



ACADEMIC CATALOG
2018-2020

ACCREDITATION

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ACADEMIC CATALOG 2018-2020

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HISTORY AND ACCREDITATION

Named for Benjamin Franklin, the United States' first and most illustrious ambassador to Europe, Franklin University Switzerland was founded in 1969 as Franklin College Switzerland, a non-profit, independent post-secondary institution. From the outset, then Franklin College was "dedicated to a new kind of international education, taking as its cornerstone Benjamin Franklin's vigorous support of a universal, intellectual interchange."

Franklin earned accreditation as an Associate of Arts (A.A.) degree-granting institution from the Middle States Commission on Higher Education in 1975. In the fall of 1986, the College opened the academic year as a four-year institution. In 1990, after an intensive three-year, in-depth self-study, the Middle States Commission affirmed the accreditation status of the college as a B.A. degree granting institution. In 2005, the Swiss University Conference (Schweizerische Universitätskonferenz) and the Swiss Organization for Quality Assurance (Organ für Akkreditierung und Qualitätssicherung der Schweizerischen Hochschulen) recognized all programs of study leading to the Franklin College B.A. degree. In 2012 Franklin was reaccredited by the Middle States Association, and in 2013 the Swiss University Conference accredited Franklin as a university institution. Franklin inaugurated its first graduate program, a M.S. in International Management, in 2012. Franklin College officially became Franklin University Switzerland in November 2013.

As a liberal arts institution since its foundation, Franklin University has emphasized what it has designated the "international imperative" in higher education. Today more than ever we see the growing urgency for experiential, international education. Franklin's emphasis on cross-cultural perspectives is designed to affect the direction and meaning of a student's university years, life and career. Accordingly, the University advocates that substantive international studies should be an integrated part of a university education as both a prelude to and a basis for the commitment to a major field of study. This commitment to providing courses of study which are international in perspective and cross-cultural in content remains the cornerstone of the educational mission of the University in the global environment of the 21st century.

THE FRANKLIN MISSION

Franklin University Switzerland provides a cross-cultural and multinational learning and living environment that inspires students to engage the world. We challenge students through a curriculum that integrates the liberal arts with professional pathways, and classroom learning with Academic Travel to destinations around the world. A Franklin education produces critical thinkers who are culturally literate, ethically aware and intellectually courageous. We prepare students to become responsible, compassionate, and collaborative leaders in an increasingly complex and interconnected world.

UNDERGRADUATE STUDENT LEARNING GOALS

Franklin's undergraduate learning goals articulate the competencies, skills and state of development that all Franklin students should reach by the end of their university careers, regardless of their specific area of study. These competencies speak to the importance of international and experiential learning in the academic setting across the disciplines.

Through engaging in the academic and co-curricular life of the University, Franklin students will be capable of:

1. Interacting competently in intercultural situations (Intercultural Competencies)
2. Engaging with international and civic issues (International Engagement)
3. Acting in a socially responsible manner (Social Responsibility)
4. Applying skills of inquiry, analysis and critical thinking (Intellectual Development)
5. Engaging knowledgably in debates about the natural world (Scientific Literacy)
6. Creating original and innovative works, ideas and solutions (Creativity)
7. Demonstrating holistic personal development and intercultural maturity (Holistic Student Development)
8. Using effective oral communication skills in English (Oral Communication)
9. Using effective writing skills in English (Writing Competencies)
10. Using a language other than English capably (Language Competencies)
11. Applying functional mathematical skills (Mathematical Competency)
12. Handling information adequately (Information Literacy)
13. Using information technology adequately for scholarly and professional work (General IT Competency)

BACHELOR OF ARTS (B.A.)

Degree Requirements

The Bachelor of Arts degree requires 120 credit hours. At least 60 credits must be completed at Franklin of which 30 credits must be in the major. A 2.0 average must be maintained in the major, and students must maintain a final cumulative grade point average of at least 2.0 in order to graduate.

The Bachelor of Arts consists of the following components:

- Core Requirements
- Major Requirements
- General Elective Requirements (Courses towards a Minor are included under General Electives)

Core Requirements

Core requirements at Franklin provide a common academic experience for all Franklin students regardless of their major field of study. Franklin University Switzerland emphasizes critical and quantitative reasoning, strong written and oral communication skills in English, and cross-cultural competencies, including competency in modern languages. The Franklin core curriculum affords students of all backgrounds the opportunity to experience different academic disciplines in the spirit of the liberal arts as they pursue their desired specialized course of study.

Summary of Core Requirements

- First Year Seminar (3 credits)
- Quantitative Reasoning (3 credits)
- Global Responsibility (18 credits)
 - Intercultural Competencies
 - International Engagement
 - Social Responsibility
- Modern Language (15 credits)
- Academic Writing (12 credits)
- Academic Travel (12 credits)

Note: Some Core courses may also apply to specific majors

All Franklin graduates are expected to have achieved proficiency in a language other than English by completing five language courses or the equivalent—typically in one of the major Swiss languages, French, German or Italian. The Global Responsibility component of the Core is designed to provide an interdisciplinary perspective in three areas of knowledge, whereas Academic Travel offers on-site field study with the opportunity for developing both language skills and cultural competency.

Students select the courses for their core curriculum in close collaboration with their academic advisor. This gives students the opportunity to assemble a meaningful and relevant framework upon which to build their major interests. (See Core Requirements.)

Declaration of a Major

Students who intend to earn the Bachelor of Arts degree at Franklin must declare a major. It is possible to declare a major after the student has completed his/her first semester which include credits received by transfer, advanced placement and/or advanced standing. Students are required to declare a major prior to having completed 60 credits. The student must be in good academic standing in order to declare a major. The declaration is accomplished by completing a Declaration of Academic Program form available from the Registrar's office. The students will then be able to access an online Academic Plan customized to their declared major(s) and minor(s) in order to monitor progress toward degree completion.

Senior Capstone

The capstone experience is fundamental to the completion of a major as part of the degree requirements for the Bachelor of Arts. All students complete a senior capstone, whether it be in the form of an individual class, an independent project, an internship, or a senior thesis. The senior capstone offers an opportunity for undergraduates to do extensive research or work in a specialized field. Each major has its own specific designations and requirements for the capstone, and students should work closely with their academic advisor to complete this requirement.

Senior Thesis

The thesis, required in some majors, is a written research project that is intended to demonstrate ability to do mature work within the field of study. The thesis topic must be developed in conjunction with the thesis advisor. If, for extenuating reasons, a thesis is incomplete, the student may seek an Incomplete grade from their Thesis Advisor, if permitted by the department (see the Incomplete Grades section of this catalog).

Internship

Students have the option of completing an internship in many majors or as general elective credit INT 298, 1-credit (See Course Descriptions.) An internship provides the opportunity for a student to integrate work and formal education with professional experience in his/her major field of study, to test the chosen career path, and to be involved in activities similar to those of full-time employees. While some competitive internship opportunities may be available through the University, it is generally the student's responsibility to secure an internship site. Students should consult the Career Center for more information about internships at www.fus.edu/career-center

To be eligible to enroll for a credit-bearing internship to fulfill a major requirement, the student must have earned at least 60 semester hours of university credit (Junior class level), including at least 18 credits (6 courses) within the major with a grade of C or above in each of these courses, and be in good academic standing. Students must have fulfilled any additional internship requirements set by the individual department. The student and supervising professor have the option of designating the internship class as fulfilling a writing-intensive requirement.

The student must meet the minimum requirement of 90 clock hours at the work site, in addition to time spent completing academic requirements assigned by the faculty supervisor. Regular tuition for the academic semester for which the student is registered is charged for any internship experience. Internships are graded using the standard grading scale for courses at Franklin University.

CORE REQUIREMENTS, BACHELOR OF ARTS

First Year Seminar

All incoming Franklin students, including transfer students with fewer than 30 credits participate in a First Year Seminar (FYS). Students transferring to Franklin University with 30 or more college or university credits may substitute elective credit for the First Year Seminar.

First Year Seminars are discipline-specific courses designated with the 199 numbering. Themes vary from year to year depending on the participating professors' areas of interest, disciplines, and fields of knowledge. The broad aim of FYS is to help students adapt to academic expectations and the university experience. This seminar is an integral part of a larger First Year Experience that integrates academics with orientation, advising, academic support, co-curricular activities and community activities. All FYS are designed to engage students both in and out of the classroom by forging learning communities through a small class size and an upper class academic mentor who acts as a bridge between incoming students and professors, and who helps students feel comfortable with new sets of expectations. The common thread that runs through each seminar is the student's own experience of engaging with Franklin's unique culture and the larger Swiss community. In that spirit, FYS introduces students not only to a particular topic and the fundamental analytical skills needed to produce university-level work, but also to the everyday tools necessary for grappling with real-life multiculturalism and the processes of cross-cultural encounter.

Examples of First Year Seminar topics include:

- Glaciers No More: Climate Change and the Alps
- Navigating the Imagination: Drawing and the Creative Process
- Key Ideas in Global Politics
- Ethics and the Environment
- The Pursuit of Happiness
- Perfect and Imperfect Worlds: Visions of Dystopia and Utopia in Fiction and Film

Academic Travel

Academic Travel is Franklin's signature program and an essential part of the Franklin degree program. Three-credit Academic Travel courses are regular semester courses that include a 10-14 day travel period, thus adding an experiential learning piece to regular classroom activities. The graduation requirement for Academic Travel is normally fulfilled by successful participation in four three-credit Academic Travel classes (12 credits).

Academic Travel Participation

- All students, including study abroad, are required to participate in Academic Travel, which is a fully integrated part of the regular curriculum at Franklin University Switzerland. The degree requirement for Academic Travel is normally fulfilled by successful participation in four three-credit Academic Travel classes. Students must enroll in an Academic Travel class each semester until they complete the required number of travels.
Once students have completed their four required three-credit Academic Travel courses, they may continue to take advantage of Franklin's signature program as an integrated part of their studies. Students then have the option to participate in one- or three-credit Academic Travel courses, depending on what best suits their academic program needs and interests. Three-credit travel courses may count as general electives, Global Responsibility core requirements, and/or major electives. One-credit Academic Travel courses count as general electives.
- For transfer students coming to Franklin with 30 or more credits, a minimum of three consecutive, three-credit Academic Travel classes is required. For transfer students with 60 credits, a minimum of two three-credit Academic Travel classes is required.
- Students cannot complete an Academic Travel course without participating in the actual travel.
- Auditing of any Academic Travel course (3- or 1-credit) is not permitted
- Non-compliance with the class attendance policy will result in removal from the travel portion of the course and a failing grade for the class.

Withdrawal from Academic Travel courses

Only in case of a medical or family emergency will students be allowed to withdraw from three-credit Academic Travel courses prior to the travel period. In case of such an emergency, students must submit documentation attached to a formal petition signed by the student and the student's academic advisor to the Academic Affairs Coordinator. Documentation must be submitted prior to the Academic Travel dates in October and March. No late documentation will be considered.

Students may not withdraw from one-credit Academic Travel courses after the travel period.

Academic Travel Visas

Students are responsible for obtaining their visas to the Academic Travel destinations. It is the responsibility of the student to ascertain his or her likelihood of obtaining a visa prior to enrolling in the travel, and to then take the necessary steps to obtain the visa. Regulations for visas can change frequently. After consulting with the travel leader, students may decide to obtain their visas during the period in which they are in their home country between semesters.

Guidelines for Conduct on Academic Travel

- **At all times during the Academic Travel, students should remember that they are representatives of Franklin University and of their own countries.**
- Any actions which interfere with, or make more difficult, the fulfillment of the academic purpose of the trip are considered disruptive. This includes loud parties, excessive drinking, missing or arriving late to planned visits, or being in such a condition as to prejudice the academic purpose of the trip.
- Any actions which interfere with another person's rights or are disturbing to either Franklin University Switzerland students or citizens of the place the student is visiting, are considered disruptive.
- Any student who is judged by the faculty trip leader to be disruptive may be dismissed immediately from the trip, and the University will be so notified. This will also result in a failing grade. After returning to campus, a student who has not observed the norms may be called before the Judicial Board and will be subject to the appropriate consequences.

Academic Writing

Fulfillment of the Academic Writing requirement for the Bachelor of Arts degree involves successful completion of four writing or writing-intensive courses. Students generally start by taking WTG 100 and/or WTG 200 and subsequently enroll in one to three writing intensive, or W-designated, courses. These courses focus on rhetorical conventions within a specific academic field and can vary each semester. Normally, students complete the writing requirement by taking a capstone course in their chosen area of study. Depending on the major, the capstone may involve writing a thesis or completing a final project. Courses that count towards the Academic Writing requirement include:

- WTG 100 Academic Writing: Crossing Borders
- WTG 200 Advanced Academic Writing: Ethics at Work
- W-designated courses in the disciplines (selection may vary)
- Selected capstone or equivalent in the student's major

(See Academic Literacies Program)

Global Responsibility

Students choose two courses from each Area of Knowledge for a total of 18 credits. Students will be advised to complete courses from at least five different disciplines. Courses taken to meet major requirements may also fulfill core requirements; however, credits count only once in terms of meeting the 120 credit requirement for the BA degree.

Intercultural Competencies
International Engagement
Social Responsibility

These learning outcomes articulate what students are expected to demonstrate in terms of knowledge, skills, and attitudes upon completion of the Global Responsibility components.

Intercultural Competencies works to develop the intercultural knowledge, skills and attitudes that allow students to communicate effectively and appropriately in a wide-range of cultural settings. Students will:

- Cultivate an appreciation for a variety of world views,
- Develop collaboration skills throughout and beyond the curriculum,
- Understand the norms and expectations of local cultures, and
- Understand the impact of race, class, gender and sexual orientation in diverse settings.

International Engagement focuses on civic and international engagement. Students will develop the competencies to:

- Understand the processes and consequences of globalization,
- Participate intelligently in public affairs,
- Assume participatory and leadership roles in diverse contexts, and
- Understand their position in the world.

Social Responsibility exposes students to the complex interrelationships that govern global issues in order to develop a personal sense of social responsibility informed by multiple perspectives. Students will:

- Develop an awareness of social justice,
- Reflect on their personal convictions and develop an informed system of ethics and values,
- Appreciate the relationship between individual behaviors and their social effects, and
- Develop an understanding of sustainability in the natural and social worlds.

Global Responsibility courses may also apply to the major or minor. (For the most up-to-date list of Global Responsibility courses, check with the Registrar's office.)

Modern Language Requirement

FRE/GER/ITA 100 Introductory Language I

FRE/GER/ITA 101 Introductory Language II

FRE/GER/ITA 200 Intermediate Language I

FRE/GER/ITA 201 Intermediate Language II

FRE/GER/ITA 300 Advanced Language I

As part of the university's mission to cultivate international leadership skills through foreign language acquisition and cultural literacy, Franklin encourages all students to be strong, independent users of at least one Swiss language. Two options, or tracks, are

available to students to ensure successful completion of this requirement. Students in Track 1 strive to achieve advanced proficiency in French, German, or Italian. Track 2 students opt for a combination of language study and cultural literacy classes across several FUS disciplines. For all students, a two-semester commitment to Swiss language study (most typically satisfied in the 100-101 sequence) is mandatory. Barring specific exceptions (see notes below), the ML Core represents a five-semester requirement. Students must fulfill each class of the language requirement in sequence and in the same language.

Track 1

Students complete a full five-semester sequence (15 credits) in one Swiss language: FRE/GER/ITA 100-101, 200-201, 300. Following completion of this sequence, B2 or C1-level competency in French, German, or Italian may be certified through external Common European Framework testing.

Students who have previously studied French, German, or Italian are free to self-place into the most appropriate language course. Modern language faculty are available to advise students on self-placement. Students who enter at the 300-level, or higher, must take a minimum total of two advanced language courses to complete the ML Core.

Students who identify as native speakers of French, German or Italian and who choose to complete the language requirement in their native language must take two courses above the 301-level. Native speakers of French, German, or Italian may also complete their requirement by taking ML 300 and ML 301 Swiss Language Mentoring I and II, with department permission.

Track 2

Designed as an alternative for students with special circumstances as determined by the academic advisor and department chair in close consultation with the student, this option is open only to:

1. Students who are already multilingual (in non-Swiss languages) and who enroll in English for Academic Purposes (EAP);
2. Students who have language-specific diagnosed learning challenges on record with the accessibility coordinator;
3. Other special cases to be assessed in close consultation with the advisor and the Modern Languages program chair.

