This document is the final version of curriculum report presented to the College of Arts & Sciences Curriculum Committee in 2010. It is presented here to give a complete sense of the underlying intellectual rationale for the new BSBA curriculum. However, in all details and for the purposes of student planning, it is superseded by the official University course catalog, which is available online.

The Revised BSBA Curriculum

Core Curriculum

Submitted to the Department of Management
August 17, 2007

Approved by Unanimous Vote of the Department
August 20, 2007

Programs

Submitted to the Department of Management
March 17, 2009

Approved by Unanimous Vote of the Department
March 19, 2009

Revised Curriculum

Approved by the College of Arts & Sciences Curriculum Committee
August 26, 2010

Final Version Submitted to College of Arts & Sciences Curriculum Committee
September 28, 2010
This report is the culmination of almost two years of work by the Department of Management’s Curriculum Review Committee. We held our first meeting in the fall of 2005 to lay the groundwork for a departmental strategic planning initiative. This process provided the basis for a comprehensive review of the BSBA curriculum. Throughout the summer of 2006, committee members and other regular attendees met weekly to discuss every aspect of the BSBA program. No report can do justice to these in-depth, wide-ranging, vigorous, and constructive discussions.

With the possibility of a new College on the horizon, the committee recognizes the importance of its charge. Our reputation as a College will depend, in no small part, on the distinctiveness of our curriculum. Under the shared governance system, the curriculum is the responsibility of the faculty. Regardless of what changes a new dean or institutional structure might bring, the curriculum remains the faculty’s domain, and it is our profound responsibility to get it right. In this spirit, we recommend this curriculum for the consideration of the faculty.

Respectfully submitted,

Douglas B. Allen
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Chair, Department of Management

Tammy Bunn Hiller
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Eric Santanen
Associate Professor of Management
Associate Chair, Department of Management

Christopher M. Zappe
Associate Professor of Management
Dean *ad interim*, College of Arts and Sciences
Since the BSBA Core Curriculum was approved by vote of the department faculty in Fall, 2007, much has changed at Bucknell and elsewhere. The introduction of a new School of Management (with full expectation of progress toward a College in the coming years) has made curriculum redesign an even more pressing matter. The quality and distinctiveness of our curriculum will determine the success of this venture. The curriculum review process will also define the place of this School/College in relation to Bucknell’s mission as a national liberal arts university. This document represents the next step in that vital process.

In the past two years, much has also changed in the world of business. The financial sector is in crisis. The US automotive industry is on the brink of failure. The global economy is in turmoil. Questions emerge daily about whether we can continue with business as usual when conventional wisdom has failed so spectacularly. We contend that, to survive in the future, businesses must attend to four essential problems: financial viability, innovation, globalization, and sustainability. Ignoring any of these can mean the difference between success and failure. The ideas and skills involved in addressing these problems are not the province of any one domain of thought. Instead, they require complex reasoning, imagination, and inter-disciplinary thought. We, therefore, propose a BSBA curriculum to cultivate these habits of thought and to teach students to address each of these problems competently. We also propose specialized programs to allow students to concentrate in great depth on one of these problems.

Respectfully submitted,

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MANAGEMENT EDUCATION AS LIBERAL EDUCATION

WHAT DISTINGUISHES A BUCKNELL EDUCATION is the recognition that the goals of liberal and professional education are complementary. They are not mutually exclusive. Truly professional education is, by necessity, liberal. The habits of thought associated with liberal education – free inquiry, moral reasoning, engagement with traditions of knowledge and culture, and critical thinking – are precisely the qualities most required of true professionals in all areas. Engineers, teachers, managers, and even musicians, though they require specialized knowledge to succeed in their domains, are only professionals insofar as they understand their endeavors in relation to society’s needs, the forces of history, the bounds of responsible practice, and the nature of the human condition. At its best, management education helps students to understand organizations and their management in just such a context.

Management education has reached an important moment in its history. Business school enrollments continue to increase, and their relative stature in the university has changed. In 1970, business degrees comprised only 14% of the total degrees granted in the United States; in 2002, they accounted for almost 22%.¹ Parents and students consider these degrees valuable preparation for life after college, and with the rising cost of education, it is no surprise that gaining an economic return on this investment has become a priority. This is especially true among families from less privileged socioeconomic backgrounds, who have entered higher education in greater numbers in recent decades. At the same time, there is growing concern among educators and employers that management education is not producing graduates with the breadth of experience, moral reasoning skills, imagination, and intellectual curiosity necessary for real success in business and in life. Prominent management educators have voiced these concerns and blamed these deficiencies on the excessively narrow and technical curricula prevalent in business schools. Ultimately, we must ask whether these programs, particularly at the undergraduate level, satisfy the traditional liberal mission of the university.²

The way forward for undergraduate management education is to embrace this mission more fully. For almost three decades, we at Bucknell have sought to define what it would mean for professional programs to hew closely to the liberal tradition in higher education. We have sought to emphasize the broadening of perspectives and to urge students to think deeply about the larger questions which surround professional practice. We have looked for ways to connect learning in applied fields to the fundamental disciplines from which they have evolved. We have emphasized writing not merely as a communication tool but as the basis for reflection. We have urged students to become civically engaged and to see management as a tool as much for the citizen as for the businessperson. We have urged our students to question managerial and organizational practice. Most importantly, we have drawn a sharp distinction between our philosophy and the approach touted by so many business schools which rely wholly on general

distribution requirements to ‘combine management with a liberal education’. Management education itself must be liberal. Management courses themselves must be infused with the spirit and purpose of liberal education.

For some, this proposition will seem alien. There are prominent voices in higher education today that would argue otherwise. They would contend that it is the very nature of all professional education to deliberalize students by training them to think as professionals. However, those who would draw a sharp line between liberal and professional education misunderstand both. It is difficult to imagine what one must think a manager does, such that their training must necessarily include doctrine, dogma, and convention. Certainly, students in a management program need to acquire skills. They need to know how to read financial statements, to interpret quantitative market research data, to manage project teams, and to develop strategic plans. No legitimate management program would send students into the world without such skills. Yet, none of these tasks is so prescribed or formulaic as to limit necessarily the thought and critical capacity of managers or students.

