abstract, philosophical approach to explaining current political problems and proposing solutions. This philosophical, theory-building process, while at first challenging, became one of my favorite forms of research; theory-building was an essential piece of making my argument in numerous later research papers. Political Philosophy I also had more demanding class participation than previous classes, and it pushed me to better verbally articulate my arguments and opinions in class discussion on short notice.

In addition to the class textbook, *Princeton Readings in Political Thought*, required reading *A Racial Contract* by Charles Mills proved significant in connecting concepts of Political Philosophy to my greater learning objectives surrounding systems of inequality and oppression. This book expounded upon the introductory knowledge I had gained on racism in the Women's Studies class and increased my interest in understanding and addressing institutions and practices that perpetuate white supremacy and the exploitation of non-whites. Understanding philosophies and systems of power distribution added to my future research into causes of genocide and mass atrocity and of the lack of international intervention.

Genocide and Humanitarian Intervention marked a turning point in my undergraduate experience. With its focus on what constitutes genocide and on states' and international organizations' policies of intervention, or more often nonintervention, in mass killings, the class sparked a passion in me for working for the protection of human rights and the prevention of mass atrocity. Coursework and class discussions encouraged engagement with difficult topics, such as the purpose and morality of publicizing graphic images of genocides and what qualifies victims as worthy of intervention in the eyes of other states and international organizations. Samantha Power's book "*A Problem from Hell*": *America and the Age of Genocide* was particularly powerful in opening my eyes to the unacceptable systemic failures surrounding prevention of and intervention in genocides and other mass killings. Power chronicles Raphael Lemkin's lifelong struggle to legally define and codify genocide, and, while on paper Lemkin achieved his goal, it seems to have done little good. Power highlights how instead of using the word genocide to describe acts that fall under genocide's definition, chief international political decisionmakers shy from the word in order to avoid triggering their international responsibility to intervene under the 1948 Genocide Convention. The research paper requirement for this

course offered a perfect opportunity for me to pull together my multidisciplinary education. By combining my knowledge from Spanish courses, Philosophy and History courses, and Political Science courses, I made the argument that Francisco Franco's rule during and after the Spanish Civil War constituted a politicide, and then discussed the shortcomings of the Genocide Convention regarding its failure to protect political groups. The paper won the Political Science and Public Service Department's best 4000-level paper award. I have continued to build off of the deep interest in genocide and mass atrocities that I developed in Genocide and Humanitarian Intervention; for example, in an International Law class, I looked at the integrity and strength of international genocide prevention laws and how that integrity and strength was degraded through countries' and organizations' refusals to correctly label the Armenian Genocide as a genocide. Importantly, the class led me to my upcoming graduate program, where I will study Peace, Security, and Conflict within the field of International Relations.

In addition to my focus on History, Philosophy, and Political Science, coursework in Spanish was an important part of my International Studies degree. Spanish classes improved my Spanish speaking, writing, and reading skills, equipping me with skills that have proved valuable in professional and academic settings. Many of the Spanish classes I took focused on Spanish literature, and this excited me because I could expand my love to read to include books in another language. My combined Political Science, Philosophy, History, and Spanish experience enriched my critical thinking skills and abilities to look at literature and other art forms from multiple perspectives, and I applied this in my Spanish classes. I enjoyed finding social and political commentary in details of poems and works of fiction I read, and the literature focus enhanced my understanding of both Spanish and Latin American cultures. For example, in a final

paper about *Don Quijote de la Mancha*, I wrote about examples in the novel which Cervantes, the author, used as opportunities to comment on the social and economic inequalities in Spain at the time. Additionally, my Spanish skills enabled me to use sources written in Spanish for multiple research papers.

As part of the International Studies program requirement of extended encounter with a foreign culture, I studied abroad in Alcalá de Henares, Spain, during the summer between my sophomore and junior years. Having spent the previous summer away from home but with extended family, I had some experience with prolonged distance from my family and friends. However, studying abroad was challenging and exciting in new ways. I learned to navigate foreign social practices, public transportation systems, classes, and a new family, all in my second language. My Spanish-speaking skills were low intermediate level when I arrived in Spain, but, although I still have not reached fluency, I left Spain with an advanced proficiency. Importantly, whenever I speak Spanish now, I am more willing to risk speaking incorrectly or hesitating; I am more comfortable having a conversation in Spanish even though I might struggle to smoothly articulate what I am trying to communicate.

At the Ben Franklin Institute at the University of Alcalá de Henares, I studied History of Spanish Painting, Works of Spanish Literature through Film, Introduction to Latin American Literature, and Contemporary Spanish Literature, while also taking a class through UTC, Introduction to Spanish Culture, in which I learned about Spanish history, particularly the Spanish Civil War, and regularly wrote reflections on my study abroad experience. I spent my weekends traveling; I visited Pamplona, San Sebastián, Asturias (specifically Gijón, Cudillero, Covadonga, and the Peaks of Europe), Granada, Sevilla, Madrid, and Lisbon, Portugal. One of my favorite destinations was San Sebastián, a city on the northern coast of Spain near the border

with France. San Sebastián had so much history and a rich combination of cultures – I consistently heard French, Basque, and traditional Spanish being spoken as I walked throughout the city and visited its historic sites. Throughout my travels, I was particularly awed by the variety of architecture throughout Spain; having taken a World Architecture class the semester previous to my study abroad, I was able to recognize architecture styles and estimate the time period when buildings were built. All aspects of my study abroad experience in Spain heavily influenced my academic and personal growth. The adjustment was difficult but, ultimately, it expanded the circumference of my comfort zone, improved my Spanish skills, increased my self-reliance and self-confidence, and strengthened my drive to learn and experience new cultures and places.