In Track 2, students complete the first year in the language sequence (100-101) followed by three classes designated as cultural literacy courses. (New courses may periodically be added to the current list of cultural literacy courses found here):

AHT 102	Introduction to Art History and Visual Culture
AHT 103	Introduction to Art History and Visual Culture II
AHT 233	Venice and the East
AHT 234	Painting and Sculpture in France in the 19th Century
CLCS 200	Gender and Sexuality in a Global Context
CLCS 220	Inventing the Past: The Uses of Memory

CLCS 238T	The Postcolonial City: Berlin and Hamburg
CLCS 242	Poor Relations: Representations of Poverty in Literature, Film and the Media
CLCS 248T	European Food Systems: You Are Where You Eat
CLCS 250	Ecocritical Approaches to Film
CLCS 251T	Reading Moroccan Culture
COM 202	Fundamentals of Interpersonal Communication
HIS 202T	History of Switzerland
HIS 204	History of Italy from the Renaissance to the Present
HIS 240	History of Modern Germany
HIS 243	Worlds of Islam
HIS 271	History of Modern France
IS xxx	(Any Italian Studies course)
LC 100	The Stories We Live By
LC 110	Reading Cultures: Approaches to Cultural Studies
LIT 236T	Prague on the Page
LIT 243	On Being Human
LIT 254	Introduction to Postcolonial Literatures
LIT 255T	Scotland, Story and Song
POL 204	Government and Politics of Latin America
POL 223T	Italy: Politics, Culture, and Society
POL 224	Politics and Society in Switzerland
POL 261	International Relations of the Far East
POL 290	Government and Politics of the Middle East
SJS 100	Sustainability and Social Justice

Students placed in EAP courses (English for Academic Purposes) and who are approved for Track 2 may count a total of six EAP credits towards partial completion of the five-semester ML Core requirement.

Note: A minimum grade of C is required in all ML Core classes in order to advance to the next level.

Quantitative Reasoning

Quantitative Reasoning courses are designed to help students distinguish situations in which quantitative or symbolic information is relevant, to understand how to produce, analyze and use numerical information to reach valid conclusions, and to be informed participants of data-based decision-making processes.

Depending on placement, students choose from MAT 103, 104, 107, 109, 115T, 200, 201 or higher.

ASSOCIATE OF ARTS (A.A.)

Degree Requirements

In order to earn the Associate of Arts (AA) degree, students must earn a total of 60 credits, at least 30 of which must be completed at Franklin University. Students must also maintain a minimum final cumulative grade point average of 2.0 in order to graduate. Associate of Arts degree candidates are required to complete the following:

First Year Seminar (3 credits)

A specific course in the disciplines designated with the 199 numbering. All students new to university are required to take the First Year Seminar in their first semester at Franklin. Students transferring to Franklin University with 30 or more college or university credits substitute elective credit for the First Year Seminar.

Academic Travel (12 credits)

Academic Travel is Franklin's signature program and an essential part of the Franklin degree program. The Associate of Arts degree requires the completion of four three-credit Academic Travel courses. Students who enter with transfer or advanced standing credit must complete one travel during each semester they are enrolled until the completion of the AA degree.

Academic Writing (6 credits)

Students will focus on clear and effective writing, developing the skills necessary to convey ideas effectively in a variety of contexts. Courses that count towards the writing requirement include:

- WTG 100 Academic Writing: Crossing Borders
- WTG 200 Advanced Academic Writing: Ethics at Work
- W-designated courses

Global Responsibility (18 credits)

Two courses from each of the following Areas of Knowledge:

- Intercultural Competencies
- International Engagement
- Social Responsibility

(For the most up-to-date list of Global Responsibility course, check with the Registrar's office.)

Modern Languages (12 credits)

FRE/GER/ITA 100 Introductory Language I
FRE/GER/ITA 101 Introductory Language II
FRE/GER/ITA 200 Intermediate Language I
FRE/GER/ITA 201 Intermediate Language II

Associate of Arts degree students are required to successfully complete four semesters of study in one of the modern languages offered at the University. Students whose home, native or secondary school language is French, German or Italian can meet the Modern Language requirement by successfully completing two courses in one of these languages above the 302 level. Students other than native speakers of French, German or Italian whose competency in those languages is above the 301 level can meet the modern language requirement by successfully completing two courses in French, German or Italian above the 301 level.

Quantitative Reasoning (3 credits)

Courses are designed to help students distinguish situations in which quantitative or symbolic information is relevant, to understand how to produce, analyze and use numerical information to reach valid conclusions, and to be informed participants of data-based decision-making processes.

Depending on placement, students choose from MAT 103, 104, 107, 109, 200, 201 or higher.

General Elective Credits (6 credits)

Declaration and Graduation

Students who intend to earn the Associate of Arts degree should complete the Associate of Arts application form in the Registrar's office. After declaring intention to pursue the Associate of Arts degree, the student will be matriculated into an online academic plan that will list courses which the student has taken and those which are still outstanding toward the completion of the degree.

Students must make submit a graduation application to the Registrar by October 15 of the previous semester for May and August graduation, and by March 1 for December graduation. Graduation application fees apply.

Note: The Associate of Arts degree will only be awarded to students not continuing with the Bachelor of Arts degree.

ACADEMIC YEAR AT FRANKLIN (AYF)

The Academic Year at Franklin (AYF) program offers a transition year between high school and full university studies to qualified high school graduates or students with the equivalent of a solid high school preparation, who need extra time to develop strong study skills or English-language skills. The program specifically prepares students for study in an English-speaking environment, offering an introduction to academic disciplines and providing students the opportunity to gain intensive academic preparation in university-level writing while earning university credit.

The Academic Year at Franklin stresses the importance of a liberal arts foundation combined with individualized student advising and tutoring. Students are introduced to the academic expectations of an American university institution, receiving the personal attention of faculty in a rigorous yet supportive, international environment.

The advantages of the program include:

- Highly individualized academic advising and mentoring
- Regular study skill sessions and subject-specific tutoring
- Peer-to-peer learning opportunities through the Academic Mentoring program
- Solid preparation for an English/American-based university education
- Experiential learning based on Franklin's signature Academic Travel program
- Close contact with faculty in an international, culturally rich community

Students who successfully complete the AYF program in good standing and with positive recommendations from the offices of Academic Affairs and Student Life will be fast-tracked for admission to Franklin's regular undergraduate program, following an internal review by Franklin's Admissions Committee. With its curriculum accredited in both the U.S. and Switzerland, Franklin also prepares students for other English-speaking university programs worldwide.

THE ACADEMIC LITERACIES PROGRAM

In accordance with the university’s mission to “engage the world,” the goal of the Academic Literacies Program (ALP) is to help students develop critical thinking and effective writing skills. Among our thirteen university-wide learning goals, competency 9 (English Writing Competencies) states that: “Students will be able to effectively communicate ideas in written English in an articulate and culturally aware manner to the degree expected of a graduate of a quality international liberal arts institution.” Specifically, graduating students will produce writing that:

- Utilizes the rhetorical style and diction appropriate to their purpose, the context and their audience, which could be multi or non-cultural, culture-specific or culture-general (context, audience & purpose);
- Demonstrates appropriate use of writing conventions in a specific discipline and/or for a specific writing task, including organization, context, presentation, formatting and stylistic choices (genre & disciplinary conventions / writing in the disciplines);
- Utilizes high-quality sources and appropriate evidence to develop a coherent and defensible argument (sources & evidence);
- Uses accurate and effective syntax, word choice and mechanics (control of language);
- Expresses positions while remaining respectful to alternative views (respect for diversity and pluralism);
- Follows a process of multiple drafting, and incorporates peer and expert feedback.

To help all students become articulate and culturally aware writers, ALP offers courses that focus on acquiring skills in the above competencies. For faculty, the program provides workshops and guidance on developing writing intensive courses in their disciplines. ALP also works closely with the Writing and Learning Center and the Academic Year at Franklin Program (AYF) to foster independent learning and to support student progress in analytical writing and critical thinking.

Specifically, ALP offers the following courses:

EAP 120	Introduction to Academic Writing I
EAP 125	Approaching the Academic Text
EAP 128	Expanding Academic Literacies
EAP 130	Introduction to Academic Writing II
WTG 100	Academic Writing: Crossing Borders
WTG 200	Advanced Academic Writing: Ethics at Work

Students who place into EAP 120 or EAP 130 must enroll in these courses their first semester at Franklin. Students who place into WTG 100 or above typically enroll in the Spring semester of their incoming year, after they have completed a First Year Seminar course. All students are encouraged to work with their advisor to choose a balanced set of writing requirement courses throughout their Franklin career.

HONORS PROGRAM

The Honors Program at Franklin University offers an added opportunity for students seeking to do research and scholarship. The program is especially suitable for students contemplating graduate study after Franklin. The program is open to students who have shown academic excellence and completed at least one semester at Franklin University or another institution of higher learning. The Honors program emphasizes the acquisition of advanced research skills and more interdisciplinary research perspectives by its annual honors seminar, the Honors Senior Capstone Experience Preparation Workshop, and a select group of honors tutorials in existing courses that will highlight the process of doing research. Students should be aware that these courses can be particularly challenging in terms of time and demands on their intellect and imagination. The senior year will culminate in an honors project or thesis in the student's discipline of choice. Further, the Honors Program may also include an optional Service Learning component.

Mission

The Honors Program at Franklin University offers interested students an opportunity to pursue cross-disciplinary research and scholarship while working closely with faculty and other highly qualified students. It offers students opportunities to pursue more in-depth studies in their chosen fields of academic interest, thus expanding their knowledge further and stressing their academic skills. In addition, the Honors Program provides talented and highly motivated students with a chance to explore beyond the boundaries of their regular undergraduate curriculum through a series of interdisciplinary seminars. Members of the Honors Program are encouraged to give back to the community through both service and the sharing of their knowledge, expertise and experiences.

Requirements

Students may enter the program after having completed at least one semester at Franklin University Switzerland or another institution of higher learning. A minimum cumulative GPA of 3.5 or higher and good disciplinary standing at the University is required for admission into the program. All students must maintain the minimum admission criteria each semester to remain in the program.

Students not in the program may be allowed to register for individual honors seminars, dependent upon available space in the course, the approval of the academic advisor, and permission of the instructor.

To obtain the Honors Certificate, a student must complete a minimum total of 12 honors credit hours, including:

- A minimum of one honors seminar (3 Credits) (usually taught in Spring)
- HON 499 Honors Senior Capstone Experience Preparation Workshop (non-credit bearing) - An advanced workshop in the Senior Year, or with permission of the instructor
- An honors capstone experience (3 credits). To meet this requirement, students will register for the senior capstone in their major (thesis, senior project, or senior research project), which they will pursue for honors credit.

- An additional 6 credit hours in honors seminars, honors tutorials (honors options) in regularly scheduled courses, as approved by the Honors Coordinator and the respective advisor.

In addition to the strictly curricular component, students in the program are expected to attend the University Lecture Series and other events sponsored by the University and the Honors Society, and to participate actively in the Honors Society.

ACADEMIC AREAS

All Bachelor of Arts degrees require a total of 120 credits consisting of Core, Major, and General Elective courses and requirements.

Majors

The Bachelor of Arts degree may be pursued in any of the following major programs:

- Art History and Visual Culture
- Communication and Media Studies
- Comparative Literary and Cultural Studies
- Environmental Studies
- Environmental Studies with an Emphasis in Science
- French Studies
- History
- International Banking and Finance
- International Economics
- International Economics with an Emphasis in Political Economy
- International Management
- International Management with an Emphasis in Finance
- International Management with an Emphasis in Marketing
- International Relations
- International Relations with an Emphasis in Political Economy
- Italian Studies
- Literature
- Political Science
- Psychology
- Social Justice and Sustainability
- Visual Communication Arts with an Emphasis in Fashion Studies
- Visual Communication Arts with an Emphasis in Studio Art

Combined Majors

Additional majors are possible by combining two of the following fields of study: Art History and Visual Culture, Communication and Media Studies, Comparative Literary and Cultural Studies, Economics, Environmental Science, French Studies, History, Italian Studies, Literature, Management, Political Science, Psychology, Visual and Communication Arts – Fashion Studies or Studio Art emphasis. Students select two of these areas and follow the combined major program of study. For more information, see the Combined Majors section.

Double Majors

A student who fulfills all of the requirements for two majors may receive a Bachelor of Arts degree with a double major. Should a student wish to complete two majors, a combined major cannot be used as one of them. Students may complete a maximum of two majors.

Minors

In addition to their main field of study, students may select courses from within one discipline to form a minor (see section on Minors). An official declaration of a minor is required and must be submitted to the Registrar after obtaining the signatures of both the student's Academic Advisor and Department chair of the field of interest. The declaration form is available from the Registrar's office.

MAJORS

Art History and Visual Culture

The art history and visual culture major endeavors to provide a fundamental understanding of the visual world from a variety of viewpoints. Courses investigate the production of art, architecture, and film through the technical, social, economic, cultural, psychological, and epistemological forces at work when they were produced and viewed. The major places a particular emphasis on how images form beliefs and values, taking into account issues of ethnicity, gender, and class. Addressing questions of chronology, theory, and methodology, the curriculum proceeds from a disciplinary to an interdisciplinary approach, guiding students in the development of analytical and synthetic thinking about visual culture. Students are encouraged to take classes in Communication and Media Studies and Comparative Literature and Cultural Studies and to apply the methods from these disciplines to the study of art history and visual culture.

Students who have completed the major will be prepared to enter graduate and specialized studies in art history and visual culture. They may also choose a career in a gallery, museum, auction house, in the art-publishing sector, or some specialized corporate environments.

Major Requirements (42 Credits)

Required Courses (12 credits)

AHT 102	Introduction to Art History and Visual Culture I: Antiquity to Early Renaissance
AHT 103	Introduction to Art History and Visual Culture II: High Renaissance to Contemporary Art
AHT 270	Theories and Methods in Art History and Visual Culture
AHT 320	Anthropologies of Art

Major Electives (18 credits)

Six of the following (with at least two at the 300 level):

AHT 211	Collecting and the Art Market in the Age of Globalization
AHT 213	Art and Ideas: Exploring Vision
AHT 215T	Art and Industry in England: 1800-2000
AHT 216	An Introduction to the History of Photography
AHT 218T	Harbor Cities: Architecture, Vision and Experience
AHT 230T	Art, Politics, Landcape in Ireland and Northern Ireland
AHT 231	Renaissance Art and Architecture in Italy
AHT 233	Venice and the East
AHT 234	Painting and Sculpture in France in the 19th Century
AHT 280	Contemporary Art: From the New York School to the Present
AHT 307	Ancient Art and Archeology

AHT 334	Artist's Biopics
AHT 338	The City and Its Representation in the 20th Century
AHT 345	Picasso: His Life and Work
AHT 350	Museums and Art Galleries: Theory, History, and Practice
AHT 360	Art of Ticino, Lombardy and Piedmont
AHT 361	The Visual Culture of Disaster
AHT 362	Visual Semiotics: Signs and Symbols in Art, Architecture, Film, and Fashion
AHT 370	Etruscan Art and Archaeology
AHT 371	Topics in Art History
AHT 375	Nature City Post-1960

Interdisciplinary Electives (6 credits)

Two of the following:

ARC 200	Practicum in Archaeology
CLCS 200	Gender and Sexuality in the Global Context
CLCS 215T	Vienna 1900: A Modernist City
CLCS 220	Inventing the Past: The Uses of Memory
CLCS 241	Forbidden Acts: Queer Studies and Performance
CLCS 242	Representations of Poverty in Literature, Film and the Media
CLCS 245	Critical Approaches to the Graphic Novel: Justice in the Gutter
CLCS 250	Ecocritical Approaches to Film
CLCS 271	Holocaust Memory in Berlin
CLCS 300	(Re)Defining Masculinity
CLCS 310	The Culture of Cities
CLCS 340	Fashion and Popular Culture
CLCS 371	Law and Culture
CLCS 372	Tales of Catastrophe
COM 105	Introduction to Communication and Media
COM 201	Fundamentals of Media Studies and Criticism
COM 202	Fundamentals of Interpersonal Communication
COM 300	History of Mediated Communication
COM 301	Globalization, Media, and Representation
COM 302	Intercultural Communication: Theory, Research and Practice
COM 327	Producing Digital Media: Communication and Media in Practice
COM 370	Topics in Communication and Media Studies
FRE 374	Introduction to French Cinema
FRE 376	French Cinema: The New Wave
GER 373	German Film as Medium of Culture
HIS 243	Worlds of Islam
HIS 357	Weimar Germany: Crisis or Crucible of Modernity?
ITA 373	Italian Film and Society
ITA 374	Italian Cinema
ITA 375	Italian Film Adaptation: From the Page to the Screen
LC 100	The Stories We Live By
LC 110	Reading Cultures: Approaches to Cultural Studies

Note: Prerequisites may be required for courses outside of the major.