If done in a thoughtful way, the study and practice of management raise intellectual questions as rich as any confronting other arts and sciences. Indeed, many questions facing managers are identical to those facing the fundamental disciplines: What is business’s proper role in society, and for whom should the corporation be run? How reliable and valid are quantitative data about an organization’s actions and performance, and how can these data best inform problem solving and decision making? How can firms evaluate political risk by understanding the stability of regimes in developing countries? How do contextual forces – such as politics, culture, economics, nature, technology, and history -- determine the scope of organizational action, especially as organizations attempt to operate on a global scale? Why do consumers, employees, and all the varied stakeholders of an organization think and behave as they do? These are some of the questions faced by practicing managers. They are questions to which management scholars have applied and must continue to apply the theories and methods of philosophy, psychology, mathematics, economics, sociology, political science, anthropology, and even literary criticism. And the answers they discover, in turn, feed those fundamental disciplines with new insights. These questions do not lend themselves to easy answers. To engage with them is not to utilize prescribed techniques but rather to exercise those habits of mind so often associated with the liberal tradition.

To draw a sharp line between liberal and professional education is also to underestimate the promise and complexity of the liberal tradition itself. The longevity of that tradition has derived from its adaptability in the face of changing societal needs. The history of liberal education is complicated. Its incarnations – from the classical era to the medieval universities, from the Enlightenment to colonial America – defy easy categorization. There is no single definition of liberal education, no comprehensive list of liberal arts. At times in history, fields that are today seen as quintessential liberal arts and sciences had no legitimate home in the liberal tradition. Though the notion has become popular in recent times, liberal education has never been primarily defined by its lack of concern for vocational utility. Neither the orators of Athens nor the ministers of the American colonies would recognize the claim that a liberal

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curriculum should make no attempt to prepare students for professional life beyond the academy.4 Instead, perhaps the common feature of all approaches to liberal education has been the preparation of citizens for their role in a free society, including their professional career. We contend that, if properly done, management education not only prepares students to become managers but also, more importantly, fits them to be citizens in a society circumscribed, in no small part, by the actions of complex organizations.

Doing management education properly requires us to think deeply about the future and to redefine what it means to prepare managers for that future. Our world is changing, and with it, the practice of management will evolve. Functional specialties we consider fundamental will not be so in the future, at least not in their present form. The growing impact of technology, demographic changes in the marketplace and workforce, globalization of capital and resource flows, and demands for more sustainable treatment of our natural environment will require our current students to live their lives in a world very different from our own. It does little good to equip today’s students with tools, largely created by our parents’ generation, which have served us only somewhat well. Instead, our graduates must have the imagination, maturity, and intellectual curiosity to deal with the unforeseen. Done properly, management education must encourage these qualities, put forward those functional lenses that are most likely to be helpful, and offer glimpses of the world to come.

We will not achieve these goals, however, if we treat them as incidental. To date, we at Bucknell have addressed these goals at the course level. Operating within the bounds of a traditional curriculum, offering introductory courses in each of the functional disciplines of business administration, we have straddled the line between the canonical BSBA curriculum and the promise of management as liberal education. Innovation, attention to the way our students think and write, attempts to integrate the disciplines of management, and efforts to draw upon the humanities and basic social sciences have all occurred at the initiative of individual instructors. The time has come, however, to imagine how a coordinated curriculum might advance these goals further. We imagine courses that explicitly connect the study of management to those fundamental disciplines that have played the greatest role in its development. We imagine a minimal introduction to the functions of business which demonstrates the unique challenges of applying basic research to real problems. We imagine specialty programs designed not to produce functional specialists, whose functions may soon wither in a changing world, but rather to educate problem solvers about the problems that will shape the future of organizations and management: technological change, sustainability, globalization, changing consumption patterns, and the growing demands for financial growth and accountability. In short, we imagine a curriculum that treats the study of management as a platform for liberal education. And, we cast our lot with the transformative potential of that tradition as the right preparation for undergraduates interested in being better managers, engaged citizens, and educated people.

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BSBA CORE CURRICULUM

The Core Curriculum comprises those courses that all candidates for the Bachelor of Science in Business Administration must complete, regardless of which major program they select. A core curriculum focuses on those things that every graduate needs to know. We have designed the Core Curriculum to cultivate three forms of literacy relevant to managerial thought: discovery, application, and integration. All BSBA graduates must acquire these, as they are the fundamental skills necessary for managers, regardless of industry, function, or sector. They also fit well with the broader goals of liberal education central to the Bucknell experience.5

- **Foundational Literacy.** The primary goal of the program must be to engage all BSBA students with the problems of managing and organizing not merely as a set of skills or techniques but as a set of critical intellectual problems worthy of reflection and thoughtful engagement. The proper starting point for such exploration is to see the connection between the study of management and the fundamental disciplines from which it derives: economics, mathematics, the behavioral sciences, and the humanities. Of course, no single course in any one discipline is enough to allow students to understand its import or to see the world through a particular lens, so in each case, we expect that these 100-level courses will merely serve as a foundation for additional applications of each perspective in 200- and 300- level Core courses.

- **Managerial Literacy.** A second goal of the program is to teach students how to apply disciplinary knowledge in solving managerial problems. The functions through which organizations achieve their objectives address some of the basic problems of management: How do organizations finance their efforts? How do they account for transactions and disseminate this information to internal and external decision makers? How do they communicate with, attract, and satisfy customers? How do they create and deliver goods and services? Disciplinary bodies of knowledge offer some answers to such questions, and BSBA students need experience using this knowledge to solve common managerial problems. With the proliferation of functional disciplines, however, it is neither practical nor necessary to expose students to every discipline. If the primary purpose of these courses is to teach the skill of application, students should have exposure to those disciplines that best prepare them for their chosen programs, where they will apply this knowledge at a relatively deep level. These 200- level courses also allow students to apply foundational knowledge (e.g., quantitative skills, economic analysis, behavioral science) gained at the 100-level.