My International Studies degree allowed me to take a multidisciplinary, more comprehensive approach to engaging with the variety of courses and topics I encountered through my studies. Many of the themes I encountered during my International Studies courses led me to successfully complete my undergraduate honors thesis. My thesis, titled “Prevailing Facets of Spanish Colonialism: The Roots of Exploitation and Inequality in Latin America,” identified main practices of Spanish colonialism in Latin America which rooted exploitation and inequality into the political, economic, and social structures of Latin America. I then traced the development of those colonial practices throughout Latin America’s history, showing how colonial practices that relied on and simultaneously perpetuated exploitation and inequality remained present and continue to affect political instability, social inequality, and economic disparity in many Latin American countries. In order to describe this large picture, I had to use my knowledge of History, Spanish, Political Science, and Philosophy, and, because of my Humanities education, I was able to deeply dive into studying all of the topics which I initially

expressed interest in in my program rationale: Latin America, Spain, colonialism, state-sponsored violence, human rights, and the institutionalization of inequality and oppression.

The interdisciplinary nature of International Studies benefited me in many ways. Experiences within multiple disciplines became very important in my upper-level research projects since I was more familiar with different source types and research techniques and was able to bring together a vaster range of course knowledge. The openness to and consideration of other perspectives helped me to work better in team and professional settings. The skills I developed through study abroad and learning Spanish as a second language helped me find internships and jobs and get accepted into numerous competitive graduate programs. I strongly believe in the value of having a well-rounded skillset and education, and pursuing a Humanities, International Studies, degree furthered my achievement of those qualities and equipped me with the skills and motivation to pursue additional education and a career in international human rights.

Annotated Bibliography

Chalk, Frank, Roméo Dallaire, Kyle Matthews, Carla Barquero, and Simon Doyle. *Mobilizing the Will to Intervene: Leadership to Prevent Mass Atrocities*. Canada: McGill-Queen's University Press, 2010.

This book takes an in-depth look at the United States' and Canada's international humanitarian intervention policies, particularly in the Rwandan Genocide. It acknowledges that intervention is unlikely unless the states see it as somehow beneficial to themselves, which enables the authors to then lay out logical reasons for intervention, including preventing economic instability, disease outbreaks, and war. In addition to Power's *A Problem from Hell*, *Mobilizing the Will to Intervene*

inspired me to work in international human rights for the prevention of mass atrocities and the promotion of the protection and intervention to which all victims of violence, as human beings, have a right.

Cohen, Mitchell, and Nicole Fermon, editors. *Princeton Readings in Political Thought*. Princeton, NJ: Princeton University Press, 1996.

Princeton Readings in Political Thought introduced me to philosophy and helped create the theory-building research approaches I take in most of my research projects. The book, which contains written works from the earliest Western philosophers to ones from the late 20th century, exposed me to a wide variety of thought and writing styles while also encouraging me to find the common themes and connections among philosophies even as societies progressed and evolved. This book expanded my knowledge of philosophy in general and grew my openness to thoughtfully looking at problems from multiple perspectives. It also deepened my understanding of the foundations and development of modern society and politics.

Fazio, Michael, Marian Moffett, and Lawrence Wodehouse. *Buildings Across Time: An Introduction to World Architecture*. Hong Kong: McGraw-Hill, 2014.

Although architecture was not a focus of my International Studies degree, it taught me how to use art as a lens through which I could view society. *Buildings Across Time* laid out how architectural techniques and styles evolved alongside societal values, political forms, and geographic and economic situations, connecting how aspects of society affected architecture and how architecture signified the type of societal values and situations that dominated the era during which a building was constructed. The book taught me that architecture and other art can be used

as a show of socioeconomic status and power or as methods of commenting on social, political, and economic situations. This lesson offered another way for me to make my undergraduate studies even more interdisciplinary.

Mills, Charles W. *The Racial Contract*. Ithaca, NY: Cornell University Press, 1997.

Mills' *The Racial Contract* was one of the first explanations I read of the pervasiveness of racism in society. Mills identifies the Racial Contract as a metatheory in which all other Western/European social contract theories are embedded. Since this Racial Contract underwrites the modern social contract, the social contract upholds and perpetuates the terms of the Racial Contract: white superiority and the exploitation of nonwhites. Once I read *The Racial Contract*, I began to see its accuracy and to grasp its implications. Despite the lack of attention historically paid to the Racial Contract, its institutionalization of white domination and nonwhite subordination can be seen across Western cultures. Concepts in *The Racial Contract* helped me explain in my honors thesis why the structures established in colonial Latin America by Spain ingrained practices of racism and exploitation that still affect countries today. *The Racial Contract* was truly an eye-opening read.