Studio Art Course (3 credits)

Complete one Studio Art (STA) or Visual Culture (VCA) course at any level.

Capstone Requirement (3 credits)

One of the following:

AHT 487	Art History Senior Project
AHT 498	Art History Internship
AHT 499	Art History Thesis

Communication and Media Studies

Communication and media are central features of our lives. From navigating relationships, to crafting professions, to engaging in local and global issues, we are always using communication and media. Recent years have seen the proliferation of media forms, technologies and industries. Indeed, there has never been a better time to study communication and media. No matter what kind of work you do or what kind of life you live, understanding communication and media processes is fundamental to your health and wealth.

The Communication and Media Studies Program at Franklin focuses upon four key threads in communication and media studies: (1) Media forms, practices, technologies and industries, (2) empirical and critical media and communication research (with an emphasis on emerging and social media), (3) media uses and effects (individual, relational, cultural, and social) and (4) the relationship between media and global processes. The major in Communication and Media Studies is particularly suited to students who are interested in pursuing media professions as well as for those who are interested in better understanding the role of communication and media in creating and maintaining well-functioning interpersonal relationships, organizations, and societies.

Major Requirements (39 Credits)

Required Courses (18 credits)

COM 105	Introduction to Communication and Media Studies in the Global Context
COM 201	Fundamentals of Media Studies and Criticism
COM 203	Communication Research Methods
COM 204	Media Ecology
COM 301	Globalization and Media
COM 350	Mediated Relationships

Capstone Requirement (3 credits)

One of the following:

COM 497	Senior Research Seminar in Communication and Media Studies
COM 498	Internship in Communication and Media Studies

Major Electives (12 credits)

Four of the following, two of which must be at or above the 300-level:

COM 202	Fundamentals of Interpersonal Communication
COM 220T	Symbolizing Scottish Folk
COM 225T	Technologized Bodies: Mobile ICTs in the City
COM 230T	Communication, Fashion and Formation of Taste
COM 295	Media, Fashion and Identity
COM 302	Intercultural Communication
COM 310	Issues in Journalism
COM 326	Digital Communication Theory and Strategy
COM 347	Organizational Communication
COM 352	Environmental Discourses
COM 370	Topics in Communication and Media Studies
COM 497	Senior Research Seminar in Communication and Media Studies
COM 498	Internship in Communication and Media Studies

Interdisciplinary Electives (6 credits)

Two of the following:

COM xxx	Any additional COM course
AHT 213	Art and Ideas: Exploring Vision
AHT 216	Introduction to the History of Photography
AHT 338	The City and Its Representation in the 20th Century
AHT 361	The Visual Culture of Disaster
AHT 362	Visual Semiotics: Signs and Symbols in Art, Architecture, Film, and Fashion
BUS 285	Integrated Marketing Communications
BUS 410	Organizational Behavior and Leadership
CLCS 200	Gender and Sexuality in a Global Context
CLCS 220	Inventing the Past: The Uses of Memory in a Changing World
CLCS 225	Music and Popular Culture from the 1950s to the 1990s
CLCS 230	Science/Fiction: Envisioning the Possible
CLCS 241	Forbidden Acts: Queer Studies and Performance
CLCS 242	Representations of Poverty in Literature, Film and Media
CLCS 243	The Cultural Politics of Sports
CLCS 300	(Re)defining Masculinity
CLCS 310	The Culture of Cities
CLCS 320	Culture, Class, and Cuisine: Questions of Taste
CLCS 330	The Politics of Mobility: Exile and Immigration
CLCS 340	Fashion and Popular Culture
CLCS 350	Culture and Human Rights
CLCS 360	Critical Race Studies in a Global Context
CLCS 371	Law and Culture
ECN 355	Political Economy: Theories and Issues
ENV 200	Understanding Environmental Issues
ENV 220	Nature Writing and Ecocriticism
FRE 374	Introduction to French Cinema

FRE 376	French Cinema: The New Wave
GER 373	German Film as a Medium of Culture
GER 376	Screening Swissness: An Introduction to Swiss-German Film
HIS 325	Human Rights in History
IS 280T	Italian Cinema on Location: Projections of the Eternal City in Italian Film and Cultural Studies
ITA 353	Italian Theater Workshop
ITA 373	Italian Film and Society
ITA 374	Italian Cinema
LIT 201	Deception
LIT 243	On Being Human
LIT 256	Britain in Fragments
LIT 305	Home
LIT 320	Elective Ties: Love, Friendship, Community
PSY 201	Social Psychology
PSY 202	Developmental Psychology
PSY 203	Theories of Personality
PSY 210	Cognitive Psychology
PSY 220	Multicultural Psychology
PSY 310	Organizational Psychology
PSY 315	Environmental Psychology
STA 200	Computer Graphics in Advertising
STA 209	The Video Essay: From Conception to Projection
STA 279	The Video Essay and Photography on Location in Europe
STA 300	Advanced Computer Graphics in Advertising

Note: Prerequisites may be required for courses outside of the major.

Comparative Literary and Cultural Studies

The Comparative Literary and Cultural Studies (CLCS) major at Franklin offers an interdisciplinary look at the complex, dynamic workings of culture across a number of settings and contexts. This approach is both theoretical and problem-based: topics ranging from memory to food, from migration to masculinities, from poverty to law, are explored from a number of disciplinary angles and within different medial and historical contexts. Inherent in this approach to comparative literary and cultural studies is an understanding of culture as an ever-evolving entity that demands continuous acts of interpretation, negotiation, and creativity.

The development of analytical, synthetic thinking and effective means of oral and written expression are central to these endeavors. The CLCS major at Franklin is designed for intellectually curious students who feel enriched by multi-disciplinary perspectives and who are eager to apply the things they have learned in the classroom to the world beyond. In this spirit, students are encouraged to incorporate the lessons they learn on Academic Travel in their studies, and the last year in CLCS offers the opportunity to design and complete a capstone project that builds on what they have learned.

Graduates over the last decade have built careers at NGOs, with governmental agencies, in development aid and human rights; in academia, law, business, psychology, marketing and journalism; and as editors, politicians, actors and playwrights, interpreters, teachers, foreign aid workers and museum curators.

Major Requirements (42 Credits)

All of the courses required in the Comparative Literary and Cultural Studies (CLCS) major are topic-based and explore literature and culture from multiple perspectives. Four major elective courses are selected in consultation with the student's major advisor (see description below). Students planning a major in CLCS should enroll in LC 100 or LC 110 prior to taking upper-division classes in the major.

Foundation courses (6 Credits)

LC 100	The Stories We Live By
LC 110	Reading Cultures: Approaches to Cultural Studies

Major Courses (18 Credits)

Six courses from the following and/or from the upper-level Modern Languages offerings. At least two must be at the 300-level.

CLCS 199	First Year Seminar
CLCS 200	Gender and Sexuality in a Global Context
CLCS 215T	Vienna 1900: A Modernist City
CLCS 220	Inventing the Past: The Uses of Memory in a Changing World
CLCS 225	Music and Popular Culture from the 1950s to the 1990s
CLCS 230	Science/ Fiction: Envisioning the Possible
CLCS 238T	The Postcolonial City: Berlin and Hamburg
CLCS 241	Forbidden Acts: Queer Studies and Performance
CLCS 242	Representations of Poverty in Literature, Film and the Media
CLCS 243	The Cultural Politics of Sports
CLCS 248T	European Food Systems: You Are Where You Eat
CLCS 250	Ecocritical Approaches to Film
CLCS 300	(Re)defining Masculinity
CLCS 320	Culture, Class, Cuisine: Questions of Taste
CLCS 330	The Politics of Mobility: Exile and Migration
CLCS 340	Fashion and Popular Culture
CLCS 350	Culture and Human Rights
CLCS 360	Critical Race Studies in Global Context
CLCS 370	Topics in Literary and Cultural Studies
CLCS 371	Law and Culture
CLCS 372	Tales of Catastrophe
LC 150	Reading Film

Electives (12 credits)

Four additional courses (12 credits) from any discipline at or above the 200-level with at least one at or above the 300-level and at least one must be a Literature course. No more than two courses can be chosen from the same discipline. Students must select courses with themes of specific interest and related to the student's course of study in

CLCS. Specific course selections must be approved by the student's academic advisor and the Department chair, and documentation submitted to the Registrar.

Capstone Requirement (6 Credits)

LC 497 Capstone: Comprehensive Readings in CLCS and Literature; and
One of the following:

LC 498 Capstone: Internship in CLCS or Literature

LC 499 Capstone: Thesis in CLCS or Literature

A thesis is recommended for students interested in pursuing graduate studies. An internship is recommended for students interested in entering a professional field. Students should take the first capstone course in their penultimate semester or in the second semester of their junior year.

It is strongly recommended that CLCS majors take at least one Academic Travel course with a CLCS or LC designation.

Environmental Sciences and Studies

Local and global societies face an array of environmental problems, from biodiversity loss to climate change to various types of pollution. To tackle these problems, future leaders need to understand the science behind the issues as well as the societal context in which they occur. The Environmental Sciences and Studies (ESS) program provides students the knowledge and skills to become these future leaders through two major options. The general Environmental Studies major exposes students to environmental issues from a variety of disciplinary perspectives, while the Environmental Studies major with an emphasis in science allows students to focus primarily on the natural and physical science aspects of today's environmental problems. Both major curricula integrate Franklin's Academic Travel program, offer opportunities to pursue independent research, incorporate real-world experience, and encourage majors to study abroad. In particular, Franklin's affiliation with the School for Field Studies (SFS) www.fieldstudies.org allows ESS students to study at one of the SFS sites during a summer or semester and receive major credit. Both major programs prepare students for careers in government, non-profit conservation, consulting, as well as for graduate degree programs.

Environmental Studies

The Environmental Studies major gives students an interdisciplinary background and enables them to think critically about, analyze, and understand today's environmental issues. In this major, students receive a broad overview of environmental issues that includes environmental science, the social sciences, and humanities. Students take a core set of fundamental courses and then tailor a set of broad upper-level electives that reflects the students' specific interests.

Major Requirements (45 Credits)

Foundation Courses (15 credits)

BIO 101	Introduction to Biology: Genetics, Evolution, and Ecology
ENV 200	Understanding Environmental Issues
MAT 201	Introduction to Statistics

One of the following:

BIO 102	Introduction to Biology: Cell and Animal Biology
BIO 103	Introduction to Biology: Plant Science

One additional 100-level science course (BIO, ENV, GEO).

Lower-level Humanities and Social Sciences (9 credits)

Three of the following:

ECN 100	Principles of Macroeconomics
ECN 101	Principles of Microeconomics
COM 180	Public Speaking
HIS 104	Global History I: Traditions, Encounters, and Adaptation from the Stone Age to the 16th Century
HIS 105	Global History II: Globalization, the Emergence of the Modern State, and Coping with Change
LC 110	Reading Cultures: Approaches to Cultural Studies
POL 100	Introduction to Political Science
POL 101	Introduction to International Relations
SJS 100	Sustainability and Social Justice: Ethics, Equality, and Environments

Upper-level Science Courses (6 credits)

Two of the following:

BIO 210T	Alpine Ecosystems
BIO 3xx	Any 300-level Biology course
ENV 210	Natural Disasters, Catastrophes, and the Environment
ENV 230T	Freshwater Conservation
ENV 250	Quantitative Methods for Environmental Science
ENV 280T	Managing the New Zealand Environment
ENV 282T	Tourism and the Environment
ENV 350	Swiss Environments
ENV 360	Research Methods in Environmental Sciences
ENV 372	Sustainability Science
ENV 399	Research in Environmental Studies

Upper-level Humanities and Social Sciences (12 credits)

Four of the following:

AHT 361	The Visual Culture of Disaster
CLCS 250	Ecocritical Approaches to Film
CLCS 310	The Culture of Cities
CLCS 320	Culture, Class, Cuisine
CLCS 330	The Politics of Mobility

CLCS 372	Tales of Catastrophe
COM 301	Globalization and Media
COM 310	Issues in Journalism
COM 352	Environmental Discourses
ECN 256	Managerial Economics (Intermediate Microeconomics)
ECN 303	Development Economics
ECN 330T	Neo-liberal India: Globalization and Development
ECN 331T	Sustainable Economic Development: Exploring Bhutan and Kaziranga
ECN 341	International Economics
ECN 355	Political Economy: Theories and Issues
ENV 220	Nature Writing and Ecocriticism
ENV 297	Faculty Fellows Program
ENV 498	Internship in Environmental Studies
ENV 499	Senior Research Project in Environmental Studies
HIS 202	History of Switzerland
HIS 325	Human Rights in History
HIS 355	The World and the West in the Long 19th Century
POL 281T	Sustainable Development in Africa
POL 310	International Law
POL 321	International Organization
POL 376	International Environmental Politics
POL 377	International Political Economy
POL 378	International Politics of Energy

Note: Prerequisites may be required for courses outside of the major.

Capstone Course (3 credits)

ENV 497 Interdisciplinary Approaches to Environmental Issues

Students must complete two of the above requirements with 3-credit Academic Travel environmentally-themed courses, of which at least one must be ENV.

Environmental Studies with an Emphasis in Science

This emphasis targets students who are intrigued by the science behind environmental issues. The coursework emphasizes the environmental sciences and quantitative methods, while still providing insight from other disciplines to help students understand the societal issues intertwined with the environment. Students take a core set of fundamental courses and then develop a set of science-focused electives that reflects their own specific interests.

Major Requirements (45 Credits)

Foundation Courses (18 credits)

BIO 101 Introduction to Biology: Genetics, Evolution, and Ecology
 ENV 200 Understanding Environmental Issues
 MAT 201 Introduction to Statistics

One of the following:

BIO 102	Introduction to Biology: Cell and Animal Biology
BIO 103	Introduction to Biology: Plant Science

Two additional 100-level science courses (BIO, ENV, GEO).

Lower-level Humanities and Social Sciences (3 credits)

One of the following:

ECN 100	Principles of Macroeconomics
ECN 101	Principles of Microeconomics
COM 180	Public Speaking
HIS 104	Global History I
HIS 105	Global History II
LC 110	Reading Cultures: Approaches to Cultural Studies
POL 100	Introduction to Political Science
POL 101	Introduction to International Relations
SJS 100	Sustainability and Social Justice: Ethics, Equality, and Environments

Upper-level Science Courses (12 credits)

Four of the following:

BIO 210T	Alpine Ecosystems
BIO 3xx	Any 300-level Biology course
ENV 210	Natural Disasters, Catastrophes, and the Environment
ENV 230T	Freshwater Conservation
ENV 250	Quantitative Methods for Environmental Science
ENV 280T	Managing the New Zealand Environment
ENV 282T	Tourism and the Environment
ENV 350	Swiss Environments
ENV 360	Research Methods in Environmental Sciences
ENV 372	Sustainability Science
ENV 399	Research in Environmental Studies

Quantitative (3 credits)

One of the following:

ENV 250	Quantitative Methods for Environmental Science
BUS 306	Quantitative Methods and Dynamic Forecasting
MAT 200	Calculus
MAT 3**	Any 300-level mathematics course

Upper-level Humanities and Social Sciences (6 credits)

Two of the following:

AHT 361	The Visual Culture of Disaster
CLCS 250	Ecocritical Approaches to Film
CLCS 310	The Culture of Cities
CLCS 320	Culture, Class, Cuisine
CLCS 330	The Politics of Mobility
CLCS 372	Tales of Catastrophe
COM 301	Globalization and Media

COM 310	Issues in Journalism
COM 352	Environmental Discourses
ECN 256	Managerial Economics (Intermediate Microeconomics)
ECN 303	Development Economics
ECN 330T	Neo-liberal India: Globalization and Development
ECN 331T	Sustainable Economic Development
ECN 341	International Economics
ECN 355	Political Economy: Theories and Issues
ENV 220	Nature Writing and Ecocriticism
ENV 498	Internship in Environmental Studies
ENV 499	Senior Research Project in Environmental Studies
HIS 202	History of Switzerland
HIS 325	Human Rights in History
HIS 355	The World and the West in the Long 19th Century
POL 281T	Sustainable Development in Africa
POL 310	International Law
POL 321	International Organization
POL 376	International Environmental Politics
POL 377	International Political Economy
POL 378	International Politics of Energy

Capstone Course (3 credits)

ENV 497	Interdisciplinary Approaches to Environmental Issues
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Note: Prerequisites may be required for courses outside of the major.