- **Integrative Literacy.** The problems facing organizations as a whole (and the societies in which they operate) are complex. The third important goal of the program is to teach students to integrate knowledge from multiple perspectives in addressing complex, multi-

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5 The BSBA Core is not to be confused with the general education requirements. Currently, students are subject to the Common Learning Agenda (CLA), and we expect that, regardless of the administrative changes the University may undertake, students will always have general education requirements – whether they derive from the CLA, the newly approved CCC, or a future general education program of our own design, specific to a College of Management. Beyond this, the Committee has chosen not to address general education in this report.
faceted organizational problems. Thus, the required 300-level Core courses are designed to be primarily interdisciplinary and to teach students how managerial knowledge from several functional disciplines combines to help solve the pressing ethical and strategic issues confronting corporations and other organizations in contemporary society.

In sum, devising an effective core curriculum appropriate to Bucknell and to the needs of future managers requires a thoughtful approach. The courses described below should help to develop those forms of literacy and basic habits of mind most needed by educated managers.

**Foundational Literacy**

**MGMT 100: Past, Present, and Future.** This half-credit course is meant as a student’s entry point into Bucknell’s BSBA program. The humanities, particularly the study of philosophy, literature, and history, represent one disciplinary starting point for understanding organizations and management. Conducted primarily as a lecture series by department members, this course will introduce students to the historical context from which complex organizations have arisen, the questions their evolution has generated in recent years, and the emerging areas of inquiry necessary to understanding the future of organizations, management, and business. Particular attention will be paid to those problems which form the roots of the BSBA curriculum and its specialized programs.

**MGMT 101: Introduction to Organization and Management.** The behavioral sciences represent a second important disciplinary basis for understanding organizations and their management. Organizations are comprised of people working together to achieve a common goal, and psychologists, sociologists, and anthropologists have much to say about how and why people behave as they do in organizations. This course introduces students to the behavioral study of organizing and managing through a collaborative semester-long experience in which students create and manage multi-project organizations. Together they decide their organizational missions, develop strategies and policies, design and staff their organizations, plan their operations, develop control systems, implement their service and business projects, and publicly report on their plans, accomplishments, and actions. This course provides students with a foundation for critical thinking about organization and management theory as well as competent action as practicing managers. It also serves as a starting point for advanced study in those fields most directly informed by the behavioral study of organizations.

**MGMT 102: Quantitative Reasoning for Managers.** A third disciplinary basis for studying management is understanding how to analyze and use data to model and improve organizational processes. This course serves as a student’s introduction to quantitative modeling and basic statistical analysis, especially as they apply to managerial decision making. This course is a first step toward ensuring that all BSBA students attain a firm foundation with data analysis and coping with uncertainty, which are essential for a more advanced study of management. Due to its uniqueness and critical importance, this course must be taken by all BSBA students, even those students with considerable background in mathematics and statistics.

**ECON 103: Economic Principles and Problems.** Economics is a fourth important disciplinary perspective that informs the study and practice of management. Organizations, especially private firms, exist within the context of industries, markets, and economies. The field of economics
offers insights into how industries, markets, and economies work. This introductory course exposes students to the basic macro- and micro-economic concepts used to analyze and explain social phenomena. On completing this course, students will be able to understand how economic policies affect the various sectors of the U.S. economy. This course offers a basis for further study in areas of management (e.g., finance) which have their roots in economic analysis.

Managerial Literacy

All BSBA's will take three of the following four courses, depending on the program they plan to select. The chart below indicates which of these courses each program requires.

<table>
<thead>
<tr>
<th>Program</th>
<th>200 (Accounting)</th>
<th>201 (Marketing)</th>
<th>202 (Operations)</th>
<th>203 (Finance)</th>
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<tbody>
<tr>
<td>Accounting &amp; Financial Management</td>
<td>X</td>
<td>X</td>
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<td>Global Management</td>
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<td>Managing for Sustainability</td>
<td>X</td>
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<tr>
<td>Markets, Innovation, &amp; Design</td>
<td>X</td>
<td>X</td>
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<td>X</td>
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(*) ACFM majors must take two accounting and financial management courses – ACFM 261 (Foundations of Accounting and Financial Management II) and ACFM 370 (Corporate Finance) – in lieu of MGMT 203.

MGMT 200: Foundations of Accounting & Financial Management I. Becoming conversant in the “language of business” is essential to the continued study of management and organizations. This course serves as an introduction to the ways in which organizations account for financial activities and communicate financial information used by internal and external decision-makers. Topics include, but are not limited to, financial statement preparation, financial statement analysis, financial forecasting, cost-volume-profit analysis, and capital budgeting. This course is required of all BSBA students, regardless of their program. Students in degree programs other than the BSBA that seek a general survey of accounting and financial management topics are encouraged to take this course as an elective.

MGMT 201: Marketing. This course serves as students’ introduction to the principles of marketing, the study of how organizations facilitate exchange relationships by satisfying the needs and wants of their customers. Drawing on their foundation in economic analysis and behavioral science, students learn the intricacies of identifying and staking out a market position, while also contemplating the complexities of consumer behavior. This course is required of all BSBA candidates, regardless of program.

MGMT 202: Operations. This course introduces students to the ways in which organizations create efficient and effective processes for producing services and goods. Drawing on their foundation in quantitative reasoning, students will pay particular attention to how mathematical thinking has shaped the ways in which managers think about how best to operate. However,
because the study of operations is interdisciplinary, students will learn both quantitative and qualitative approaches to the subject. This course is required for BSBAs in the Managing for Sustainability Program.