Power, Samantha. *"A Problem from Hell": America and the Age of Genocide*. New York, NY: Basic Books, 2013.

In *A Problem from Hell*, Samantha Power, the former United States ambassador to the United Nations, chronicles Raphael Lemkin's life struggle to define and legally codify genocide under the 1948 Genocide Convention. Power discusses labeled and contested genocides and how the United Nations, the United States, and other countries and international organizations have

previously responded to cases of ethnic cleansing, state-sponsored violence, genocide, and other mass atrocities. The record shows a disturbing and shameful trend of nonintervention, and Power's detailed descriptions of mass atrocities inspired me to pursue additional education and a career path in international human rights. *A Problem from Hell* was pivotal in stimulating my deep research interests in genocide and genocide prevention, the causes of mass atrocity, and how individuals and states can achieve justice for and move forward from instances of state-sponsored violence.

Slater, David. *Geopolitics and the Post-colonial: Rethinking North-South Relations*. Oxford: Blackwell Publishing, 2004.

Slater's *Geopolitics and the Post-colonial* explores the interesting phenomena of North being associated with prosperity and modernity and South with struggles and underdevelopment. Slater points out how recent United States interventions in Latin America under the guise of "developing" and "modernizing" the region mirror colonial sentiments of "civilizing" indigenous peoples in the Americas. This argument provided a lens through which to view North-South relations and first-world countries' interventions in third-world countries and increased my understanding of how colonial logics of exploitation and inequality are reiterated through international relations. Slater's book was a major resource in my honors thesis on Spanish colonialism in Latin America, and I anticipate researching postcolonial theory more in my future graduate studies.

Student 16

Humanities: A Holistic Approach in Studies for Endless Opportunities

The world is a melting pot of culture, religion, politics, knowledge and varying human history. The study of Humanities with an emphasis on International Studies have brought me to better understand the plethora of history and information that is human culture and society. The best decision I could have made in my college career was to add the major of Humanities to my curriculum. Many of the classes I wished to take were not accessible with a Communication degree alone. The flexibility of Humanities allowed me to fill my plate with things I enjoyed learning about growing up: history, anthropology, political science all while not solely focusing on one topic. Humanities broadened my horizons by allowing me to take trips to Italy, Hungary, Panama and Spain all while earning college credit.

Creating a Curriculum

With that being said, upon entering UTC and declaring a communication major I also wanted to add a major or minor that piqued my interest and would retain it for the following four years; therefore, the second semester of my freshman year, I declared a history minor. I thoroughly enjoyed history growing up, but I quickly learned that the history curriculum would not retain my interest for long. I wanted to keep learning about global history at the college level, while learning about the world around me so I also considered a double-major in political science. I took a course of PSPS 1000 Introduction to Political Science where professors of various topics spoke about their teachings — I learned that the only classes that piqued my interest were international relations or global politics and I did not want to have to take the major classes that were not global-related. I soon dropped that as well. Furthermore, I enrolled in 1100 Biological

Anthropology as part of a general education credit and I was immediately drawn to science which I rarely batted an eye to in the past. This incorporated history and human interactions, and as I researched a minor in this topic I came across International Studies under the Humanities umbrella.

All that goes to say, a student who wished to take courses solely catered to their interest was ultimately able to. That is because Humanities: International Studies as opposed to Political Science: International Studies relates more to human experience than policy. This major was all encompassing to my previous hopes of learning, so after a meeting with the Humanities advisor, Dr. Jose Luis Gastañaga, I knew I had to create my own specialized curriculum. What's more, the things I learned in specific classes have taught me irreplaceable things.

In SPAN 3110 Spanish Composition and Conversation, I was able to better grasp grammar in my native language. Spanish is my first language, but I did not have practice in writing or reading. Moving forward to SPAN 3130 Introduction to Textual Analysis and Composition, I learned to read and understand the various writing styles of renowned authors across Latin America and Spain. Through this, I learned the different phases of writing from magical realism to modernism as well as the different regional forms of writing. I learned to love poetry in my native language thanks to works by Juana de Ibarbourou or Francisco de Quevedo. Now, in SPAN 4640 Interpretation Studies I have acquired the basics of becoming an interpreter. In the classroom, we have learned the best procedures and ethics to becoming a bilingual servant to those who may not understand English. We take our classroom knowledge to the real-world by shadowing professionals such as school, medical and court interpreters.

In political science, what began as 1020 World Politics enabled me to take political science to the advanced level. I enjoyed learning about the Middle East and how interconnected

conflicts are — as a result of religion and its history — in 1040 Global Culture and Politics. In this class religion in the Middle East and politics were intertwined and the results were extraordinary to learn. We often learn in the U.S. of the more radical muslims, but it's such a wide religion that no one explanation can encompass it. Here, I learned Islamic history and how Islamism is violent due to “sunna”, Muslim law based on Muhammad’s words or actions, because he conquered by violent, forceful methods. I resumed taking more courses following religion beginning with a religion class abroad, and further in 2700 Comparative Government. In comparative government I was submerged in the individual ways countries govern and how they came to do it.