Students must complete two of the above major requirements with 3-credit Academic Travel environmentally-themed courses, of which at least one must be ENV.

French Studies

The ability to think internationally and across cultures is the core mission of the University. With this in mind, French Studies is conceived and designed to support and strengthen students' abilities to think, read, and write in French and about French literature, culture, and the Francophone world. Students will begin the French sequence according to prior experience and continue through advanced courses devoted to French literature, culture, and contemporary society. As part of their program of study, students may spend one semester at a French-speaking university after finishing FRE 300, or complete a series of courses in related disciplines; students will complete a capstone seminar in French Studies. Students who do not study in a French-speaking university will be encouraged to complete at least one travel course to France or the French-speaking world.

Major Requirements (51 Credits)

Required courses (or equivalent proficiency) (18 Credits)

FRE 100	Introductory French I
FRE 101	Introductory French II
FRE 200	Intermediate French I
FRE 201	Intermediate French II
FRE 300	Advanced French I
FRE 301	Advanced French II

Four of the following (12 Credits)

FRE 302	Advanced French Conversation
FRE 303	French Translation
FRE 310	Paris and the Nineteenth Century
FRE 312	Travel Writing: France and French-Speaking Switzerland
FRE 320	Writing the Self: French Autobiography and Autofiction
FRE 324	From Beur to Post-Beur Literature: Exile, Margins, and Re-Territorialization
FRE 325	The Representation of the Shoah in French Literature and Cinema
FRE 350	French Civilization
FRE 370	Topics in French Literature
FRE 372	Distinction in French Literature: From the 17th to the 21st Century
FRE 374	Introduction to French Cinema
FRE 376	French Cinema: The New Wave
FYS 399	Academic Mentoring

Major Electives (15 Credits)

One semester abroad in the French-speaking world (9 credits towards the major plus 6 elective credits); or

LC 100	The Stories We Live By and
LC 110	Reading Cultures: Approaches to Cultural Studies and

Three of the following:

Courses are to be selected in consultation with the student's academic advisor and the Department chair.

AHT 216	An Introduction to the History of Photography
AHT 234	Painting and Sculpture in France in the 19th Century
AHT 338	The City and Its Representation in the 20th Century
CLCS 200	Gender and Sexuality in a Global Context
CLCS 247T	French Orientalisms Renegotiated
CLCS 251T	Reading Moroccan Culture
CLCS 300	(Re)Defining Masculinity
CLCS 320	Culture, Class, and Cuisine: Questions of Taste
HIS 202	History of Switzerland
HIS 271	History of Modern France

LIT 254 Introduction to Postcolonial Literatures and Theories
POL 224 Politics and Society in Switzerland

Senior Capstone Requirement (6 Credits)

FRE 497 Senior Seminar in French Studies

One of the following:

FRE 498 Internship in French Studies

FRE 499 Thesis in French Studies

Note: Prerequisites may be required for courses outside of the major.

History

History is about understanding change. Studying history gives you a deeper and more profound understanding of the forces that shaped and continue to shape the world we live in. By focusing on change in the past, the study of history enables students to better comprehend and contextualize current and future events.

Studying history at Franklin puts a strong emphasis on the development and acquisition of critical thinking and analytical skills in addition to reading, writing and oral presentation skills. Hence History provides students with an excellent practical preparation and training for graduate study and careers in law, business, diplomacy, government, international organizations and NGOs, journalism and education.

Major Requirements (48 Credits)

Introductory History Courses (6 credits)

HIS 100 Western Civilization I: Ancient and Medieval and

HIS 101 Western Civilization II: Modern

or

HIS 104 Global History I: Traditions, Encounters, and Adaptation from the Stone Age to the 16th Century and

HIS 105 Global History II: Globalization, the Emergence of the Modern State, and Coping with Change

The Writing of History: Theory and Method (3 credits)

HIS 211 The Human in History – Biography and Life Writing

Historical Studies (21 credits)

Seven of the following (including at least two at the 300-level):

HIS 199 Hitler's Rise to Power in Global Perspective /
Hiroshima: Japan's Nemesis and the World's Bomb

HIS 202T History of Switzerland

HIS 204 History of Italy from the Renaissance to the Present

HIS 215T	Central Europe: An Urban History
HIS 235	War, Peace, Diplomacy: A Political History of Modern Europe
HIS 240	History of Modern Germany
HIS 243	Worlds of Islam
HIS 245	Worlds of Judaism
HIS 257	Early Modern Europe and the European World, c 1500-1800
HIS 260	The Holocaust
HIS 271	History of Modern France
HIS 273	History of the United States
HIS 275T	History of Modern Ireland: Union and Disunion 1798-1998
HIS 310	The Cold War
HIS 325	Human Rights in History
HIS 330	East Asia and the Pacific, 1900 to the Present
HIS 351	Nationalism and Ethnic Conflict in Europe and the Middle East
HIS 355	The World and the West in the Long 19th Century
HIS 357	Weimar Germany: Crisis or Crucible of Modernity?
HIS 358	Global Britishness
HIS 360	The Revolutionary Idea in Theory and Practice: Russia 1917 in Context
HIS 370	Topics in History
HIS 374	A Media History of the First World War

Interdisciplinary Studies (12 credits)

Choose four additional courses from any cognate discipline at or above the 200-level of which at least one course must be at or above the 300-level. No more than two courses can be chosen from the same discipline.

Student must select courses with themes of specific interest and related to the student's course of study in History. Specific course selections must first be approved by the student's academic advisor and by the Department chair. Documentation of approved course selections must be submitted to the office of the Registrar.

The Writing of History II: Capstone Requirement (6 credits)

One of the following:

HIS 410	The Cold War
HIS 430	East Asia and the Pacific
HIS 451	Nationalism and Ethnic Conflict
HIS 455	The World and the West in the Long 19th Century
HIS 460	The Revolutionary Idea in Theory and Practice: Russia 1917 in Context

and

HIS 499	History Senior Thesis
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International Banking and Finance

The major in International Banking and Finance provides students with an appreciation of the financial system and the financial decision-making process as determinants of the economic wealth of individuals, business enterprises, and nations. The program stresses both the area of financial economics (studying the behavior of traders in financial markets and the determinants of price formation) and of financial management (studying business practices useful in devising strategies to attain financial goals). In an environment of high capital mobility and integrated financial markets, an international perspective is essential to the understanding of the opportunities and risks in the global arena.

This major prepares students for employment and careers in the financial division of commercial and industrial businesses, in the banking and financial services sector, or in central banks and international organizations. It also prepares students for graduate study in business administration, economics, and finance.

Major Requirements (51 Credits)

Lower-level Requirements (24 credits)

ECN 100	Principles of Macroeconomics
ECN 101	Principles of Microeconomics
BUS 115	Financial Accounting
MAT 200	Calculus
MAT 201	Introduction to Statistics
ECN 225	Issues and Controversies in Macroeconomics (Intermediate Macroeconomics)
ECN 256	Managerial Economics (Intermediate Microeconomics)
BUS 326	Managerial Finance

Upper-level Requirements (27 credits)

ECN 325	Money, Banking and Financial Markets
ECN 328	International Banking and Finance
ECN 365	Investment Analysis I
ECN 366	Investment Analysis II (Corporate Finance)

Four of the following:

ECN 303***	Development Economics
ECN 305	The Economics of the European Union
ECN 320	Game Theory, Information and Contracts
ECN 341***	International Trade
ECN 350	Industrial Organization in the European Union
ECN 387	Introduction to Econometrics
ECN 494**	Internship in International Banking and Finance
ECN 495**	Senior Research Project in International Banking and Finance
ECN 497**	Special Topics Research Seminar in Economics and Finance

** By department permission.

*** This course cannot be applied to this major if the student is also an International Economics or an International Economics with an emphasis in Political Economy major.

One of the following:

BUS 306	Quantitative Methods and Dynamic Forecasting
BUS 415	Country Risk Assessment
BUS 426	International Financial Management

International Economics

The major in International Economics provides students with tools to understand the contemporary world. Through rigorous training in different theoretical approaches and empirical techniques, students will develop critical, analytical, and empirical insight into current economic issues. The constantly increasing mobility of people and resources in a world of rapid technological progress requires a greater knowledge and understanding of the differences among cultures and economic systems that persist even in a highly integrated world. Therefore, a primary focus of this major is on economic policy issues and economic institutions.

Economics is only one lens through which to examine societal problems and so the department maintains an interdisciplinary approach on a variety of issues, while laying the groundwork for a reflective, ethical, and global understanding of the subject area. The menu of courses exposes students to a variety of theories through the recognition of economics as a contested and evolving discipline, and through an appreciation of the institutionally based nature of the market system.

This major prepares students for careers in teaching, banking, business strategy, public policy, law and management, consulting, media, non-governmental and international organizations, as well as providing a solid foundation for graduate studies.

Not open to majors in International Economics with an emphasis in Political Economy

Major Requirements (45 Credits)

Lower-level Requirements (21 credits)

ECN 100	Principles of Macroeconomics
ECN 101	Principles of Microeconomics
ECN 204	History of Economic Thought
ECN 225	Issues and Controversies in Macroeconomics (Intermediate Macroeconomics)
ECN 256	Managerial Economics (Intermediate Microeconomics)
MAT 200	Calculus
MAT 201	Introduction to Statistics

Upper-level Requirements (24 credits)

ECN 303	Development Economics
ECN 325	Money, Banking, and Financial Markets
ECN 328	International Banking and Finance
ECN 341	International Trade

Four of the following:

ECN 305	The Economics of the European Union
ECN 320	Game Theory, Information and Contracts
ECN 330T	Neo-liberal India: Globalization and Development
ECN 331T	Sustainable Economic Development: Exploring Bhutan and Kaziranga
ECN 350	Industrial Organization in the European Union
ECN 355	Political Economy: Theories and Issues
ECN 387	Introduction to Econometrics
ECN 490**	Senior Research Project in International Economics
ECN 492**	Internship in International Economics
ECN 497**	Special Topics Research Seminar in Economics and Finance

** By department permission.

International Economics with an Emphasis in Political Economy

The major in International Economics with an emphasis in Political Economy provides an opportunity for students to focus on a set of courses that explore issues centered on the ways in which political institutions affect the performance of economic systems as well as the ways in which economic interests affect the form of institutions and policies. It entails a variety of approaches, to include the application of economic theories to political choice, historical analysis, models drawn from game theory applied to political institutions, courses on environmental issues and its implications for the current economic system.

This major prepares students for careers in teaching, banking, business strategy, public policy, law and management, consulting, media, non-governmental and international organizations, as well as providing a solid foundation for graduate studies.

Not open to majors in International Economics

Major Requirements (51 Credits)

Lower-level Requirements (24 credits)

ECN 100	Principles of Macroeconomics
ECN 101	Principles of Microeconomics
ECN 204	History of Economic Thought
ECN 225	Issues and Controversies in Macroeconomics (Intermediate Macroeconomics)
ECN 256	Managerial Economics (Intermediate Microeconomics)
POL 101	Introduction to International Relations
MAT 200	Calculus
MAT 201	Introduction to Statistics

Upper-level Requirements (27 credits)

ECN 341	International Trade
ECN 355	Political Economy: Theories and Issues

Two of the following:

ECN 303	Development Economics
ECN 305	The Economics of the European Union
ECN 320	Game Theory, Information and Contracts

Three of the following:

ENV 200	Understanding Environmental Issues
ENV 210	Natural Disasters, Catastrophes, and the Environment
HIS 310	The Cold War
HIS 330	East Asia and the Pacific, 1904-2012
HIS 355	The World and the West in the Long 19th Century
POL 302	Political Philosophy
POL 321	International Organization
POL 376	International Environmental Politics
POL 377	International Political Economy
POL 378	International Politics of Energy

Two additional courses from the Economics courses listed above (ECN 303, 305, or 320), and/or from the following:

ECN 325	Money, Banking, and Financial Markets
ECN 328	International Banking and Finance
ECN 330T	Neo-liberal India: Globalization and Development
ECN 331T	Sustainable Economic Development: Exploring Bhutan and Kaziranga
ECN 350	Industrial Organization in the European Union
ECN 387	Introduction to Econometrics
ECN 490**	Senior Research Project in International Economics
ECN 492**	Internship in International Economics
ECN 497**	Special Topics Research Seminar in Economics and Finance

** By department permission.

International Management

The International Management program provides a comprehensive factual and analytical understanding of the global business environment. Built on Franklin's traditional strengths of active learning, student engagement, and research-based learning, the major couples the foundation of standard business core courses with the latest knowledge and analytical methods in all management sub disciplines. Students learn to deploy that knowledge and methods in strategic planning, marketing, accounting, finance, business analytics and data driven decision making

In addition to graduate school opportunities such as MBA, MSc, and MA programs, possible career paths for International Management graduates include: Marketing Manager, Trading and Fund Manager, Financial Analyst, Business Development Manager, Product Manager, Advertising Account Manager, and Business and Data Analyst.

Students may also opt for the International Management major with an emphasis in Finance or Marketing.

Major Requirements (54 Credits)

Foundation Courses (18 credits)

BUS 115	Financial Accounting
BUS 135	Introduction to Business Systems
BUS 136	Marketing in a Global Context
ECN 100	Principles of Macroeconomics
ECN 101	Principles of Microeconomics
MAT 201	Introduction to Statistics

Required Courses (18 credits)

BUS 306	Quantitative Methods and Dynamic Forecasting
BUS 315	Managerial Accounting
BUS 326	Managerial Finance
BUS 340	Management Science
BUS 353	Strategic Management Theory
BUS 410	Organizational Behavior and Leadership

Capstone Requirement (3 credits)

BUS 455	Global Strategic Management
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Departmental Electives (15 credits)

Five of the following:

BUS 256	Marketing Research Methods
BUS 285	Integrated Marketing Communications
BUS 286	Product and Services Management
BUS 357	Global Information Systems
BUS 370	Topics in International Management
BUS 373	International Entrepreneurship

BUS 374	Corporate Branding
BUS 382	Global Sales Management
BUS 383	Digital Marketing
BUS 384	Global Marketing Strategies
BUS 385	Consumer Behavior in International Marketing
BUS 397	Business Intelligence
BUS 414	International Legal Environments
BUS 415	Country Risk Assessment
BUS 426	International Financial Management
BUS 498	International Management Internship
BUS 499	International Management Thesis
ECN 365	Investment Analysis I
ECN 366	Investment Analysis II (Corporate Finance)

Note: Prerequisites may be required for courses outside of the major.

International Management with an Emphasis in Finance

Major Requirements (57 Credits)

Foundation Courses (18 credits)

BUS 115	Financial Accounting
BUS 135	Introduction to Business Systems
BUS 136	Marketing in a Global Context
ECN 100	Principles of Economics I (Macro)
ECN 101	Principles of Economics II (Micro)
MAT 201	Introduction to Statistics

Required Courses (30 credits)

BUS 306	Quantitative Methods and Dynamic Forecasting
BUS 315	Managerial Accounting
BUS 340	Management Science
BUS 353	Strategic Management Theory
BUS 410	Organizational Behavior and Leadership
BUS 326	Managerial Finance
BUS 415	Country Risk Assessment
BUS 426	International Financial Management
ECN 325	Money, Banking and Financial Markets
ECN 365	Investment Analysis I

Capstone Requirement (3 credits)

BUS 455	Global Strategic Management
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Business Electives (6 credits)

Two of the following:

BUS 256	Marketing Research Methods
BUS 285	Integrated Marketing Communications

BUS 286	Product and Services Management
BUS 357	Global Information Systems
BUS 370	Topics in International Management
BUS 373	International Entrepreneurship
BUS 374	Corporate Branding
BUS 382	Global Sales Management
BUS 383	Digital Marketing
BUS 384	Global Marketing Strategies
BUS 385	Consumer Behavior in International Marketing
BUS 397	Business Intelligence
BUS 414	International Legal Environments
BUS 498	International Management Internship (Finance experience)
BUS 499	International Management Thesis (Topic involving Finance)
ECN 366	Investment Analysis II (Corporate Finance)

International Management with an Emphasis in Marketing

Major Requirements (54 Credits)

Foundation Courses (18 credits)

BUS 115	Financial Accounting
BUS 135	Introduction to Business Systems
BUS 136	Marketing in a Global Context
ECN 100	Principles of Macroeconomics
ECN 101	Principles of Microeconomics
MAT 201	Introduction to Statistics

Major Requirements (27 credits)

BUS 285	Integrated Marketing Communications
BUS 286	Product and Services Management
BUS 306	Quantitative Methods and Dynamic Forecasting
BUS 315	Managerial Accounting
BUS 326	Managerial Finance
BUS 340	Management Science
BUS 353	Strategic Management Theory
BUS 384	Global Marketing
BUS 410	Organizational Behavior and Leadership

Capstone Requirement (3 credits)

BUS 455	Global Strategic Management
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Departmental Electives (6 credits)

Two of the following:

BUS 256	Marketing Research Methods
BUS 357	Global Information Systems
BUS 370	Topics in International Management

BUS 373	International Entrepreneurship
BUS 374	Corporate Branding
BUS 382	Global Sales Management
BUS 383	Digital Marketing
BUS 385	Consumer Behavior in International Marketing
BUS 397	Business Intelligence
BUS 414	International Legal Environments
BUS 415	Country Risk Assessment
BUS 426	International Financial Management
BUS 498	International Management Internship (Marketing experience)
BUS 499	International Management Thesis (Marketing topic)
COM 310	Issues in Journalism
STA 300	Computer Graphics in Advertising, Advanced

Note: Prerequisites may be required for courses outside of the major.