**MGMT 203: Finance.** Effective financial management entails the acquisition of capital, the evaluation of viable investment opportunities, and the efficient allocation of resources for their optimal use. The course emphasizes relationships between risk and return by exposing students to investment valuations, financial analysis, forecasting, capital budgeting, capital structure, venture capital, dividend policy, and risk management. This course is required of students in the Global Management and Markets, Design, & Innovation programs. Students in Accounting and Financial Management will substitute MGMT 261 (Accounting & Financial Management II) and MGMT 370 (Corporate Finance) for this course.

**Integrative Literacy**

**MGMT 302: The Stakeholder Organization.** This course asks students to reflect on the problems involved with managing an organization’s relationships with its various stakeholders. Students will improve their moral reasoning skills by learning the rudiments of ethical analysis and by grappling with the moral dimension of complex business decisions. The design of this course will deliberately integrate subject matter from across functions and program areas in an effort to encourage students to make connections among these different perspectives. All BSBA students will take this course. Students will take this course during their junior or senior year, after they have met their managerial literacy requirements.

**MGMT 303: The Technological Organization.** This course asks students to consider how technology shapes all facets of an organization. Though focusing largely on information systems, this course demonstrates the interplay between technology and the organization. How have managers solved the basic problems of organizing by implementing information systems? How does this technology affect the behavior of individuals, groups, and organizations? Why is this technology now essential for organizational survival? This course will integrate subject matter from across disciplines and programs. All BSBA students will take this course (or substitute a technology-related course from within their program to be approved by the relevant program chair). Students will take this course during their junior or senior year.

**MGMT 304: The Strategic Organization.** This course serves both to introduce concepts of strategic management and to demonstrate how to integrate multiple functions in the formulation and implementation of a viable organizational strategy. Taken during the senior year, this course allows students from across programs to interact with each other and to gain experience drawing on diverse perspectives to solve general management problems. All BSBAs will take this course (though students in the Public Accounting track of ACFM may choose to take MGMT 359 – Advanced Seminar in Accounting).
SPECIALIZED PROGRAMS (MAJORS)

In the spring of their sophomore year, all BSBA students will, in consultation with their advisors, select a major from among the specialized programs proposed here (or from others which might be added at some future date). Each of these inter-disciplinary programs spans the functional disciplines of management and builds bridges to the arts and sciences across Bucknell. They are designed as opportunities for the advanced application of foundational, managerial, and integrative literacies. Their subject matter is also specifically chosen to coincide with those developments most likely to shape the future of organizations and management in the next twenty years (i.e. over the course of our students’ early careers).

Specifically, as organizations wrestle with the challenges and turbulence of the 21st century, they must confront four equally important problems. They must be financially viable, despite the increasing complexity of financial markets. They must be innovative, as only those products and service that satisfy consumer needs in a distinctive way can compete in the marketplace. They must be capable of operating on a global scale, as resources, capital, labor, and (above all) competition can come from anywhere in the world. Finally, they must be environmentally and socially sustainable. Certainly, the core curriculum offers opportunities for all students to gain the requisite skills for understanding these issues and how organizations can respond to them. However, the programs envisioned in this curriculum are designed to allow students to focus, in great depth, on one of these problems.

The programs are purposely designed not to coincide with the disciplinary lines along which most traditional business schools organize their majors. Instead, we envision that, with time, each program will take on an integrative aspect. A management scientist might, for example, design a financial modeling course for the Accounting and Financial Management program, and an organization theorist might develop a course in social network analysis for the Markets, Innovation, & Design program. This ability to collaborate in presenting the richness of each subject is one of Bucknell’s distinctive competences. We have never had the departmentalized structure or the pronounced rifts characteristic of traditional business schools.

The advent of specialized programs comes in response to students’ desires to achieve greater depth in their knowledge of management. Historically, Bucknell’s BSBA program has had two majors. The Accounting major has achieved a significant degree of depth in preparing students for entry-level positions in accounting and finance. The Management major has had a more general purpose: to give students a breadth of knowledge across the various functional disciplines. In recent years, the Management major has come to be the larger of the two programs. It has drawn criticisms from students and faculty alike for being overly general. Students have few opportunities to take second courses in any subject for credit. Those wishing, for example, to study consumer behavior or investment (popular elective subjects) had to do so by taking them as free electives. This inhibits their ability to achieve the depth that their counterparts in the Accounting program achieve. What we promise to our students, their parents, and other relevant stakeholders is that, having received a grounding in management education through the Core Curriculum, our BSBAs will have an opportunity to think deeply about at least
one of the pressing problems that will confront organizations in the future. The specialized programs are our way of delivering on this promise.

The specialized programs are not primarily careerist in intent. We fully expect that some students studying in the Global Management program will seek and will be prepared for careers in the financial services industry. Likewise, as has always been the case, some students in Accounting and Financial Management may go to law school, work in the not-for-profit sector, or pursue opportunities outside of financial services. While confident that each program will prepare its students for areas of direct relevance to the subject matter (e.g., taking a job in the high-tech sector or advertising), we are persuaded that the habits of mind acquired in any of the programs (intellectual engagement, critical thinking, communication, quantitative reasoning, and moral development) constitute proper preparation for future endeavors in any realm.

We are particularly excited about what these programs represent about the uniqueness of Bucknell as a liberal arts university. Crossing disciplinary boundaries in designing curricula, developing programs, and delivering courses brings new energy to teaching and scholarship. Ultimately, students will feel this energy. These programs will benefit BSBA candidates, who will achieve the kind of breadth of experience that has been lacking from management education in recent decades. The programs will also benefit Bucknell students from other majors, who will find their own specific interests mirrored more closely in the specialized programs. In these courses, majors from around the University will have new opportunities to learn to apply their disciplinary knowledge to real world problems presented in all their complexity.