In the book, *The Good Society: An Introduction to Comparative Politics* authors Alan Draper and Ansil Ramsay meticulously described the history of each nation and the regime of governing. For example, I was previously confused on how Russia and China’s increasing authoritarianism affects its people, and by using the Capabilities Approach in developing capabilities through politics and participation- democratic rights and informed decision making, I was able to categorize each as not a good society. I also learned that democracy in the US is very different from democracy in the Nordic countries by analyzing the branches of government, constitution, number of parties and more.

As for 3830 Religion and Politics in a Globalized World, I came to understand how one country’s politics affect other countries. Here, as a class we discussed the Israeli-Hamas conflict as it resumed on October 7 and were able to understand both sides. This was enough for me to write an opinion piece on the UTC student newspaper helping others understand it as well. Here, weekly articles and a final paper helped me understand each method of religion even more. In my final, Selcen Öner’s *Turkey and the European Union: The Question of European Identity*

helped establish why Turkey's origins prevent it from getting involved in the European Union, and that is because of its Ottoman roots in addition to religion.

Moreover, I learned about Latin America in this class — a region that is not often discussed — and further learned about more countries in 3700 Latin American Politics and how my parents' home country came to have the government it has today. I learned that Brazil, Argentina and Chile pursued democracies for the people but ended with years of military dictatorship yet its people persisted. I did not realize how much U.S. involvement each country received each time leading to a coup-d'etat and a corrupt leader who fit the U.S. mold. It was all fascinating to learn since it is not discussed in most classrooms.

Anthropology was another course I learned to love at the university. In 1100 Biological Anthropology I took many notes because I was so deeply interested in the subject matter, particularly evolution. In the accompanying lab, we saw the different fossils, bones, and species that lived before us. This enabled me to also take ANTH 1200 Cultural Anthropology and ANTH 3700 Emotions in Social and Cultural Contexts. Once I understood the physical attributes of anthropology through biology — such as why the color of our complexion is different from one another and why primates evolved the way they did — I moved onto learning how we now relate to one another culturally. I learned how different cultures accept medicine, whether it's medical through doctors or traditional through shaman. As well as the food, the religion, how anthropologists can be ethical in their discoveries while not manipulating the communities they are observing was fascinating to learn.

The course 3700 Emotions in Social and Cultural Contexts allowed me to understand my own emotions and allowed me to see why people behave the way they do. This includes the collective nature of Asian cultures versus the individualism of the West. I learned about

emotional dissonance and why beings with a mixture of emotions should not suppress them. This specific class knowledge could apply to any career because I am now able to understand myself, my community and how to approach them.

Lastly, the history I yearned to take but failed to enjoy was better situated alongside other interests, that of documentary filmmaking and traveling. HIST3930R Minorities in 20th Century Europe improved my skills as a journalist while also dabbling as a historian. In the course, I learned about the Jewish, German, and Roma minority groups in Hungary. Their struggle was put into perspective when getting to speak to the people injustice affected in Hungary. The spring break trip to Hungary was one of the highlights of my life because I spent a week traveling to new places with my classmates while gaining skills as a documentary journalist. In a room full of stoic historians, I searched for the confidence to interview on behalf of my group and I was successful in asking the right questions — as told by the professors who attended.

Persistence in Language

Upon entering as a freshman, I declared a Spanish minor knowing I wanted to improve and make a career of my native language. I believed this would help me gain more job opportunities as a journalist, but I found I could make a career out of Spanish alone. With that, I knew I could use Spanish across Latin America, Spain, and the U.S.

Walking into my first classroom setting after COVID restrictions were lifted, students were encouraged to speak Spanish in the classroom and most excelled at it. I was a bit intimidated not knowing grammar while the rest had a better concept about it. I gained confidence in more advanced classes such as SPAN 3130 Introduction to Textual Analysis and Composition, this was due to how much I enjoyed reading. Reading incorporated grammar and

showed by example how it could be used. I became much more comfortable speaking Spanish with the Spanish Club and continue to do so in my 4640 Interpretation Studies.

Beyond the Classroom

In addition to my work in the classroom, I crossed borders to get an education outside of a city where I have lived most of my life. The second semester of my sophomore year, I left for Florence, Italy and completed classes that counted for general education and Humanities. Three months I lived in a city where they spoke neither English nor Spanish but my joy of creating videos and learning about the world blossomed here. I got to create short films with Filmmaking I and learned in depth about western and eastern religions through World Religions. Then, the History in Renaissance Italy course helped me understand the environment I was living in because the interactive class allowed its students to walk around Florence as the instructor discussed its importance.