International Relations

The major in International Relations is designed for students who wish to deepen their knowledge and understanding of this multi-disciplinary field. Students receive a solid foundation for a variety of careers in areas such as diplomatic and government service, international organizations, international business, journalism, law and banking. Many graduates have also chosen to pursue graduate study in related areas.

In this major students take core courses in political science, economics and history and undertake interdisciplinary work in areas such as languages, cultural studies or communications. The major aims to provide students with the instruments and techniques to analyze complex phenomena in the era of globalization.

Not open to majors in Political Science or International Relations with an emphasis in Political Economy

Major Requirements (57 Credits)

Foundation Courses (18 Credits)

POL 100	Introduction to Political Science
POL 101	Introduction to International Relations
ECN 100	Principles of Macroeconomics
ECN 101	Principles of Microeconomics
HIS 100	Western Civilization I and
HIS 101	Western Civilization II
or	
HIS 104	Global History I and
HIS 105	Global History II

Required Courses (12 Credits)

POL 300	Comparative Politics
POL 301	Theories of International Relations
POL 321	International Organization
POL 377	International Political Economy

Capstone Requirement (6 Credits)

POL 497	Readings and Methods in Political Science and International Relations
POL 499	Senior Thesis

Departmental Electives (12 Credits)

Four of the following:

POL 2xx	Any POL 200-level course
POL 3xx	Any POL 300-level course

Any language at the 301 level (GER 301 or FRE 301 or ITA 301)

Interdisciplinary Electives (9 Credits)

Any course at 200-level or above in HIS or ECN or:

AHT 218T	Harbor Cities
BUS 410	Organizational Behavior and Leadership
BUS 415	Country Risk Assessment
CLCS 215T	Vienna 1900: A Modernist City
CLCS 243	The Cultural Politics of Sports
CLCS 248T	European Food Systems
CLCS 350	Culture and Human Rights
COM 201	Fundamentals of Media Studies and Criticism
COM 301	Globalization and Media
COM 302	Intercultural Communication
COM 310	Issues in Journalism
ECN xxx	Any ECN course at 200-level or above
ENV 200T	Understanding Environmental Issues
ENV 230T	Perspectives on Freshwater Conservation
HIS xxx	Any HIS course at 200-level or above
MAT 200	Calculus
MAT 201	Introduction to Statistics
PSY 201	Social Psychology
PSY 220	Multicultural Psychology

Note: Prerequisites may be required for courses outside of the major.

The department strongly recommends that IR majors take a POL Academic Travel course

International Relations with an Emphasis in Political Economy

This major is designed for students interested in the broad field of international relations but who wish to have a stronger focus on issues of political economy, that have become critical in today's globalized world. The interdisciplinary electives also encourage students to explore related fields such as business, where politico-economic issues play an important role.

The IR-PE major provides a solid foundation for a variety of careers and graduate study in areas such as diplomatic service, international organizations, international business, journalism, law and banking. The discipline of political economy is increasingly becoming a fundamental component of graduate business and management programs.

Not open to majors in International Relations or Political Science

Major Requirements (54 Credits)

Foundation Courses (15 credits)

POL 100	Introduction to Political Science
POL 101	Introduction to International Relations
ECN 100	Principles of Macroeconomics
ECN 101	Principles of Microeconomics
MAT 200	Calculus

Required Courses (24 credits)

POL 301	Theories of International Relations
POL 302	Political Philosophy
POL 321	International Organization
POL 377	International Political Economy
ECN 256	Managerial Economics
ECN 303	Development Economics
ECN 341	International Trade
ECN 355	Political Economy: Theories and Issues

Capstone Requirement (6 Credits)

POL 497	Readings and Methods in Political Science and International Relations
POL 499	Senior Thesis

Interdisciplinary Electives (9 Credits)

Three of the following:

POL 2xx	Any POL 200-level course
POL 3xx	Any POL 300-level course
BUS 353	Strategic Management Theory

BUS 410	Organizational Behavior and Leadership
BUS 415	Country Risk Assessment
BUS 426	International Financial Management
COM 301	Globalization and Media
ECN 204	History of Economic Thought
MAT 201	Introduction to Statistics

Note: Prerequisites may be required for courses outside of the major.

The department strongly recommends that IR-PE majors take a POL and/or ECN Academic Travel course.

Italian Studies

Due to the University's unique location in the Italian-speaking world, Italian Studies at Franklin is designed, first and foremost, to cultivate students' abilities to communicatively interact and critically engage with the local culture. To do this, students in Italian Studies complete a three-year sequence of language courses, the principal goal of which is the acquisition of advanced competency in Italian speaking, listening, reading, and writing skills.

Once the students' language-specific requirements are fulfilled, they are invited to explore a variety of topics in Italian culture, with an emphasis on Italian literature and film studies. Included in the menu of possible classes which count towards the fulfillment of a major in Italian Studies are courses dealing with topics in Communication, European History, Art History, Film Studies, and Comparative Literary and Cultural Studies. Prior to enrolling in a final, required Senior Seminar in Italian Studies, majors will be strongly encouraged to complete at least two Academic Travel courses to Italy.

Major Requirements (48 Credits)

In addition to the Italian language requirements (18 credits), students are required to complete three Italian Studies courses conducted in Italian (ITA), three Italian Studies courses conducted in English (IS), two courses from a list of associated disciplines, a senior seminar, and a thesis or internship.

Italian Language (18 Credits)

Required courses (or equivalent proficiency):

ITA 100	Introductory Italian I
ITA 101	Introductory Italian II
ITA 200	Intermediate Italian I
ITA 201	Intermediate Italian II
ITA 300	Advanced Italian I
ITA 301	Advanced Italian II

Upper-Level Italian Language or Italian Studies** (18 Credits)

At least 9 credits must be Italian Language courses

ITA 302	Advanced Italian Conversation
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ITA 350	Topics in Italian Cultural Studies
ITA 370	Topics in Italian Literature
ITA 373	Italian Film and Society
ITA 374	Italian Cinema
ITA 375	Italian Film Adaptation: from the Page to the Screen
ITA 380	Italian for Business
IS 100T	The Making of an Eternal City: Rome
IS 120T	Italian Tales of Courtship, Beauty, and Power
IS 274	Italian Cinema
IS 275	Modern Italian Poetry
IS 276	Italian Short Story
IS 276T	Italian Short Story, Pianura Padana
IS 277	The Italian Novel
IS 278	Italian Genre Crossings and Hybridity
IS 279	Italian Myths and Counter-Myths of America
IS 280T	Italian Cinema on Location
IS 295	Italian Culture

Note: Italian Studies courses are taught in English.

Major Electives (6 Credits)

Two of the following:

AHT 231	Renaissance Art and Architecture
AHT 233	Venice and the East
AHT 307	Ancient Art and Archeology
ARC 200	Practicum in Archaeology
COM 105	Introduction to Communication and Media
COM 201	Fundamentals of Media Studies and Criticism
ENV 230T	Freshwater Conservation
LC 100	The Stories We Live By
LC 110	Reading Cultures: Approaches to Cultural Studies
CLCS 200	Gender and Sexuality in a Global Context
CLCS 248T	European Food Systems: You Are Where You Eat
ENV 350	Swiss Environments
HIS 202T	History of Switzerland
HIS 204	History of Italy from the Renaissance to the Present
HIS 351	Nationalism and Ethnic Conflict in Europe
POL 223T	Italy: Politics, Culture and Society
STA 209	The Video Essay: From Conception to Projection
STA 275T	Studies in Ceramics: Umbria
STA 279	The Video Essay and Photography on Location in Europe
STA 280T	Adventures in Printmaking
STA 330T	Art and the Territory (Ceramics, Mandala and Land Art, New Media)
STA 331T	Umbria: Sustaining Art in Italy

Capstone Requirement (6 Credits)

IS 497	Senior Seminar in Italian Studies; and
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One of the following:

IS 498	Internship in Italian Studies
IS 499	Thesis in Italian Studies

Note: Prerequisites may be required for courses outside of the major

Literature

The major in Literature is perfectly suited for students who love to read, analyze, and create texts. Students in this major will encounter canonical literature (including poems, plays, and novels), as well as films, oral storytelling, song, journalism, comics, digital media, and so much more. In addition to acquiring a broad knowledge of literary history, criticism, and theory, students will learn the skills to create some of the forms they study. The major thus produces critical readers and writers. Central to the major in Literature is the notion that literature has a vital relationship to culture and society. As the major offers a traditional grounding in literary study and, at the same time, opens up connections to professional pathways, students learn to think critically about the ways in which literary culture operates in the global sphere. Topics-based courses are taught by faculty who publish internationally and have connections with the creative industries. Franklin class offerings are particularly strong in the fields of postcolonial studies, travel writing, eco-criticism, media studies, and modern literature and culture.

The Literature major is organized around three components: Foundational to advanced courses in Literature; electives in Literary Contexts; electives in Professional Pathways. Students who major in Literature graduate prepared and inspired to pursue careers in fields such as journalism, publishing, researching, non-profit or government agencies, and the media. Many students go on to further education in literary studies.

Major Requirements (45 credits)

Foundation Courses (6 Credits)

LC 100	The Stories We Live By
LC 110	Reading Cultures: Approaches to Cultural Studies

Literature Courses (18 Credits)

Six of the following, at least two of which must be at the 300-level:

LIT 199	First Year Seminar
LIT 201	Deception
LIT 221T	Bloomsbury Britain: Art, Craft, Culture
LIT 236T	Prague on the Page: Alienation and Absurdity
LIT 238	Crafting the Journey: Studies in Travel Narratives
LIT 243	On Being Human
LIT 254	Introduction to Postcolonial Literatures and Theories
LIT 255T	Scotland, Story and Song
LIT 256	Britain in Fragments: Literary Production from 1945 to the Present
LIT 300	Modernism/Modernity: "Making It New"?
LIT 305	Home

LIT 320	Elective Ties: Love, Friendship, Community
LIT 350	Britain in Fragments: Literary Production from 1945 to the Present
LIT 353	Advanced Studies in Postcolonial Literatures
LIT 354	Laughter, Literature and Culture
LIT 370	Topics in Literature
CLCS 245	Critical Approaches to the Graphic Novel: Justice in the Gutter
ENV 220	Ecocritical Approaches to Literature

Electives (15 credits)

Students may discuss other elective possibilities with their academic advisor.

Literary Contexts

Three of the following, at least one of which must be at the 300-level:

AHT 213	Art and Ideas, Exploring Vision
AHT 216	Introduction to the History of Photography
CLCS 200	Gender and Sexuality in a Global Context
CLCS 371	Law and Culture
CLCS 360	Critical Race Studies
COM 300	History of Mediated Communication
COM 301	Globalization and Media
ECN 204	History of Economic Thought
HIS 211	The Human in History: Biography and Life Writing
HIS 358	Global Britishness
IS 279	Italian Myths and Counter Myths of America

One upper-level French, German, or Italian class in the original language

Professional Pathways

Two of the following:

COM 201	Introduction to Media Studies and Criticism
COM 310	Issues in Journalism
CRW 100	Introduction to Creative Writing
CRW 110T	Paris Protagonist Lost in Translation
CRW 305	Advanced Workshops in Creative Writing
CRW 330	Hauntings
FRE 303	French Translation
LC 498	Internship in Literature
STA 106	Introduction to Printmaking
STA 206	Intermediate Printmaking

Capstone Requirement (6 Credits)

LC 497 Capstone: Comprehensive Readings in CLCS and Literature
and

One of the following:

LC 498	Internship in Literature
LC 499	Thesis in Literature

It is strongly recommended that Literature majors take at least one Academic Travel course with the LIT designation.

Political Science

Political Science is one of the oldest intellectual and academic disciplines. From Aristotle and Plato, to Machiavelli and Aquinas, to modern analysts and statesmen, political scientists have been concerned with issues of power, governance, public policy, social behavior and interactions among nation-states, among many others. Courses required for this major include all major sub-disciplines of this field: Political Theory, Comparative Politics, International Relations, Political Economy, as well as Research Methodologies. The interdisciplinary electives encourage students to look at political issues from the perspective of other disciplines.

Compared to the more applied major in International Relations, the major in Political Science is more humanistic and disciplinary. This major provides an excellent preparation for graduate study and careers in fields such as law, journalism, consulting, development assistance, or education.

Not open to majors in International Relations or International Relations with an emphasis in Political Economy

Major Requirements (48 Credits)

Foundation Courses (12 Credits)

POL 100 Introduction to Political Science
POL 101 Introduction to International Relations

HIS 100 Western Civilization I and
HIS 101 Western Civilization II

or

HIS 104 Global History I and
HIS 105 Global History II

Required Courses (9 Credits)

POL 300 Comparative Politics
POL 301 Theories of International Relations
POL 302 Political Philosophy

Capstone Requirement (6 Credits)

POL 497 Readings and Methods in Political Science and International Relations
POL 499 Senior Thesis

Departmental Electives (15 Credits)

Five of the following:

POL 2xx Any POL 200-level course
POL 3xx Any POL 300-level course
Any language at the 301 level (GER 301 or FRE 301 or ITA 301)

Interdisciplinary Electives (6 Credits)

BUS 410	Organizational Behavior and Leadership
CLCS 215T	Vienna 1900: A Modernist City
CLCS 243	The Cultural Politics of Sports
CLCS 350	Culture and Human Rights
CLCS 371	Law and Culture
COM 301	Globalization and Media
COM 310	Issues in Journalism
ENV 200T	Understanding Environmental Issues
HIS xxx	Any HIS course at 200-level or above
LIT 254	Introduction to Postcolonial Literatures and Theories
PSY 201	Social Psychology
PSY 310	Organizational Psychology

Note: Prerequisites may be required for courses outside of the major.

The department strongly recommends that students take a POL Academic Travel course.

Psychology

Psychology is the science of human emotion, thought and behavior, including neural, physiological and cognitive processes; developmental factors and individual differences; and interpersonal, international, and cross-cultural components. The major is designed to expose students to a spectrum of basic issues currently being addressed in the discipline, the principles of research design and statistics, and theory and research in specific areas of psychology.

A major in psychology provides preparation for graduate study for a career in Psychology, and a major or minor may be paired with further training in law, education, business, social work or other health related professions. Students with this major or minor have also pursued careers in business, healthcare, social services, communications, social media, education, human resources and other fields since psychology coursework provides the knowledge of human behavior, analytical thinking, communication and teamwork skills, as well as the sensitivity and comfort with diversity sought by employers.

The psychology major at Franklin University may be completed on campus or in a study abroad experience. For students interested in an intensive laboratory experience, a semester abroad during the spring semester of the third year of study is strongly recommended.