The programs were developed first as proposals by interested core faculty from across the School of Management, in consultation with interested faculty throughout the College and University. The initial ideas were vetted initially by the Curriculum Review Committee, approved in principle by the Department in 2007, then further developed into specific curricula in association with the School of Management Curriculum Committee. In the course of that review process, four of the five original program proposals have been developed to completion. They are proposed below. The remaining one (Managing Information Technology) remains at an earlier stage of consideration and may be proposed, if and when it is completed.
Accounting and Financial Management (ACFM)

Accounting and financial management are becoming progressively more complicated. Capital markets are increasingly volatile. Financial instruments have grown incredibly complex. Thus accounting and financial management requires sophisticated thinking as international differences, regulatory requirements (such as the Sarbanes-Oxley Act) and the turbulent business environment all place new demands on those who are responsible for the efficient use of capital. To succeed in this uncertain environment, financial services professionals need more than just a basic grasp of analytical tools and conventions. They need to be able to look at the broader economic and political contexts in which financial decisions are made. They must be able to make decisions under conditions of varying uncertainty.

We believe that a program to train professionals for this kind of world will look somewhat different from traditional programs. That’s why we have chosen to blur the lines between accounting and finance. That’s why the courses that we teach focus on decision-making and judgment. That’s why we spend time exploring the political dynamics that produce accounting standards. That’s also why we encourage our students to take courses beyond the School of Management in disciplines such as history, economics, and mathematics. Our goal is to ground students in concepts and principles that will ensure their ability to grow professionally. Graduates of the ACFM Program are actively recruited for professional positions in public and private accounting, financial services, not-for-profit organizations, and government entities. Many ACFM graduates continue their educations at prestigious graduate and law schools.

Graduates of Bucknell’s Accounting and Financial Management Program (ACFM) should embrace the values of responsible citizenship and possess the technical proficiencies necessary to account for financial resources and to allocate them efficiently. The ACFM Program fosters critical thinking, emphasizes interdisciplinary competence, encourages intellectual curiosity, and promotes professional ethics. ACFM students are exposed to technical financial rigor, and they are challenged to consider the historical, political, economic, and social tensions that exist among diverse stakeholder groups. These learning goals correspond to the core competencies specified by the American Institute of CPAs. These include: (1) Broad Business Perspective Competencies (strategic/critical thinking, resource management, and industry-sector, international/global, and legal/regulatory perspectives); (2) Functional Competencies (accounting fundamentals, decision modeling, risk analysis, measurement and reporting issues, and research); and (3) Personal Competencies (professional demeanor, problem solving, understanding diversity, communication, leadership, and project management).

Further, students in the Accounting and Financial Management Program will have the opportunity to complete the necessary coursework and acquire the necessary technical skills to become Certified Public Accountants (CPA), or Certified Managerial Accountants (CMA). The Program also incorporates material from the Chartered Financial Analysts (CFA®) curriculum. Such certifications are all but essential to practice professionally in these areas. Graduates of the Program, however, will not be restricted to professional practice in these specific functions, but will be able to perform more broadly in a variety of positions in all types of organizations.
Moreover, the study of accounting and financial management must address the wide variety of moral issues that confront managers in a global market economy, especially when the opportunities for self-enrichment can be temptingly great. Students must understand the personal and social impacts of their professional behaviors and evaluate their moral underpinnings. Building on the basic concepts of ethical analysis introduced in the BSBA core course, “The Stakeholder Organization”, instructors in the ACFM Program will offer opportunities to reflect on the ethical issues which graduates will encounter. Students in the ACFM Program will confront these issues and demonstrate an ability to apply ethical concepts in their decisions.

The following courses, beyond completion of the BSBA core requirements (specified in the previous section) constitute the ACFM major⁶.

**All ACFM majors** must complete the following courses:

- ACFM 261: Foundations of Accounting and Financial Management II
- ACFM 220: Business Law I
- ECON 256: Intermediate Microeconomics
- ACFM 351: Intermediate Accounting and Financial Management I
- ACFM 340: Business Analytics and Financial Modeling
- ACFM 370: Corporate Finance

ACFM majors must, by the end of the fall of their junior year, declare their intent to pursue one of two distinctive tracks. The CPA/CMA track focuses on accounting and provides necessary training for certified public and management accountants. The CFA track focuses on finance and provides necessary training for chartered financial analysts.

**ACFM majors pursuing the CPA/CMA track** must take the following four courses:

- ACFM 352: Intermediate Accounting and Financial Management II
- ACFM 354: Tax Accounting I
- ACFM 365: Advanced Cost and Managerial Accounting
- ACFM 357: Auditing and Assurance (CPA) or MGMT 202: Operations (CMA)

**ACFM majors pursuing the CFA track** must take the following four courses:

- ACFM 372: Advanced Corporate Finance
- ACFM 377: Investments
- ECON 328: Money and Financial Institutions or MGMT 378: Investment Banking

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⁶ Please note (p. 9) that all ACFM majors must take ACFM 370: Corporate Finance rather than MGMT 203. Students interested in pursuing the CPA/CMA (Accounting) track may choose to take ACFM 359: Advanced Seminar in Accounting rather than MGMT 304.
Markets, Innovation, & Design (MIDE)

Marketing is a pervasive societal activity, yet many of the practices in which organizations engage (in researching markets, designing products, creating brands, and advertising to customers) tend to be taken for granted or remain poorly understood. The Markets, Innovation, & Design (MIDE) program draws students’ attention to the orchestration, design, logic and strategy underlying such marketing practices.

Most business schools have a marketing major. In contrast to a typical marketing curriculum, however, the MIDE program will focus on the design process. It will highlight the complex interplay that takes place between market research/analysis of consumer-product relationships and the strategic management of the marketing mix or brands. Students pursuing the MIDE program will augment their core understanding of management functions with an interdisciplinary examination of some of the creative, analytical, and technical processes that combine to generate ideas and transform them into images, products, and services which powerfully shape our culture.