In Hungary, I saw Budapest's best attributes and saw Vienna, Austria through a historical lens. This was grandiose but the best parts of my week-long trip came from the unique experiences we were offered for being in a class. We visited the city of Pécs, Hungary and the villages of Máriakéménd, Nagynyárád, and Gilvánfa. We learned about the German, Jewish and Roma struggles in each location and how they are viewed by each group. In Pécs, I interviewed professors at the University of Pécs in the department of Roma Studies as well as Roma students. One of a select number of departments across Hungary. This was an eye-opening experience and I was able to make a 10 minute documentary about them alongside my team. The class was also welcomed in Gilvánfa — a predominantly Roma community — where after-school educators were helping Roma students be the best version of themselves through programming and kind

guidance.

In Panama, service-learning activities consumed the better part of my class's day. My favorite being a visit to Juntos Podemos Curundú, a bilingual school for children living in the poor, dangerous province of Curundú. They excelled at English and were eager to learn about us as American students. We taught them greetings, vowels and family and the fourth graders taught us handshake games while the kindergarteners asked for help in crossword puzzles. It was incredible seeing them so joyous in an area that is not as safe as they deserve. The nature here was also incredible, and offered a perspective in why advocating for conservation efforts in students is important. Here, we went on a hike where cars could still be heard on the highway and helicopters scared the animals away. Overall, it was an amazing experience that provided yet another outlet for reasons and places I should travel for in my future.

Humanities in the Workforce

The classes I decided to take were initially added to my schedule because I was interested in what they offered; I rarely thought about how they would affect my future after college. I focused on my communication degree because my ultimate goal is to become a journalist; however, when my schedule became a majority of Humanities courses I soon realized — particularly in my last semester at the University of Tennessee at Chattanooga — that many more doors of job opportunity were open for me in addition to journalism.

In my college journey, I learned Humanities and Communication go hand-in-hand. As an aspiring journalist, Humanities courses put the world of politics and human interactions into perspective. I know how to better approach a story or a potential interviewee. I can see myself traveling and understanding the government, culture, religion, etc to better get an idea of what

kind of story approach I want to take.

Through Humanities, I was able to intern at the City of Chattanooga in building a welcoming community for immigrants and refugees in the area — my specialization in Spanish and the connections within the Humanities program allowed me to get the position of Intern in the Office of New Americans just when I thought I would have to graduate without an internship. If I wanted to hold a position in government, I would be able to.

Moreover, when a former UTC student discussed her life as an English educator in Spain, I realized that was feasible with the steps I was taking myself. I was a childcare assistant during a majority of my college career and later a resident assistant on campus, so the soft skills those roles provided as well as the skills I learned in the classroom, I believe I am equipped to take that on as a starting position in Europe. Then with that language addition, SPAN4640 Interpretation Studies opened my eyes to the world of interpreting services with the court system and medical care services. In SPAN 4640 Interpretation Studies, I shadowed experts that could someday be me.

Overall, international studies has been a valuable supplement to my future and job opportunities due to the experience obtained through each curriculum I elected for my major. From language to anthropology, I have a better understanding of people, places and how to interact with such things. Moreover, whatever it is I decide to dedicate myself to, I now know that I should dig a little deeper wherever I am because places like Juntos Podemos are not as visible to visitors but need the most help. This in turn allows me to help the general public understand that humanity still lies in inconspicuous corners of the globe.

Student 29

Reflecting on My Academic Odyssey

My academic journey has been an intricate tapestry of choices and experiences, a reflection of my deep-seated passion for uncovering the unexplored connections between South Asian cultures and other cultures around the world. As someone of Pakistani heritage, I keenly felt the void left by the absence of courses that delved deeply into these cultural intersections. To bridge this gap, I meticulously curated a flexible program within the International Studies field that not only filled the void but also transcended geographical boundaries, aiming to reveal the shared narratives and experiences that unite us despite our diverse origins.

At the heart of my college journey, a series of carefully chosen courses formed the bedrock of my academic exploration. These courses not only enriched my understanding of the world but also played a pivotal role in shaping my intellectual path. HIST 3940R Topics: Postcolonial Caribbean, HIST 3820 The United States & Middle East, and REL 3200 Religions of India were the cornerstones that provided me with the historical context necessary to comprehend the intricacies of diverse regions.

These courses were far from being mere academic exercises; they were profound awakenings. Through HIST 3940R, I delved into the complex legacy of colonialism in the Caribbean, unraveling the lasting impacts of this historical period on the region's culture and identity. HIST 3820 took me on a journey through the intricate relationship between the United States and the Middle East, helping me grasp the geopolitical intricacies of this vital global nexus. Meanwhile, REL 3200 introduced me to the rich tapestry of religious traditions in India, shedding light on the spiritual dimensions that underpin this culturally diverse nation. UHON 3520R Travel Literature truly ignited my passion for exploration. Within the pages of narratives

penned by intrepid explorers and travelers, I embarked on virtual journeys across the Caribbean, Latin America, the Middle East, and South Asia. These readings transported me into the minds of those who had traversed these regions, allowing me to see the world through their eyes. Beyond the classroom, this course served as a catalyst, motivating me to become a traveler in my own right. Armed with a newfound cultural sensitivity, I began to explore my surroundings with a fresh perspective, seeking to connect with the diverse communities that enriched my college environment.