Major Requirements (45 Credits)

Foundation courses (12 credits)

BIO 101	Introduction to Biology: Genetics, Evolution, Ecology
BIO 102	Introduction to Biology: Cell and Animal Biology
MAT 201	Introduction to Statistics
PSY 100	Introduction to Psychology

Major courses (12 credits)

PSY 202	Developmental Psychology
PSY 203	Theories of Personality
PSY 215	Research Methods in Social Sciences
PSY 210	Cognitive Psychology

Four of the following: (12 credits)

COM 201	Fundamentals of Media Studies and Criticism
COM 202	Fundamentals of Interpersonal Communication
PSY 201	Social Psychology
PSY 220	Multicultural Psychology
PSY 297	Special Topics in Psychology (summer session)
PSY 301	Abnormal Psychology
PSY 310	Organizational Psychology
PSY 315	Environmental Psychology
PSY 370	Special Topics in Psychology

Two of the following: (6 credits)

AHT 213	Art and Ideas: Exploring Vision
BUS 353	International Management
BUS 410	Organizational Behavior and Leadership
CLCS 335	Hauntings
CLCS 360	Critical Race Studies in a Global Context
COM 347	Organizational Communication
ECN 256	Managerial Economics
ENV 210	Natural Disasters, Catastrophes, and the Environment
ENV 372	Sustainability Science
FRE 320	Writing the Self: French Autobiography and Autofiction
FRE 325	Representation of the Shoah in French Literature and Cinema
HIS 211	Human in History: Biography and Life Writing
HIS 325	Human Rights in History
LIT 201	Deception
LIT 243	On Being Human
POL 302	Political Philosophy
POL 315	War and Contemporary Politics

Capstone Requirement (3 credits)

One of the following:

PSY 497	Senior Research Seminar in Psychology
PSY 498	Psychology Internship
PSY 499	Senior Thesis in Psychology

Social Justice and Sustainability

The Social Justice and Sustainability (SJS) major builds on Franklin's commitment to fostering a more just and sustainable world. A self-designed major, it aims to allow students to explore key topics, theories, skills and applications at the intersections of social justice and sustainability.

The SJS program has the explicit goal of helping the next generation of leaders, public servants, and private citizens to understand and navigate the key issues facing our world today. It provides students with interdisciplinary and experiential learning opportunities that link theoretical approaches to practical applications. This major helps students think across disciplines, through explorations of theories, concepts, case studies, and issues in Social Justice and Sustainability. The major is designed to develop skills in areas such as conflict resolution, advocacy, policy design, analysis and implementation, sustainable business plans, and sustainability design, assessment, and communication. The major integrates the practical application of theoretical knowledge and skills in the form of fieldwork, service, internships, and academic travels.

The major in Social Justice and Sustainability provides excellent preparation for a variety of careers in the public and private sectors. Potential future careers include possibilities in local and international agencies; with advocacy groups for human rights, environmental justice, welfare, or sustainability; in community organizations, in development and aid organizations, in governmental institutions, in think tanks, and in consulting firms. Graduates could work as crisis mediators, policy analysts, conflict resolution specialists, journalists, media producers, organizers or lobbyists. Depending on the focus chosen, this major is also an excellent choice for students considering graduate studies in the social sciences, the humanities, economics, environmental studies, and law, as well as further study related to social, political, and economic equality.

Major Requirements (48 Credits)

Foundation Course (3 credits)

SJS 100 Sustainability and Social Justice: Ethics, Equality, and Environments

Major Courses (39 credits)

Individually designed programs include a total of 39 credits (13 courses) spread across at least three disciplines, 24 of which must be at the 200 or 300-level, including at least one 3-credit Academic Travel with a focus in social justice and sustainability.

Capstone Requirement (6 credits)

SJS 498 Capstone: internship project *
SJS 499 Capstone: research-based thesis

* Students using US federal financial aid must complete their internships outside of the US.

Administrative Procedures

The SJS major is self-designed and closely monitored by trained SJS advisors and the SJS Advisory Board responsible for the major. The SJS advisors represent their candidates at an annual SJS Advisory Board meeting. There are four overarching topics that anchor the major and help orient students as they find their specific focus: Understanding Poverty and Wealth, Environmental Limits, Human and Nature Rights, and Global Migration and Mobility.

1. Immediately after declaring their SJS major, students will work closely with one of the SJS advisors to design their curriculum as it relates to their own specifically defined approach and chosen focus. This curriculum will be presented to the SJS Advisory Board as a formal proposal of study after completion of the foundation course. The formal proposal must include the choice of a focus in one of the overarching topics, the plan of 200 and 300-level courses to be taken for the initial year of course work in the major, a list of three internship possibilities and a rationale for how these fit into the self-designed curriculum.
2. After the initial coursework, two further proposals to be submitted to the SJS Advisory Board will outline the remaining course work and the area and content of the two chosen capstone courses.

Eligibility and Requirements

This program is designed specifically for ambitious and independent students who wish to take on the challenge of designing their own major in Social Justice and Sustainability. Students with a GPA of 3.2 or higher after completion of 30 credits at Franklin (or who transfer in with 30 or more credits and a transfer GPA of 3.2 or higher) are eligible to pursue the program.

Visual Communication Arts with an Emphasis in Fashion Studies

The Visual Communication Arts Major with an Emphasis in Fashion Studies offers an interdisciplinary course of study, encompassing the fine arts, graphic design, illustration, and photography, as well as courses from Communication and Media Studies, Comparative Literary and Cultural Studies, and film studies. It focuses on communication and creativity as fundamental elements of human expression and encourages students to think critically about creative expressions within the context of and across cultures, ethnicities, race, and gender. In this course of study, students engage in the evolving field of fashion studies, exploring fashion as practice, theory, object, image, and text. It focuses on studying fashion within the liberal arts curriculum, in terms of its histories, identities, and cultures in the contemporary world.

The program prepares students for entry-level positions in careers of fashion research, including archives, museums, galleries, media, consulting, and the publishing sector; or retailing, distribution, and design. Students may also choose to pursue design careers or advanced research of fashion towards an MA or PhD degree.

Major Requirements (42 Credits)

Required Courses (9 Credits)

AHT 102	Introduction to Art History and Visual Culture I: Antiquity to Early Renaissance
AHT 103	Introduction to Art History and Visual Culture II: High Renaissance to Contemporary Art
STA 104	Introduction to Fashion Studies

Two of the following (6 Credits)

STA 105	Introduction to Sculpture
STA 106	Introduction to Printmaking
STA 107	Introduction to Digital Photography
STA 111	Introduction to Drawing
STA 115	Introduction to Painting
STA 125	Basic Design
STA 220	Heads and Bodies: the Human Head and Proportions in Art History, Theory and Practice
VCA 120T	Documentary and Street Photography on Location:

Upper-level Courses (6 Credits)

Two of the following, with at least one at the 300-level:

AHT 216	An Introduction to the History of Photography
AHT 362	Visual Semiotics: Signs and Symbols in Art, Architecture, Film, and Fashion
CLCS 200	Gender and Sexuality in a Global Context
CLCS 300	(Re) Defining Masculinity
CLCS 340	Fashion and Popular Culture
COM 225T	Technologized Bodies: Mobile ICTs in the City
COM 230T	Communication, Fashion, and the Formation of Taste
COM 295	Media Consumption, Fashion, and Identity
VCA 200	The Arts of Independent Publication

Major Electives (9 Credits)

Three of the following, with at least one at the 300-level:

AHT xxx	Any course in Art History
BUS 285	Integrated Marketing Communications
BUS 286	Product and Services Management
BUS 374	Corporate Branding
BUS 385	Consumer Behavior in International Marketing
CLCS 200	Gender and Sexuality in a Global Context
CLCS 220	Inventing the Past: The Uses of Memory in a Changing World
CLCS 310	The Culture of Cities
CLCS 371	Law and Culture
COM 201	Fundamentals of Media Studies and Criticism
COM 202	Fundamentals of Interpersonal Communication
COM 220T	Symbolizing Scottish Folk: Nationalism, Tourism and Identification
COM 295	Media Consumption, Fashion, and Identity

COM 300	History of Mediated Communication
COM 301	Globalization and Media
COM 302	Intercultural Communication: Theory, Research, and Practice
COM 327	Producing Digital Media: Communication and Media in Practice
COM 352	Environmental Discourses
COM 370	Topics in Communication and Media Studies
FRE 374	Introduction to French Cinema
FRE 376	French Cinema: The New Wave
GER 373	German Film as Medium of Culture
ITA 373	Italian Film and Society
ITA 374	Italian Cinema
ITA 375	Italian Film Adaptation: From the Page to the Screen
LIT 243	On Being Human

Note: Prerequisites may be required for courses outside of the major.

Technical component (9 Credits)

To complete the fashion design studio/technical component, students may take courses offered at Franklin during the summer session, for example:

COM 295	Media Consumption, Fashion, and Identify
STA 279	The Fashion of Form
STA 279	Fashion Drawing: Concept to Construction

Alternatively, this requirement may be fulfilled during a semester abroad, for example at Franklin's partner institution Lasell College. Students may also choose their own institution in consultation with their faculty advisor to fulfill this requirement in a semester abroad or a series of technical courses. Depending on the student's interests, technical classes may include pattern drafting/making, sewing techniques, knitting, draping, textiles, etc.

Senior Capstone (3 Credits)

One of the following:

VCA 495	Senior Project in Visual and Communication Arts
VCA 497	Visual and Communication Arts Internship
VCA 499	Visual and Communication Arts Thesis

Visual Communication Arts with an Emphasis in Studio Art

The Visual Communication Arts Major with an Emphasis in Studio Art offers an interdisciplinary course of study, encompassing the fine arts, graphic design, illustration, and photography, as well as courses from Communication and Media Studies, Comparative Literary and Cultural Studies, and film studies. It focuses on communication and creativity as fundamental elements of human expression and encourages students to think critically about creative expressions within the context of and across cultures, ethnicities, race, and gender. In this course of study, students focus on the visual arts and will be able to express themselves in a variety of media.

The program prepares students for entry-level positions in careers of museums, galleries, media, consulting, and the publishing sector. Students may also choose to pursue fine art or design careers or enter graduate and specialized studies in the arts.

Major Requirements (42 Credits)

Required Courses (9 Credits)

AHT 102	Introduction to Art History and Visual Culture I: Antiquity to Early Renaissance
AHT 103	Introduction to Art History and Visual Culture II: High Renaissance to Contemporary Art
COM 105	Introduction to Communication and Media Studies in the Global Context

100-Level Courses (6 Credits)

Two of the following:

STA 105	Introduction to Sculpture
STA 106	Introduction to Printmaking
STA 107	Introduction to Digital Photography
STA 111	Introduction to Drawing
STA 115	Introduction to Painting
STA 125	Basic Design
VCA 120T	Documentary and Street Photography on Location:

200-Level Courses (9 Credits)

Three of the following:

STA 200	Computer Graphics in Advertising
STA 205	Intermediate Sculpture
STA 206	Intermediate Printmaking
STA 207	Intermediate Digital Photography
STA 211	Intermediate Drawing
STA 215	Intermediate Painting
STA 220	Heads and Bodies: the Human Head and Proportions in Art History, Theory and Practice
STA 235	Sustainability and the Studio
STA 275T	Studies in Ceramics: Umbria
STA 280T	Adventures in Printmaking

Upper-Level Courses (6 Credits)

Two of the following:

STA 300	Computer Graphics in Advertising, Advanced
STA 305	Higher Sculpture
STA 306	Advanced Printmaking
STA 307	Advanced Digital Photography
STA 311	Advanced Drawing
STA 315	Higher Painting
STA 330T	Umbria: Art and the Territory (Ceramics, Mandala and Land Art, New Media)
STA 331T	Umbria: Sustaining Art in the Heart of Italy
VCA 200	The Arts of Independent Publication
VCA 370	Topics in Visual Communication Arts

Major Electives (9 Credits)

Three of the following, with at least one at the 300-level:

AHT xxx	Any course in Art History
BUS 285	Integrated Marketing Communications
BUS 374	Corporate Branding
CLCS 200	Gender and Sexuality in a Global Context
CLCS 220	Inventing the Past: The Uses of Memory in a Changing World
CLCS 230	Science / Fiction: Envisioning the Possible
CLCS 235T	Greek Civilizations and Their Discontents
CLCS 245	Critical Approaches to the Graphic Novel: Justice in the Gutter
CLCS 250	Ecocritical Approaches to Film
CLCS 300	(Re) Defining Masculinity
CLCS 340	Fashion and Popular culture
CLCS 350	Culture and Human Rights
CLCS 360	Critical Race Studies in Global Context
CLCS 371	Law and Culture
CLCS 372	Tales of Catastrophe
COM 201	Fundamentals of Media Studies and Criticism
COM 202	Fundamentals of Interpersonal Communication
COM 225T	Technologized Bodies: Mobile ICTs in the City
COM 230T	Communication, Fashion, and the Formation of Taste
COM 295	Media Consumption, Fashion, and Identity
COM 300	History of Mediated Communication
COM 301	Globalization and Media
COM 302	Intercultural Communication: Theory, Research, and Practice
COM 327	Producing Digital Media: Communication and Media in Practice
COM 347	Organizational Communication
COM 352	Environmental Discourses
COM 370	Topics in Communication and Media Studies
FRE 374	Introduction to French Cinema
FRE 376	French Cinema: The New Wave
GER 373	German Film as Medium of Culture

ITA 373	Italian Film and Society
ITA 374	Italian Cinema
ITA 375	Italian Film Adaptation: From the Page to the Screen
LC 110	Reading Cultures: Approaches to Cultural Studies
LIT 243	On Being Human

Note: Prerequisites may be required for courses outside of the major.

Senior Capstone (3 Credits)

One of the following:

VCA 495	Senior Project in Visual Communication Arts
VCA 497	Visual Communication Arts Internship
VCA 499	Visual Communication Arts Thesis

COMBINED MAJORS

Any two of the following may be combined to complete a “Combined Major” toward the Bachelor of Arts (BA) degree: Art History, Communication and Media Studies, Comparative Literary and Cultural Studies (CLCS), Economics, Environmental Science, French, History, Italian Studies, Literature, Management, Political Science, Psychology, and Visual and Communication Arts – Studio Art emphasis. Combined majors give students the option of creating their own programs. **Should a student wish to complete two majors, a combined major cannot be used as one of them.**

A Combined Major BA degree program consists of the following components totaling 120 credits:

- Core Requirements
- Major Requirements in two selected disciplines from the options below (see requirements under each discipline.)
- General Electives

Where a thesis is required, it will normally take the form of either an interdisciplinary project or a requirement to be satisfied in a single discipline. Students must consult with department chairs of both disciplines. Credit will be awarded in one of the two fields.

Art History and Visual Culture

Major Requirements (27 Credits)

AHT 102	Introduction to Art History and Visual Culture I: Antiquity to Early Renaissance
AHT 103	Introduction to Art History and Visual Culture II: High Renaissance to Contemporary Art
AHT 270	Theories and Methods in Art History and Visual Culture
AHT 320	Anthropologies of Art

Two 200-Level Art History courses

Two 300-Level Art History courses

One of the following:

AHT 497	Art History Senior Project
AHT 498	Art History Internship
AHT 499	Art History Thesis*

* Students will be required to complete a Thesis unless a thesis is elected in another subject area in a combined major program. If this is the case, then students may also write a thesis for Art History as a substitute for one of the 300-level requirements.

Communication and Media Studies

Major Requirements (27 Credits)

COM 105	Introduction to Communication and Media Studies in the Global Context
COM 201	Fundamentals of Media Studies and Criticism
COM 203	Communication Research Methods
COM 204	Media Ecology
COM 301	Globalization and Media
COM 350	Mediated Relationships

Two COM courses at or above 300-level

Or, with permission of the department:

COM 220T	Symbolizing Scottish Folk
COM 225T	Technologized Bodies: Mobile ICTs in the City
COM 230T	Communication, Fashion, and the Formation of Taste
COM 295	Media Consumption, Fashion, and Identity

Capstone Requirement

One of the following:

COM 497	Senior Research Seminar in Communication and Media Studies
COM 498	Internship in Communication and Media Studies

Comparative Literary and Cultural Studies (CLCS)

Not open to majors in Literature

Major Requirements (27 Credits)

LC 100	The Stories We Live By
LC 110	Reading Cultures: Approaches to Cultural Studies

Five of the following:

CLCS 199	First Year Seminar
CLCS 200	Gender and Sexuality in a Global Context
CLCS 215T	Vienna 1900: A Modernist City
CLCS 220	Inventing the Past: The Uses of Memory in a Changing World
CLCS 225	Music and Popular Culture from the 1950s to the 1990s
CLCS 230	Science/ Fiction: Envisioning the Possible
CLCS 238T	The Postcolonial City: Berlin and Hamburg
CLCS 241	Forbidden Acts: Queer Studies and Performance
CLCS 242	Representations of Poverty in Literature, Film and the Media
CLCS 243	The Cultural Politics of Sports
CLCS 248T	European Food Systems
CLCS 250	Ecocritical Approaches to Film
CLCS 300	(Re)defining Masculinity
CLCS 320	Culture, Class, Cuisine: Questions of Taste

CLCS 330	The Politics of Mobility: Exile and Migration
CLCS 335	Hauntings
CLCS 340	Fashion and Popular Culture
CLCS 350	Culture and Human Rights
CLCS 360	Critical Race Studies in a Global Context
CLCS 370	Topics in Literary and Cultural Studies
CLCS 371	Law and Culture
CLCS 372	Tales of Catastrophe
LC 150	Reading Film

Capstone Requirement

LC 497 Capstone: Comprehensive Readings in CLCS and Literature

and

One of the following:

LC 498 Capstone: Internship in CLCS or Literature

LC 499 Capstone: Thesis in CLCS or Literature

A thesis is recommended for students interested in pursuing graduate studies. An internship is recommended for students interested in entering a professional field. Students must make their choice in close consultation with their academic advisor in both areas of the combined major. Students should take the first capstone course in their penultimate semester or in the second semester of their junior year.