While MIDE students will develop a background that will be amenable to pursuing careers in brand management, product design, or advertising, they also will be well prepared to pursue a wide array of other positions that also require a spirit of innovation, creative and analytical problem solving, and an interdisciplinary, collaborative, orientation conducive to succeeding in today’s organizations. Gaining deeper appreciation of their marketing-laden world and how it is designed, students will also benefit by being able to reflect critically on the moral and ethical dimensions of marketing.

Graduates of the MIDE program will complete a curriculum designed to help them achieve the following specific learning objectives.

1. Appreciate the Interrelationships Among Design, Marketing, and Innovation. Building on their grounding in the functional areas of management, and particularly their introductory marketing course, students will develop an appreciation for the interdisciplinary roots and connections among creative and technical design, marketing, and innovation. Ideally, the first core course entitled “Marketing, Innovation and Design” will be team taught among faculty from Management, the Humanities, and Engineering.

2. Enhance Creative Thinking and Acting. Students will practice improving their ability to think and act creatively. In addition to gaining a better understanding of how their surroundings are currently constructed, students will also cultivate a habit of trying to envision how their world can be improved. This will be the second major learning goal of the “Marketing, Innovation and Design” course.

3. Practice Methods Used to Understand Consumers. A linchpin connecting design, marketing, and innovation is a steadfast focus on consumers. In “Understanding
Consumers,” students will learn and practice the quantitative, empathic, interpretive, and visual methods used to assess the relationships between consumers/users and their environments, with a particular focus on remedying unmet needs and filling gaps between current and ideal circumstances.

4. **Practice Techniques for Transforming Ideas into Reality.** Building on their course in understanding consumers, students in the course in “Design Realization” will learn more about the overall design process and will practice various techniques for transforming worthwhile ideas into concrete reality. Such techniques include role playing, sketching, creative narrative, prototyping, and simulation. This course will take advantage of guest lecturers with special expertise in some of these areas.

5. **Understand How to Bring to Market or Manage Products, Services or Ideas.** Once an innovation is bought from the idea state into reality, it then must be taken to market and managed successfully. A course in “Entrepreneurship” will help those students with entrepreneurial aspirations understand how individuals and groups can effectively introduce an innovative product to the market. Students preferring to gain perspective on managing innovations or products in existing corporations may instead opt to take “Marketing Management.”

Marketing, consumption, and innovation involve practices and technologies that powerfully shape our society. Students need to develop the understandings and conceptual frameworks to help them reflect on such practices in a broader societal context. The interdisciplinary MIDE core courses, in conjunction with MIDE electives taken across the university curriculum, provide the historical, cultural, and social distance for critical and free inquiry.

The following courses, beyond completion of the BSBA core requirements (specified in the previous section) constitute the MIDE major.

**All MIDE students** must take the following four courses.

MIDE 300: Marketing, Innovation, and Design
MIDE 301: Understanding Consumers
MIDE 302: Design Realization
MIDE 303: Entrepreneurship or MIDE 304: Marketing Management

Beyond these core MIDE courses, **students must choose four program-related electives.** The MIDE Program is designed to be sufficiently flexible to enable students to pursue a wide range of interests and career scenarios, such as work in market research, brand management, marketing management, public relations, communications, product design, global consumer culture, and issues of innovation. Therefore, besides taking the MIDE core (the four courses noted above), students are required to choose, with consultation and approval from their advisors, four program-related electives from courses available elsewhere at the University, outside the School of Management. These choices will depend on what makes most sense given the students’ underlying interests. For example, a student contemplating a career in advertising
might select four electives from courses such as Introduction to Visual Culture, Film Production, Popular Culture, Political Economy of Media and Advertising, Digital Photography, or Introduction to Creative Writing. The essential idea behind this loose elective structure is to give students the latitude to delve further into their own intellectual interests in relation to the program’s learning objectives. These program-specific electives enable students (with the help of their advisors) to apply a more specialized and individualized signature to their program of study. This feature, too, is part of the creativity and innovation embedded in the MIDE Program.
Global Management (GLBM)

All management has become global management. No organization can thrive without managers who understand the importance of developments beyond the borders of its home country. The goal of the global management program is to sensitize students to the changing institutional landscape, the increasingly complex flows of goods and capital, and the subtle cultural differences that influence organizational and managerial success in an increasingly global economy. Although it is impossible for students to study everything that might become relevant to them in their careers as global managers, it is possible for them to develop an appreciation for the sorts of issues and conditions which might be confront them in the world beyond Bucknell. We aim to help students to gain the knowledge, empathy, and maturity which will enable them to adapt to and manage effectively in the world beyond Bucknell.

Graduates of the Global Management program will complete a curriculum designed to help them achieve the following specific learning objectives.

1. **Understanding Organizations as Global Phenomena.** The global flow of capital and goods, the growing power of multinational corporations, and the expanding scope of global business strategies place new demands on the functioning of organizations. Students of global management must learn how to adapt their understanding of the core disciplines of management to a global context. Global management students will take a sequence of three courses designed to provide different perspectives on how organizations function as global phenomena. The first (GLBM 300) will focus on the behavioral dimension of international management and will introduce the central problem of the changing role of the manager in the global business environment. The second (GLBM 301) will focus on the operational dimension underlying the global flow of goods and services. This course will focus on applying the methods of operations research to modeling decisions relevant to the management of global supply chains. The third (GLBM 302) will explore the complexities of the global flow of capital, examining how global forces shape how organizations approach accounting and financial management.

2. **Considering the Manager as a Global Actor.** The internationalization of organizations is more than just a macro-level phenomenon studied in the context of strategic management and organizational sociology. It requires managers to reconsider the very practice of management as taking place in a complex, foreign landscape. Given the emphasis that the field of management places on human agency, it is important that global management students reflect on their own place in this global landscape. What are the implications of globalization for the micro-level practice of management? What can we learn from the long history of managerial encounters with foreign cultures – including the experiences of mercantile traders, diplomats, and expatriates? What skills does an individual need in order to survive and benefit from these encounters?