Similarly, UHON 3510R Intro to Food Studies provided me with a distinctive lens through which to view cultural connections. This course illuminated the profound role that culinary traditions play in bridging cultures. I discovered that food, with its tantalizing flavors and diverse recipes, could serve as a universal language, fostering an appreciation for the interplay of ideas, ingredients, and influences that transcend geographical borders. As I studied the evolution of cuisines across different societies, I realized that the culinary arts could serve as a gateway to understanding and embracing the multifaceted world around me.

PSPS 3400R Repairing American Democracy proved to be a challenging yet invaluable experience. As a representative of international studies, I found myself immersed in discussions where my values clashed with those of my classmates. Despite these disagreements, I embraced the opportunity to engage respectfully and articulate my beliefs. The course pushed me to critically examine my convictions and navigate ideological differences. It underscored the importance of fostering open dialogue, especially as a student in international studies where diplomacy and open-mindedness are paramount. Through Repairing American Democracy, I learned to navigate diverse perspectives, finding common ground even in the face of strong ideological discord. This experience not only challenged me academically but also shaped me as

an advocate for global understanding within the context of American democracy. As I reflect on my journey, I carry forward the lessons of respectful engagement and open-minded dialogue. However, my college education extended far beyond the confines of the classroom, opening doors to a realm of opportunities that enriched my academic journey and prepared me for my future endeavors. One of the most defining aspects of my college experience was my active participation in the National Collegiate Honors Conferences (NCHC). These conferences, far more than mere academic gatherings, served as vibrant hubs of intellectual exchange that left an indelible mark on my college career.

NCHC provided me with a platform to showcase the culmination of my academic endeavors. I had the privilege of presenting my research, which had been cultivated through the diverse array of courses I undertook as part of my HUM International Studies major. The opportunity to share my insights with a diverse and engaged audience was immensely gratifying. It was here that the academic foundation laid in the classroom truly came to life, and I could witness the impact of my studies on a broader scale.

The pinnacle of my experience at NCHC came when my research was nationally published through UReCA, a prestigious undergraduate research journal. To my astonishment, I was honored with the Sloane Prize For Undergraduate Research award, a momentous recognition that altered my perspective on academia. This achievement instilled a profound sense of confidence and pride in my scholarly abilities. It reassured me that my pursuit of knowledge and interdisciplinary exploration were not in vain. This award served as a beacon, guiding me toward a future where I could contribute meaningfully to the world of academia. NCHC was more than a series of conferences; it was a transformative experience. Through these events, I came to appreciate the power of interdisciplinary dialogue, the significance of sharing insights across

cultural and geographical boundaries, and the value of collaboration. These realizations fueled my passion for fostering cross-cultural understanding, an essential skill in our interconnected world.

Beyond the accolades and presentations, NCHC allowed me to connect with like-minded individuals who shared my zeal for knowledge. Engaging in discussions, networking, and forming friendships with fellow attendees broadened my horizons and expanded my intellectual horizons. These interactions not only enriched my college experience but also provided valuable insights into the myriad career paths and opportunities that awaited me beyond graduation. Another pivotal moment in my college journey was undoubtedly my study abroad trip to Ecuador, a transformative experience made possible through the Honors College. This adventure allowed me to step outside of my comfort zone, submerging myself in a vibrant and distinct culture while simultaneously gaining a deeper understanding of the complex global forces at play. Ecuador, with its rich fabric of traditions and landscapes, became a classroom without walls. I traversed a multitude of cities, each with its unique charm, but it was the enchanting town of Banos that left an unforgettable mark on my memory, where we rode caterpillar buggies in the middle of the night, played soccer with the locals, and white water rafted on the Amazon jungle despite not knowing how to swim. From there, living with a welcoming host family in the heart of the jungle, I not only shared stories but also learned how to make chocolate from scratch, a skill I had never imagined acquiring. The experience of hiking to unearth volcanic ash, and venturing into the lush rainforest, was equally captivating, connecting me to the Earth's raw power in an extraordinary way.

The journey wasn't just about the places I visited, though. It was about forging connections with people whose lives were deeply intertwined with their environment. These

interactions with local communities offered me invaluable insights that transcended the confines of any classroom setting. I heard firsthand accounts of the impact of globalization on traditional societies, witnessing both the opportunities it brought and the challenges it posed. This, in turn, fortified my belief in the significance of experiential learning.

As I immersed myself in Ecuador's diverse landscapes, one moment stood out vividly: a day when I found myself gazing at alpacas grazing peacefully on the side of a volcano while I was soaking in natural hot springs. It was a surreal juxtaposition of nature's serene beauty against the backdrop of raw geological power. This moment encapsulated the essence of my study abroad experience—where I marveled at the wonders of the world while contemplating the intricacies of globalization and cultural preservation.

My time in Ecuador broadened my perspective and deepened my appreciation for cultural diversity. It illuminated the interconnectedness of our world, highlighting the importance of embracing different viewpoints and fostering global awareness. This experience, beyond any doubt, played a pivotal role in shaping my understanding of international studies and its real-world applications. Through this journey, I learned that education extends far beyond the walls of a classroom. It is about the people we meet, the places we explore, and the perspectives we gain. Ecuador was not just a destination; it was a profound lesson in the power of experiential learning and cultural immersion.