Economics

Major Requirements (30 Credits)

ECN 100	Principles of Macroeconomics
ECN 101	Principles of Microeconomics
ECN 204	History of Economic Thought
ECN 225	Issues and Controversies in Macroeconomics (Intermediate Macro)
ECN 256	Managerial Economics (Intermediate Micro)
MAT 200	Calculus

Four of the following:

ECN 303	Development Economics
ECN 305	The Economics of the European Union
ECN 320	Game Theory, Information and Contracts
ECN 325	Money, Banking, and Financial Markets
ECN 328	International Banking and Finance
ECN 330T	Neo-liberal India: Globalization and Development
ECN 331T	Sustainable Economic Development: Exploring Bhutan and Kaziranga
ECN 341	International Trade
ECN 350	Industrial Organization in the European Union
ECN 355	Political Economy: Theories and Issues
ECN 387	Introduction to Econometrics

Environmental Science

Major Requirements (30 credits)

BIO 101	Introduction to Biology: Genetics, Evolution, and Ecology
ENV 200	Understanding Environmental Issues

One of the following:

BIO 102	Introduction to Biology: Cell and Animal Biology
BIO 103	Introduction to Biology: Plant Science

Two additional 100-level science courses (BIO, ENV, GEO).

One of the following:

ENV 250	Quantitative Methods for Environmental Science
MAT 201	Introduction to Statistics

Upper-level Science

Three classes at or above the 200-level in BIO or ENV.

Capstone

ENV 499	Senior Research Project
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Students must complete one of the above requirements with an Academic Travel course in ENV.

French Studies

Major Requirements (30 Credits)

FRE 100	Introductory French I
FRE 101	Introductory French II
FRE 200	Intermediate French I
FRE 201	Intermediate French II
FRE 300	Advanced French I
FRE 301	Advanced French II

Four of the following:

FRE 302	Advanced French Conversation
FRE 303	French Translation
FRE 310	Paris and the Nineteenth Century
FRE 312	Travel Writing: France and French-speaking Switzerland
FRE 320	Writing the Self: French Autobiography and Autofiction
FRE 324	From Beur to Post-Beur Literature: Exile, Margins, and Re-Territorialization
FRE 350	Civilization and Culture
FRE 370	Topics in French Literature
FRE 374	Introduction to French Cinema

FRE 376 French Cinema: The New Wave

Note: Students who elect to spend one semester abroad in the French-speaking world will receive 9 credits towards their combined major and 6 elective credits.

History

Major Requirements (27 Credits)

HIS 100	Western Civilization I: Ancient and Medieval and
HIS 101	Western Civilization II: Modern
or	
HIS 104	Global History I: Traditions, Encounters, and Adaptation from the Stone Age to the 16th Century and
HIS 105	Global History II: Globalization, the Emergence of the Modern State, and Coping with Change

Four courses (12 credits) in History, at or above the 200-level, of which at least one must be at the 300-level. (HIS 199 First Year Seminar may be included.)

The Writing of History I: Theory and Method

HIS 211	The Human in History – Biography and Life Writing
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The Writing of History II: Capstone Requirement

One of the following:

HIS 410	The Cold War
HIS 430	East Asia and the Pacific
HIS 451	Nationalism and Ethnic Conflict
HIS 455	The World and the West in the Long 19th Century
HIS 460	The Revolutionary Idea in Theory and Practice: Russia 1917 in Context and
HIS 499	History Senior Thesis*

* Students will be required to complete a Senior Thesis unless a thesis is elected in another subject area in the combined major program. In such cases students may apply to have a further 300-level History class substitute for the Capstone class requirement.

Italian Studies

Major Requirements (30 credits)

ITA 100	Introduction to Italian I
ITA 101	Introduction to Italian II
ITA 200	Intermediate Italian I
ITA 201	Intermediate Italian II
ITA 300	Advanced Italian I
ITA 301	Advanced Italian II

Four of the following:

ITA 3xx	Any course in Italian above ITA 301 level
IS 100T	The Making of an Eternal City: Rome
IS 120T	Italian Tales of Courtship, Beauty, and Power
IS 199	First Year Seminar
IS 274	Italian Cinema
IS 275	Modern Italian Poetry
IS 276	The Italian Short Story
IS 276T	The Italian Short Story: Pianura Padana
IS 277	The Italian Novel: Redefining the Canon
IS 278	Italian Genre Crossings and Hybridity
IS 279	Italian Myths and Counter-Myths of America
IS 280T	Italian Cinema on Location: Projections of the Eternal City
HIS 204	History of Italy from the Renaissance to the Present

Literature

Major Requirements (27 Credits)

LC 100	The Stories We Live By
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One of the following:

CRW 100	Introduction to Creative Writing
LC 110	Reading Cultures: Approaches to Cultural Studies

Five of the following (with at least two at the 300-level):

LIT 199	First Year Seminar
LIT 201	Deception
LIT 221T	Bloomsbury Britain: Art, Craft, Culture
LIT 236T	Prague on the Page: Alienation and Absurdity
LIT 238	Crafting the Journey: Studies in Travel Narratives
LIT 243	On Being Human
LIT 254	Introduction to Postcolonial Literatures and Theories
LIT 255T	Scotland, Story and Song
LIT 256	Britain in Fragments: Literary Production from 1945 to the Present
LIT 300	Modernism/Modernity: "Making It New"?
LIT 305	Home
LIT 320	Elective Ties: Love, Friendship, Community
LIT 353	Advanced Studies in Postcolonial Literatures
LIT 354	Laughter, Literature and Culture
LIT 370	Topics in Literature

Capstone

LC 497	Capstone: Comprehensive Readings in CLCS and Literature
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and
One of the following:

LC 498	Capstone: Internship in CLCS or Literature; or
LC 499	Capstone: Thesis in CLCS or Literature

Management

Not open to minors in Marketing

Major Requirements (36 Credits)

Foundation Courses (18 credits)

BUS 115	Financial Accounting
BUS 135	Introduction to Business Systems
BUS 136	Marketing in a Global Context
ECN 100	Principles of Macroeconomics
ECN 101	Principles of Microeconomics
MAT 201	Introduction to Statistics

Required Courses (12 credits)

BUS 326	Managerial Finance
BUS 340	Management Science
BUS 353	Strategic Management Theory
BUS 410	Organizational Behavior and Leadership

Departmental Electives (6 credits)

Two of the following:

BUS 286	Product and Services Management
BUS 306	Quantitative Methods and Dynamic Forecasting
BUS 315	Managerial Accounting
BUS 357	Global Information Systems
BUS 384	Global Marketing Strategies
BUS 426	International Financial Management
BUS 455	Global Strategic Management

Political Science

Not open to majors in International Relations (any emphasis) or minors in International Relations

Major Requirements (30 Credits)

POL 100	Introduction to Political Science
POL 101	Introduction to International Relations

Required Courses (9 credits)

POL 300	Comparative Politics
POL 301	Theories of International Relations
POL 302	Political Philosophy

Capstone Requirement (6 credits)

POL 497	Readings and Methods in Political Science and International Relations
POL 499	Senior Thesis

Major Electives (9 credits)

Three courses in Political Science, at or above the 200-level, of which one must be at the 200-level and one must be at the 300-level.

Students will be required to complete a Senior Thesis unless a thesis is elected in another subject area in the combined major program. It is the student's prerogative to choose the main disciplinary focus. The thesis committee will include faculty from both disciplines. If the capstone requirement is pursued in another subject area, then appropriate substitutes from among the POL course offerings need to be completed. Students should liaise in their junior year with the department chair or the senior thesis coordinator to discuss their path and make appropriate course selections.

Psychology

Major Requirements (30 Credits)

BIO 101	Introduction to Biology: Genetics, Evolution, and Ecology
BIO 102	Introduction to Biology: Cell and Animal Biology
MAT 201	Introduction to Statistics
PSY 100	Introduction to Psychology

Five of the following (15 credits):

PSY 201	Social Psychology
PSY 202	Developmental Psychology
PSY 203	Theories of Personality
PSY 215	Research Methods in Social Sciences
PSY 210	Cognitive Psychology
PSY 220	Multicultural Psychology
PSY 297	Special Topics in Psychology (summer session)
PSY 301	Abnormal Psychology
PSY 310	Organizational Psychology
PSY 315	Environmental Psychology
PSY 370	Special Topics in Psychology

Capstone Requirement (3 credits):

One of the following:

PSY 497	Senior Research Seminar in Psychology
PSY 498	Psychology Internship
PSY 499	Senior Thesis in Psychology

Students must choose a capstone option (497, 498, or 499) in one of the two combined major disciplines. Students must make their choice(s) in close consultation with their academic advisors in both areas of the combined major.

Visual Communication Arts with an Emphasis in Studio Art

Major Requirements (27 Credits)

AHT 102	Introduction to Art History and Visual Culture I
AHT 103	Introduction to Art History and Visual Culture II

Two of the following (6 credits)

STA 125	Basic Design
STA 105	Introduction to Sculpture
STA 106	Introduction to Printmaking
STA 107	Introduction to Digital Photography
STA 111	Introduction to Drawing
STA 115	Introduction to Painting
STA 114	Drawing Related Media
STA 220	Heads and Bodies

Upper Level Studio Art Courses (12 credits)

Four of the following, with at least two at the 300-level:

STA 205	Intermediate Sculpture
STA 206	Intermediate Printmaking
STA 211	Intermediate Drawing
STA 215	Intermediate Painting
STA 207	Intermediate Digital Photography
STA 200	Computer Graphics in Advertising
STA 220	Heads and Bodies
STA 235	Sustainability and the Studio
STA 275T	Studies in Ceramics: Umbria
STA 280T	Adventures in Printmaking
STA 300	Computer Graphics in Advertising, Advanced
STA 305	Higher Sculpture
STA 311	Advanced Drawing
STA 315	Higher Painting,
STA 306	Advanced Printmaking
STA 307	Advanced Digital Photography
STA 330T/331T	Umbria: A Warm Refuge / Umbria: Sustaining Art in Italy
STA 370	Special Topics in VCA

Senior Capstone (3 credits)

VCA 495	Senior Project in VCA
VCA 497	VCA Internship
VCA 499	VCA Thesis

MINORS

In addition to the major field of study, students may select courses within one discipline to form a minor. A 2.0 average must be maintained in the minor, with the exception of a language minor, at least 12 credits in the minor must be taken at Franklin University.

All six credits in a language minor above ITA/FRE/GER 301 must be taken at Franklin University.

Courses unique to the minor are counted as general electives towards the degree requirements. Some courses may require prerequisites not included in the minor.

Applied Mathematics Minor (18 Credits)

The minor in applied mathematics gives students a background in fundamental techniques in Calculus, Statistics, and Linear Algebra, and also introduces students to some important areas of applications in Statistics, Discrete Mathematics, Game Theory, or Programming. A minor in applied mathematics is a good complement to majors in management, economics, banking and finance, or environmental studies. The mathematical knowledge acquired is also quite useful for graduate studies in these fields.

MAT 200	Calculus
MAT 201	Introduction to Statistics
MAT 307	Multivariable Calculus and Linear Algebra

Three of the following:

MAT 109	Introduction to Game Theory
MAT 204	Discrete Mathematics
MAT 308	Undergraduate Mathematical Research (independent study)
BUS 306	Quantitative Methods and Dynamic Forecasting
CPT 150	Introduction to Computer Programming
ECN 320	Game Theory, Information, and Contracts

Art History and Visual Culture Minor (18 Credits)

Not open to Art History and Visual Culture majors; open to VCA majors only by special petition.

AHT 102	Introduction to Art History and Visual Culture I: Antiquity to Early Renaissance
AHT 103	Introduction to Art History and Visual Culture II: High Renaissance to Contemporary Art

Four AHT courses at or above the 200-level, of which at least one must be at the 300-level.

Communication and Media Studies Minor (18 Credits)

Not open to Communication and Media Studies majors

COM 105	Introduction to Communication and Media Studies in the Global Context
COM 201	Fundamentals of Media Studies and Criticism
COM 203	Communication Research Methods
COM 204	Media Ecology

Two COM courses at or above the 300-level.

Note that many of the 300-level courses require COM 203 Communication Research.

Comparative Literary and Cultural Studies (CLCS) Minor (18 Credits)

Not open to CLCS majors

LC 100	The Stories We Live By
LC 110	Reading Cultures: Approaches to Cultural Studies

Four of the following (at least one must be at the 300-level):

CLCS 199	First Year Seminar
CLCS 200	Gender and Sexuality in a Global Context
CLCS 215T	Vienna 1900: A Modernist City
CLCS 220	Inventing the Past: The Uses of Memory in a Changing World
CLCS 230	Science/ Fiction: Envisioning the Possible
CLCS 238T	The Postcolonial City: Berlin and Hamburg
CLCS 241	Forbidden Acts: Queer Studies and Performance
CLCS 242	Representations of Poverty in Literature, Film and the Media
CLCS 243	The Cultural Politics of Sports
CLCS 248T	European Food Systems: You Are Where You Eat
CLCS 253T	On Refugees and Forced Migration
CLCS 300	(Re)defining Masculinity
CLCS 320	Culture, Class, Cuisine: Questions of Taste
CLCS 330	The Politics of Mobility: Exile and Migration
CLCS 335	Hauntings
CLCS 340	Fashion and Popular Culture
CLCS 370	Topics in Literary and Cultural Studies
CLCS 371	Law and Culture
CLCS 372	Tales of Catastrophe

Economics Minor (18 Credits)

Not open to majors in International Economics in any emphasis, International Relations (Political Economy emphasis) or International Banking and Finance

ECN 100	Principles of Macroeconomics
ECN 101	Principles of Microeconomics

Four courses in Economics at or above the 200-level, with at least two from the following:

ECN 204	History of Economic Thought
ECN 225	Issues and Controversies in Macroeconomics
ECN 256	Managerial Economics (Intermediate Microeconomics)

Environmental Science Minor (21 Credits)

Not open to Environmental Studies majors

BIO 101	Introduction to Biology: Genetics, Evolution, and Ecology
ENV 200	Understanding Environmental Issues

Two additional 100-level science courses (BIO, ENV, GEO)

Two courses at or above the 200-level in BIO or ENV.

One of the following:

ENV 250	Quantitative Methods for Environmental Science
MAT 201	Introduction to Statistics

Students must complete one of the above requirements with an Academic Travel course in ENV.

Film Studies Minor (18 Credits)

The minor in Film Studies provides students with a solid foundation in film analysis across diverse genres and national traditions, with an introduction to film production through digital photography and video-making. What underlies the program's approach to analysis is the practical proposition that film is primarily a visual language and that to achieve fluency students must first fully understand its grammar and vocabulary through close reading of both still and moving images. A shared philosophy joins together all Film Studies minor coursework: the conviction that transmedia literacy and practice currently represent an indispensable means for striving towards global citizenry and professional success in an increasingly image-based world.

Collaboration with Emerson College: Film Studies minors are eligible to participate in the Film as Fine Art in Europe course offered at Emerson College's Kasteel Well program in the Netherlands each summer. Successful completion of this course may count as one of the three required Film Studies courses in the minor

Foundation (3 Credits)

LC 150 Reading Film

Critical Skills (3 Credits)

One of the following:

LC 110 Reading Cultures: Approaches to Cultural Studies

AHT 270 Theories and Methods in Art History and Visual Culture

No more than one of the following courses may overlap with other major or minor requirements.