3. **Awareness of the Global System.** The emerging global system is a complex phenomenon shaped and defined by political, economic, social, and cultural forces.
Global management students must be aware of these forces and think deeply about how they shape the practice of management and how, in turn, organizations – particularly multinational corporations – shape the contexts in which they operate. Globalization is not the exclusive province of any one discipline. Political science, international relations, political economy, geography, public policy, and macroeconomics all offer insights into the global system. It is, at once, an emerging class of supranational political institutions, a changing constellation of international relationships between states, and an increasingly complex network of resource interdependencies. We will encourage students to explore globalization from at least one (if not more) of these perspectives.

4. **Ability to Access a Region or Country.** Despite the emergence of a global system, regional and national differences remain a powerful force, shaping markets, consumption patterns, business strategies, and organizational life. Where “Global Environment” courses give students a holistic sense of the global system, “Area Studies” courses will encourage students to attend to contemporary developments in a particular region or country. The purpose here is not to press students to specialize prematurely but rather to cultivate in students the ability to access, or ‘get to know’, a region by focusing on its political, economic, and/or cultural features. Having had the experience of becoming familiar with a particular country or region, a global management major will be better prepared to learn about a different region or country should the occasion arise in their personal or professional life. This objective may be accomplished in many courses across the University, including courses from related disciplines such as anthropology, political science, international relations, foreign language programs, history, economics, sociology, and the study of religion. Students will take at least two courses from a list of “Area Studies” electives. With approval by the program coordinator, other courses (e.g., those taken abroad) may count toward the area studies requirement.

5. **Language and Cultural Skills.** GLBM majors must demonstrate intermediate proficiency in at least one foreign language or elementary proficiency in two. They may do so by passing the fourth course or higher (intermediate) or the second course or higher (elementary) in a language sequence at Bucknell. (Alternatively, students may demonstrate intermediate proficiency by passing a one-credit 200-level language course on the culture or society of a country or region.). Moreover, students are strongly urged to take advantage of Bucknell’s international programs. While we cannot require students to spend a semester abroad, we see it as essential preparation for any student of global management. In addition, students are strongly encouraged to acquire some experience abroad through one of the many international programs available to Bucknell students. The Global Management program will include a course (GLBM 400) specifically designed to help students prepare for and reflect back on their international experiences.

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7 Students may achieve proficiency in other ways, including abroad experiences and courses taken elsewhere. Students whose native language is not English are exempt from this requirement.
All GLBM students must take the following four courses.

GLBM 300: Global Manager as Diplomat
GLBM 301: Global Supply Chain Management
GLBM 302: The Global Flow of Capital
GLBM 400: Global Manager Abroad (may be offered as two half-credit courses)

GLBM majors must take one of the following Global Environment Electives. With permission of their advisor, students may substitute other courses appropriate to this category and satisfying learning goal #3, as long as such courses are taught by faculty outside the School of Management.

ECON 227 International Economics
GEOG 209 Economic Geography
GEOG 211 Political Geography
IREL 252 Political Economy of Global Resources
POLS 170 International Politics
POLS 205 Comparative Politics
POLS 275 Global Governance
POLS 277 International Political Economy
CAPS 414 America’s Global Strategy Post-9/11/01

GLBM majors must take two of the following Area Studies Electives. The two courses should focus on the same region. These lists are, by no means exhaustive. As such, with permission of their advisor, students may substitute other courses appropriate to this category and satisfying learning goal #4, as long as such courses are taught by faculty outside the School of Management.

East Asia

EAST 249 Inside the Japanese Corporation (†)
EAST 274 The Greater Chinese Economy
EAST 340 Comparative Pacific Basin Economics
ECON 278 Asian Economic Development
EAST 256 Modern Japanese History
EAST 267 The People’s Republic of China
EAST 268 Intellectual Conflict in Modern China

Africa

ANTH 235 Modern Africa
ECON 235 African Economic Development
FREN 336 Francophone Africa
GEOG 236 Third World Development
POLS 211 Third World Politics
Europe

GRMN 221 Doing Business in Germany (†)
FREN 275 French Economy & Business Culture (†)
ECON 271 The British Economy
ECON 277 The French Economy
ECON 279 Economics of Transition
ECON 317 Economic Integration in Europe
FREN 270 La France Actuelle
GEOG 214 Europe in the Age of Globalization
GRMN 272 Modern German Culture
POLS 223 European Politics
POLS 222 Russian Politics
ITAL 205 Discovering Italy
SPAN 270 Spanish Civilization
SPAN 280 Spanish American Civilization

Middle East

POLS 224 Government & Politics of the Middle East
POLS 287 United States & the Middle East
POLS 289 Arab-Israeli Conflict
RELI 201 Islam
RELI 210 Judaism

Latin America & Caribbean

POLS 219 Latin American Politics
POLS 211 Third World Politics
POLS 285 International Relations of the Western Hemisphere
GEOG 236 Third World Development
IREL 230 International Relations of the Caribbean
IREL 400 Latin American Economic Transition
LAMS 297 Latin American History
LAMS 365 Seminar in Latin American Studies
ECON 266 Political Economy of the Caribbean
ECON 276 Latin American Economic Development
SOCI 290 Sociology of Caribbean Society
Managing for Sustainability (MSUS)

Sustainability has emerged as one of the foremost challenges facing humanity in the 21st century. All organizations, from businesses to governments to civic organizations, seek to generate value with finite resources. We now have a deep need to recognize that economic sustainability can be achieved in the long term only by realigning business models and strategies to become ecologically and socially sustainable. Our goal is for MSUS students to develop an understanding of the managerial challenges to realizing sustainability as well as the courage and passion for achieving sustainable environmental, social, and economic goals. Students’ knowledge and managerial competence should grow through studying theories and concepts from a range of relevant disciplines, engaging in embodied and experiential learning, dissecting key organizational successes and failures, crafting oral and written reflections, and honing analytical abilities with multiple data. By building our students’ awareness of sustainability issues on all levels -- from local to global – our program will strive to develop the managers that organizations need to meet the sustainability challenge.