This study abroad experience in Ecuador has not only enriched my personal growth but has also equipped me with invaluable skills and insights that will undoubtedly serve me well in my future endeavors, whether in graduate school or within an international organization. It has cemented my belief that the field of international studies is not just an academic pursuit but a

life-long commitment to understanding, appreciating, and contributing to our interconnected world.

Extracurricular activities also played a pivotal role in shaping my college journey. Beyond academics, I actively participated in various cultural clubs that allowed me to deepen my connection to my Pakistani and Asian heritage. Notably, my involvement in the Asian Student Association and my position as an executive board member of the Muslim Student Association's executive board were defining aspects of my college experience.

One standout achievement during my college years was co-founding and organizing the International Sunset Fall Fest. This event brought together a diverse array of students, offering them a delightful immersion into the global tapestry of cultures. From savoring culinary delights to engaging in activities inspired by various corners of the world, the Fall Fest aimed to create a genuine sense of international camaraderie. As the leader of this ambitious project, I shouldered the immense responsibility of ensuring the accurate representation of the international community and its diverse cultures to our college community. This experience taught me the significance of meticulous planning, effective coordination, and the power of cross-cultural communication.

Participating in these clubs transcended mere social interactions; they transformed into vibrant communities that allowed me to connect deeply with individuals who shared my cultural background. These spaces were more than meeting grounds; they served as platforms for fostering a profound sense of belonging and cultural pride. Through these organizations, I had the privilege to engage in diverse activities, ranging from cultural festivals to language workshops. These experiences not only enabled me to celebrate my own heritage but also provided valuable insights into the rich traditions of others.

During my college journey, my personal reading choices were likewise a vital part of my development, helping me shape my perspective and enrich my understanding of the world. Revisiting beloved book series like *The Raven King* and *Fablehaven* from my middle school years served as a reflective anchor, allowing me to reconnect with my younger self and ponder the evolution of my identity and aspirations. These books poignantly reminded me of the enduring power of imagination and storytelling in molding one's character and ambitions. Diving into more profound literary works such as *A Small Place* by Jamaica Kincaid offered a stark and thought-provoking perspective on postcolonialism and the lasting impact of imperialism. This exploration deepened my comprehension of the complexities surrounding historical legacies, which proved invaluable in my studies within the International Studies major.

Another standout moment in my literary journey was my encounter with *Circe* by Madeline Miller. This captivating tale not only transported me to the realms of Greek mythology but also laid the foundation for an award-winning presentation, highlighting the transformative influence of literature on personal growth and academic achievement.

My exploration of a diverse range of texts expanded my horizons as an aspiring professional. Works such as *The Sweet Spot: The Pleasures of Suffering and the Search for Meaning* by Paul Bloom and *There There* by Tommy Orange offered unique perspectives on the human condition, enhancing my capacity for empathy and understanding different viewpoints. I also delved into plays like "W;T," which broadened my understanding of intersectionality and fostered a more inclusive worldview. Among the myriad books I encountered, "Around the World in Eighty Days" by Jules Verne left a memorable mark. This classic adventure tale prompted profound reflection on how I perceived travel and exploration, inspiring a commitment to not merely be a tourist but to actively engage with and immerse myself in the cultures and

landscapes I encountered worldwide. These literary experiences not only expanded my comprehension of cultural identity and colonial legacies but also reinforced the idea that storytelling, whether through words or experiences, plays a central role in shaping our paths and influencing our future endeavors.

Continuing that path, in the summer of 2023, a transformative experience unfolded when I had the privilege to participate in the Junior Summer Institute hosted by Princeton's School of Public and International Affairs. This pivotal moment reignited my passion for international affairs and reaffirmed the paramount importance of global cooperation in addressing the world's most pressing challenges. My time at Princeton marked a significant juncture in my educational journey, one that enriched my understanding of the imperative to bridge cultural and geographical divides in our ever-connected world.

Immersed in the vibrant intellectual environment of Princeton, I had the opportunity to engage with a diverse cohort of students and esteemed faculty members. These interactions deepened my appreciation for the significance of fostering cross-cultural understanding, as it became evident that the complex issues facing our world demand collaborative solutions. The exchange of ideas and perspectives among individuals from various backgrounds underscored the necessity of global collaboration and broadened my outlook on international studies. One of the most remarkable aspects of this experience was the connections I forged with like-minded peers, numbering over 25 individuals hailing from diverse corners of the globe, including Nigeria, Kenya, Nepal, and more. These friendships, minted in the crucible of shared aspirations and dedication, left an indelible mark on me. Although I may never recapture those moments exactly as they were, I am reminded daily of the profound bond we developed. My determination

to reunite with these cherished friends fuels my commitment to international studies and global collaboration.

Each morning, I wake with renewed resolve to contribute to a more interconnected world, one where geographical boundaries are transcended by the shared pursuit of progress and understanding. My time at Princeton's Junior Summer Institute crystallized my commitment to this cause and illuminated the path forward in my academic and professional journey.