Graduates of the Managing for Sustainability program will complete a curriculum designed to help them achieve the following specific learning objectives.

1. **Understand sustainability as an interdisciplinary phenomenon.**
   Managing sustainably requires appreciation of the contexts within which organizations operate. As such, MSUS students must comprehend 1) science and technology as they pertain to ecosystems; 2) the historical background, socio-cultural circumstances, and ethical perspectives that have given rise to current sustainability challenges and opportunities; and 3) the legal, political, and economic factors regarding sustainability that influence managerial options. In addition to providing foundational knowledge through its core courses, the MSUS curriculum will foster further understanding by offering students electives in each of these three areas of consideration.

2. **Understand organizational roles in sustaining our world.**
   MSUS students will discover how sustainable management is yielding competitive advantages for some of today’s organizations, and we hope they will come to appreciate the need for all sorts of organizations – profit-making, non-profit, governmental, and others – to operate sustainably for the sake of the long-term future. By developing a firm grasp on the traditional functional disciplines within organizational studies -- such as accounting, finance, marketing, operations, organizational behavior, decision sciences, management information systems, management ethics, and management strategy – MSUS students should be able to apply that knowledge to sustainability challenges in organizations. Our goal is for them to comprehend the ways in which organizations can improve people’s lives and thereby build stronger societies that treat the environment with respect and care.

3. **Use reflection to foster innovation in managing sustainably.**
   The challenges of managing sustainably in today’s world are legion. MSUS students will practice reflecting regularly on the knowledge they have acquired and on their particular experiences in order to determine additional areas to explore; additional exploration will include gathering new information and participating in new activities, which then will lead inexorably to
further reflection. The cycle of reflection thus will enable students to innovate as they address sustainability challenges in their organizations and in their personal lives.

4. **Tackle current sustainability challenges.**

In senior-level Sustainability Action Learning Projects, MSUS students will identify sustainability challenges they find intriguing. Upon determining innovative ways to address those situations, they will manage efforts to foster change. In the process, students will have the opportunity to struggle with barriers to success. Finding creative ways around such obstacles will require that they develop new intellectual and action-oriented perspectives, facilitated through the reflection process. Such an experience will better prepare MSUS graduates to manage all kinds of organizations for long-term sustainability, making holistic decisions and recognizing the importance of socio-political, economic/financial, and environmental outcomes.

All MSUS students must take the following three courses.

MSUS 300 – Fundamentals of Managing for Sustainability
MSUS 301 – Triple Bottom Line Accounting & Performance Management
MSUS 400 – Sustainability Action Learning Project

In addition, all MSUS majors must take five of the following elective courses - one course from each of the three categories of electives and two free electives. With permission of their advisor, students may substitute other courses appropriate to these categories, as long as such courses are taught by faculty outside the School of Management.

*Scientific and Technological Considerations Electives:*

ANBE/BIOL 415 Conservation Biology
BIOL 150 Plants, People, and the Environment
BIOL 208 Population and Community Biology
BIOL 353 Ecosystem Ecology
CENG 446 Water Treatment and Design
ENST211 Environmental Pollution and Control
ENST221 Hazardous Waste and Society.
ENST 230 Introduction to Ecological Design
ENST 240 Sustainable Resource Management
ENST 245 Environmental Politics and Policy
GEOG 110 World Environmental Systems
GEOG 233 Food & the Environment
GEOG 235 Marine Environment
GEOG 257 Global Environmental Change
GEOG 332 Evolution, Ecology, and Human Impact
GEOL 103 Dynamic Earth
GEOL 104 Evolution of the Earth
GEOL 106 Environmental Geology
GEOL 107 Global Change – Past and Present
GEOL 207 Environmental Geohazards
UNIV 270  Technical Perspectives – Life, the Universe, and Engineering  
UNIV 298  Stream Restoration  
UNIV 299  Watershed Systems Science

**Historical, Socio-Cultural and Ethical Considerations Electives:**

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<td>The Environment in Cross-Cultural Perspective</td>
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<td>ENGL 150</td>
<td>Art, Nature, and Knowledge</td>
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<td>ENGL 210</td>
<td>Nature Writing/Writing Nature.</td>
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<td>ENGL 240</td>
<td>The Green World of English Literature</td>
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<td>ENGL 243</td>
<td>Elvish Writing</td>
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<td>ENGL 340</td>
<td>Empire and Archipelago</td>
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<td>ENST 205</td>
<td>Green Utopias</td>
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<td>Human Impact on the Environment</td>
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<td>GEOG 265</td>
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<td>RELI (FOUN 099)</td>
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<td>RELI 214</td>
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<td>SOCI/ANTH 201</td>
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<td>SOCI 215</td>
<td>Human Service Systems</td>
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<td>SOCI 310</td>
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<td>SOCI 311</td>
<td>Globalization, Technology, and Cultural Change</td>
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<td>SOCI 340</td>
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<td>SOCI 402</td>
<td>Public Service and Nonprofit Organizations</td>
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<td>SOCI 418</td>
<td>Social Services and Community: A Practicum</td>
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<td>SPAN 346</td>
<td>Utopia/Dystopia in Urban Latin America</td>
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<td>UNIV 242</td>
<td>Food and Society</td>
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**Legal, Political and Economic Considerations Electives:**

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<td>Politics and Economics of International Environmental Aid</td>
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<td>ECON 236</td>
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<td>ENST 270</td>
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<tr>
<td>UNIV 335</td>
<td>Practicing Democracy: Active Citizenship, Community Engagement and Social Change</td>
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