Finally, during my college career, I also encountered the requirement to learn a new language as part of the program. However, my unique upbringing, which saw me exposed to three different languages at home and various others through interactions with diverse cultures, led me to take a different path. Rather than delving into a completely new language, I decided to enhance my existing language skills, particularly in Hindko and Punjabi. My goal was to attain fluency in reading and writing in these languages, a choice motivated by a strong desire to connect more deeply with my cultural heritage and expand my linguistic abilities. This journey involved significant dedication to mastering Hindko and Punjabi, enabling me to not only gain a deeper understanding of my cultural roots but also to engage with my family's historical documents, literature, and traditions. An essential milestone in this pursuit was a summer trip to Dubai, Qatar, and Pakistan, where I put my language skills to the test in real-world situations. This experience not only solidified my language proficiency but also allowed me to form meaningful connections with native speakers. As I reflect on this aspect of my college journey, I appreciate the personal and professional growth that stemmed from my linguistic endeavors. My proficiency in Hindko and Punjabi now serves as a valuable asset, enabling me to connect, communicate, and contribute effectively within diverse communities and professional contexts, setting the stage for success in my future endeavors.

In essence, my college journey was a meticulously crafted odyssey, weaving through diverse courses, engaging extracurricular activities, and devouring personal readings. It was fueled by an insatiable curiosity, a burning desire to unearth the intricate threads of cultural connections, and a steadfast dedication to fostering cross-cultural understanding. The chapters of my academic saga unfolded with international experiences, honors conferences, and cultural clubs, each moment transcending mere time stamps to become integral segments in a narrative of profound self-discovery and intellectual maturation. These experiences were not isolated incidents but rather threads seamlessly woven into the rich tapestry of my personal and academic evolution.

As I stand at the crossroads, peering into the vast expanse of my future, be it the pursuit of advanced studies or a career within a dynamic organization, I am acutely aware that the skills I have honed in cultural analysis, research, and communication are treasures that will undoubtedly guide me. They are not just tools in my arsenal; they are invaluable assets poised to navigate the complex landscapes of a globalized world. My academic choices and experiences have not only enriched my cultural heritage but have also deepened my unwavering commitment to championing intercultural understanding. My journey persists, propelled by an unbounded curiosity and a fervent passion for exploring the mesmerizing realms of cultural parallels. With each step forward, I eagerly anticipate embracing a future where I can contribute meaningfully to an increasingly interconnected world.

In this future, my dedication to bridging cultural divides is not a mere aspiration but a driving force that can make a transformative impact on global collaboration and understanding. As I celebrate the culmination of my college journey and embark on the next chapter of my life, I

am infused with excitement and purpose, ready to be an agent of positive change in the ever-evolving narrative of our shared human experience.

Appendix 5: Enrollment

Course Enrollment

Course Enrollment* offered in Past Two Years									
COURSE INFORMATION				ACADEMIC YEAR 2022-2023			ACADEMIC YEAR 2023-2024		
NO.	L/R	TITLE	CREDIT HOURS	SUMMER	FALL	SPRING	SUMMER	FALL	SPRING
HUMA									
3400	R	Humanities Internship	3		1				
4960		Senior Capstone Project	1		6	7		5	11
4995	R	Departmental Thesis	3		2	3		4	2

* Collected from the Teaching Load Summary each semester based on 14th day data

Diversity

Undergraduate Major Enrollment- International Studies															
Fall 2019				Fall 2020				Fall 2021				Fall 2022			
	Female	Male	Not Reported	Female	Male	Not Reported	Female	Male	Not Reported	Female	Male	Not Reported	Female	Male	Not Reported
African American							3			4			5		1
American Indian							1			1					
Asian				2			2			1			2		
Hispanic	3			1			1			1	2				3
Native Hawaiian or Other Pacific Islander															
Two or more races							1			1	1				1
Unknown	3			1			2			2					2
White	15	2		14	4		8	2		9	1		10	2	
Total	21	2	0	18	4	0	18	2	0	19	4	0	17	9	0

Program Student Success

Program Student Success					
	2019-20 ¹	2020-21 ¹	2021-22 ¹	2022-23 ¹	2023-24 ¹
<i>Student Success</i>					
Degrees Awarded¹ (Combined)	18	15	8	14	18
Degrees Awarded ¹ - WGSS	4	2	1	5	2
Degrees Awarded ¹ - International Studies	10	8	4	8	9
Degrees Awarded ¹ - Liberal Arts	4	5	8	1	7
	Fall 2018 to Fall 2019	Fall 2019 to Fall 2020	Fall 2020 to Fall 2021	Fall 2021 to Fall 2022	Fall 2022 to Fall 2023
Retention Rate² (Combined)	64%	47%	40%	81%	74%
Retention Rate ² - WGSS	57%	40%	60%	50%	-
Retention Rate ² - International Studies	61%	53%	47%	61%	89%
Retention Rate ² - Liberal Arts	80%	42%	27%	44%	63%

¹Calculated using preceding Summer, Fall, and Spring terms.

²Retention is calculated based on the Fall to Fall term within the program's majors. Students who graduate prior to the following fall are excluded from the calculation in both numerator and denominator.