Film Studies (9 credits)

Three of the following:

AHT 371 Artists' Biopics (in English)

CLCS 230 Science Fiction Film and Literature (in English)

CLCS 242 Representations of Poverty in Literature, Film and the Media (in English)

CLCS 250 Ecocritical Approaches to Film (in English)

FRE 374 Introduction to French Cinema (in French)

FRE 376 French Cinema: The New Wave (in French)

GER 376 Introduction to Swiss-German Film (in German)

IS 274 Italian and Italian-American Cinema (in English)

IS 278T Italian Cinema on Location (in English)

ITA 373 Italian Film and Society (in Italian)

ITA 374 Italian Cinema (in Italian)

ITA 375 Italian Film Adaptation: From the Page to the Screen (in Italian)

STA 209 The Video Essay: From Conception to Projection (in English)

STA 279 The Video Essay and Photography on Location in Europe (in English)

Electives (3 Credits)

One of the following (all courses in English):

AHT 213 Art and Ideas: Exploring Vision

AHT 216 Introduction to the History of Photography

AHT 285T Technology in Art, Visual Communication, and Fashion

AHT 362 Visual Semiotics

CLCS 335 Horror, Spectrality Theory, and Contemporary Media

COM 327 Producing Digital Media

LIT 243 On Being Human

MUS 213 Classical Music in Film

POL 279 Politics and Films

STA 107 Digital Photography

STA 179 Photography on Location in Europe

VCA 120T Documentary & Street Photography on Location

Film Studies Professional Portfolio (non-credit)

LC 490

Film Studies Portfolio

French Minor (9 Credits)

Not open to French Studies majors

FRE 301

Advanced French II

Two additional courses in French above the FRE 301 level.

Gender Studies Minor (18 Credits)

The minor in Gender Studies allows students to explore what it means to be male or female, or transgendered, gay or straight or bisexual in a world that is largely organized by and around constructions of gender. In the introductory courses students consider where our ideas about how to be a woman and how to be a man come from, what importance gender assumes when it intersects with other identity markers such as class, race, ethnicity, and religion and how notions of gender are produced and represented differently across a variety of visual and written texts, cultural contexts and realms of societies.

No more than one of the following courses may overlap with other major or minor requirements.

CLCS 200

Gender and Sexuality in a Global Context

CLCS 241

Forbidden Acts: Queer Studies and Performance

CLCS 300

(Re)defining Masculinity

Three of the following (at least one must be at the 300-level):

CLCS 242

Representations of Poverty in Literature, Film and the Media

CLCS 243

The Cultural Politics of Sports

CLCS 330

The Politics of Mobility: Exile and Migration

CLCS 371

Law and Culture

COM 202

Fundamentals of Interpersonal Communication

COM 352

Environmental Discourses

FRE 312

Travel Writing: France and French-speaking Switzerland

FRE 320

Writing the Self: French Autobiography and Autofiction

FRE 324

From Beur to Post-Beur Literature: Exile, Margins, and Re-Territorialization

GER 374

Strangers in Paradise?: Historical and Cultural Texts on Immigration into Switzerland

LIT 305

Home

STA 104

Introduction to Fashion Studies

Germanic Studies Minor (9 Credits)

GER 301 Advanced German II

Two of the following, at least one of which must be a GER course above the GER 301 level:

GER 373 German Film as a Medium of Culture
GER 374 Strangers in Paradise
GER 370 Topics in German Literature and Culture
CLCS 220 Inventing the Past
HIS 202T History of Switzerland
HIS 240 History of Modern Germany
HIS 260 The Holocaust
HIS 351 Nationalism and Ethnic Conflict in Europe
LC 200T Switzerland Unplugged: A Cultural History, Part I
LC 210T Switzerland Unplugged: A Cultural History, Part II

History Minor (18 Credits)

Not open to History majors or Combined majors with History

HIS 100 Western Civilization I: Ancient and Medieval and
HIS 101 Western Civilization II: Modern
or
HIS 104 Global History I: Traditions, Encounters, and Adaptation from the
Stone Age to the 16th Century and
HIS 105 Global History II: Globalization, the Emergence of the Modern State,
and Coping with Change

Four courses in History, at or above the 200-level, of which at least one must be at the 300-level. (HIS 199 First Year Seminar may also be included.)

International Relations Minor (18 Credits)

The minor in International Relations takes an applied approach to political issues and may be a good complement for students majoring in other applied disciplines.

Not open to majors in International Relations, International Relations (any emphasis) or Political Science or minors in Political Science

POL 101 Introduction to International Relations
POL 301 Theories of International Relations
POL 321 International Organization
POL 377 International Political Economy

Two Political Science courses: one at the 200-level and one at the 300-level

Italian Studies Minor (9 Credits)

Not open to Italian Studies majors

ITA 301 Advanced Italian II

Two of the following:

ITA3xx Any course in Italian above ITA 301 level
IS 100T The Making of an Eternal City: Rome
IS 120T Italian Tales of Courtship, Beauty, and Power
IS 199 First Year Seminar
IS 274 Italian Cinema
IS 275 Modern Italian Poetry
IS 276 The Italian Short Story
IS 276T The Italian Short Story: Pianura Padana
IS 277 The Italian Novel
IS 278 Italian Genre Crossings and Hybridity
IS 279 Italian Myths and Counter-Myths of America
IS 280T Italian Cinema on Location: Projections of the Eternal City in Italian Film and Cultural Studies
HIS 204 History of Italy from the Renaissance to the Present

Literature Minor (18 Credits)

Not open to Literature or CLCS majors

LC 100 The Stories We Live By

One of the following:

CRW 100 Introduction to Creative Writing
LC 110 Reading Cultures: Approaches to Cultural Studies

Two of the following:

LIT 199 First Year Seminar
LIT 201 Deception
LIT 221T Bloomsbury Britain: Art, Craft, Culture
LIT 236T Prague on the Page: Alienation and Absurdity
LIT 238 Crafting the Journey: Studies in Travel Narratives
LIT 243 On Being Human
LIT 254 Introduction to Postcolonial Literatures and Theories
LIT 255T Scotland, Story and Song
LIT 256 Britain in Fragments: Literary Production from 1945 to the Present
CLCS 245 Critical Approaches to the Graphic Novel: Justice in the Gutter
ENV 220 Ecocritical Approaches to Literature

Two of the following:

LIT 300	Modernism/Modernity: “Making It New”?
LIT 305	Home
LIT 320	Elective Ties: Love, Friendship, Community
LIT 353	Advanced Studies in Postcolonial Literatures
LIT 354	Laughter, Literature and Culture

Management Minor (18 Credits)

Not open to International Management majors in any emphasis or Marketing minors

BUS 115	Financial Accounting
BUS 135	Introduction to Business Systems
BUS 136	Marketing in a Global Context
BUS 353	Strategic Management Theory

Two of the following:

BUS 315	Managerial Accounting
BUS 326	Managerial Finance
BUS 340	Management Science
BUS 410	Organizational Behavior and Leadership
BUS 455	Global Strategic Management

Marketing Minor (18 Credits)

Not open to International Management majors in any emphasis or Management minors

BUS 135	Introduction to Business Systems
BUS 136	Marketing in a Global Context
BUS 285	Integrated Marketing Communications
BUS 286	Product and Services Management
BUS 384	Global Marketing Strategies

One of the following:

BUS 256	Marketing Research Methods
BUS 382	Global Sales Management
BUS 383	Digital Marketing
BUS 385	Consumer Behavior in International Marketing
BUS 498	International Management Internship (Marketing experience)
MAT 201	Introduction to Statistics

Media Production and Publishing Minor (18 Credits)

This minor offers students the opportunity to think about, and intervene in, the media forms they consume by explicitly studying the cultures, processes, and practices of production. Courses in the minor investigate questions surrounding the sociology, politics, and economics of production, the formation of taste and consumption practices. In addition to getting a solid grounding in key concepts in and critical approaches to literary and media production, students will also gain the opportunity to engage in production practices brought together with Practicum requirement in the form of an internship. This is an ideal minor for students aspiring to careers or further education in the media and literary industries, but also those who seek to intervene in craft culture by making in small but significant ways.

Foundations (6 credits)

COM 201	Fundamentals of Media Studies and Criticism
LC 100W	The Stories We Live By

Electives (6 credits)

May not overlap with a student's major(s) or minor(s). Only one may be at the 100-level.

BUS 385	Consumer Behavior in International Marketing
CRW 100	Introduction to Creative Writing
COM 105	Introduction to Communication and Media Studies in the Global Context
COM 203	Communication Research Methods
COM 295	Media Consumption, Fashion and Identity
COM 301	Globalization and Media
COM 310	Issues in Journalism
CRW 325	Advanced Creative Writing Workshop
LIT 256	Britain in Fragments
LIT 300	Modernism/Modernity: Making it New?
LIT 345	Laughter in Literature and Culture
STA 106	Introduction to Printmaking
VCA 200	The Arts of Independent Publication

Academic Travel (3 credits)

COM 204T	Media Ecology: Nordic Noir/Danish Hygge
COM 220T	Symbolizing Scottish Folk
COM 230T	Communication, Fashion, and the Formation of Taste
LIT 221T	Bloomsbury Britain Art, Craft, Culture
LIT 255T	Scotland in Story and Song
STA 280T	Adventures in Printmaking

Practicum (3 credits)

One of the following. (May not overlap with a student's major capstone requirement.)

COM 498	Internship in Communication and Media Studies
LC 498	Internship in CLCS or Literature

Given the applied nature of this program, and in order to allow students to explore theories and practices of media and literary production not offered at Franklin, students may transfer up to two (pre-approved) electives from an outside program (Edinburgh Napier University and Emerson College are two recommended universities).

Political Science Minor (18 Credits)

The minor in Political Science takes a disciplinary and humanistic approach to political issues.

Not open to majors in International Relations, International Relations with an emphasis in Political Economy, or Political Science or minors in International Relations

POL 100	Introduction to Political Science
POL 300	Comparative Politics
POL 302	Political Philosophy

Three courses in Political Science at or above the 200-level, including one at the 200-level and one at the 300-level.

Postcolonial Studies Minor (18 Credits)

The minor in Postcolonial Studies builds upon Franklin's culture of travel and global citizenship by asking students to think critically about what it means to travel and live in an increasingly interconnected, yet persistently unequal world. Postcolonial Studies examines the effects of colonial encounters and structures from a transdisciplinary perspective. The courses in this minor explore global power structures and the ways in which literatures and other media are produced, disseminated, and consumed in a postcolonial world.

Foundation Courses (6 Credits)

LIT 254W	Introduction to Postcolonial Literatures and Theories
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One of the following:

HIS 101	Western Civilization II
HIS 105	Global History II

No more than one of the following courses may overlap with other major or minor requirements. Students must take courses from at least three disciplines.

Three of the following, with at least one at the 300 level (9 Credits)

CLCS 330	The Politics of Mobility: Exile and Immigration
CLCS 360	Critical Race Studies in a Global Context
COM 301	Globalization and Media
ECN 303	Development Economics
ECN 355	Political Economy: Theories and Issues

FRE 324	From Beur to Post-Beur Literature: Exile, Margins, and Re-Territorialization
HIS 245	Worlds of Islam
HIS 330	East Asia and the Pacific
HIS 351	Nationalism and Ethnic Conflict
HIS 355	The World and the West in the Long 19th Century
HIS 357	Global Britishness
LIT 238	Crafting the Journey: Studies in Travel Narratives
LIT 256	Britain in Fragments
LIT 300	Modernism/Modernity
LIT 305	Home
LIT 370	Advanced Topics in Postcolonial Studies
POL 377	International Political Economy

Academic Travel (3 Credits)

One of the following:

CLCS 238T	Reading the Postcolonial City: Berlin and Hamburg
CLCS 247T	French Orientalisms Renegotiated
COM 220T	Symbolizing Scottish Folk
ECN 330T	Neoliberal India: Globalization and Development
HIS 275T	History of Modern Ireland
LIT 255T	Scotland, Story and Song

Psychology Minor (18 Credits)

Not open to Psychology majors

PSY 100	Introduction to Psychology
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Five of the following:

PSY 201	Social Psychology
PSY 202	Developmental Psychology
PSY 203	Theories of Personality
PSY 210	Cognitive Psychology
PSY 215	Research Methods in Social Sciences
PSY 220	Multicultural Psychology
PSY 297	Special Topics in Psychology
PSY 301	Abnormal Psychology
PSY 310	Organizational Psychology
PSY 315	Environmental Psychology
PSY 370	Special Topics in Psychology

Social Justice and Sustainability Minor (18 Credits)

This minor has the explicit goal of helping the next generation of leaders and public servants better understand and navigate the key issues facing our world today. The minor offers the following three tracks: environmental sustainability, cultural sustaina-

bility, and political and economic sustainability. These tracks allow students to strengthen their chosen major with an emphasis in Social Justice and Sustainability within a complementary discipline.

1. Foundation course

SJS 100 Sustainability and Social Justice: Ethics, Equality, and Environments

- 2. Four courses (12 credits) from one of the following Tracks (A, B, or C).** At least one course must be at the 300-level. No more than two courses from any one discipline.

No more than two courses may be the same as courses taken in the student's major(s) or minor(s)

Track A: Environmental Sustainability

BIO 301	Conservation Biology
CLCS 350	Human Rights and Culture
COM 352	Environmental Discourses
ENV 200	Understanding Environmental Issues
ENV 210	Natural Disasters, Catastrophes, and the Environment
ENV 220	Nature Writing and Ecocriticism
ENV 372	Sustainability Science
POL 281	The Politics of Sustainable Development in Africa
POL 376	International Environmental Politics
POL 378	International Politics of Energy

Track B: Economic and Political Sustainability

BUS 381	Sustainability and Innovation Management
ECN 303	Development Economics
ECN 341	International Trade
ECN 355	Political Economy: Theories and Issues
HIS 202T	History of Switzerland
HIS 325	Human Rights in History
POL 102	Political Philosophy
POL 281	The Politics of Sustainable Development in Africa
POL 377	International Political Economy
POL 378	International Politics of Energy
POL 398	Human Rights in International Law and Politics

Track C: Cultural Sustainability

HIS 202	History of Switzerland
HIS 325	Human Rights in History
AHT 211	Collecting and the Art Market in the Age of Globalization
AHT 361	The Visual Culture of Disaster

CLCS 241	Forbidden Acts: Queer Studies and Performance
CLCS 242	Representations of Poverty in Literature, Film and the Media
CLCS 330	The Politics of Mobility: Exile and Immigration
CLCS 371	Law and Culture
CLCS 350	Human Rights and Culture
CLCS 360	Critical Race Studies in a Global Context
COM 301	Globalization and Media
FRE 324	From Beur to Post-Beur Literature: Exile, Margins, and Re-Territorialization
LIT 243	On Being Human
LIT 370	Literature and the Land: Aotearoa-New Zealand
STA 235	Sustainability and the studio

3. Internship or fieldwork or 3-credit Academic Travel* (3 credits)

* 3-credit Academic Travel options (others may be approved by the department on request):

Environmental Sustainability

CLCS 248T	European Food Systems: You Are Where You Eat
ENV 280T	Managing the New Zealand Environment
ENV 282T	Tourism and the Environment
ENV 230T	Freshwater Conservation
STA 330T	Umbria: A Warm Refuge

Economic and Political Sustainability

ECN 330T	Neo-liberal India: Globalization and Development
POL 281T	Sustainable Development in Africa
POL 378T	International Politics of Energy

Cultural Sustainability

CLCS 235T	Greek Civilizations and Their Discontents
CLCS 248T	European Food Systems: You Are Where You Eat
CLCS 253T	On Refugees and Forced Migration
COM 220T	Symbolizing Scottish Folk
STA 331T	Umbria: Sustaining Art in Italy

Studio Art Minor (18 Credits)

Open to Visual Communication Arts majors only by special petition.

Six courses in Studio Art, including at least one at the 200-level and one at the 300-level.

COURSE DESCRIPTIONS

T after a course number denotes an **Academic Travel** course.

W after a course number denotes a **Writing-Intensive** course.

All courses are 3-semester credits, except for TVL courses which are 1-semester credit.
(3 semester credits = 6 ECTS credits)

Academic Literacies

EAP 120 Introduction to Academic Writing I

This course aims to help students improve their academic writing style, organization and written expression. Particular attention is given to awareness and development of academic writing structures, from essay organization to paragraph development to sentence-level detailing. Students also learn to make use of data to support and explain ideas, and to recognize and employ the basic conventions of evaluation and incorporation of outside resources, as well as appropriate patterns of organization. This course is taken in conjunction with EAP 125. After completing EAP 120, a student must take EAP 128 or EAP 130 the following semester. A minimum grade of C in both EAP 120 and EAP 125 is required to continue to EAP 130.

EAP 125 Approaching the Academic Text

The aim of this course is to help students to learn to efficiently approach text types used in academic environments, in order to maximize comprehension and to develop strategies for reading and vocabulary expansion. Throughout the course students learn to adjust their reading strategies to the specific text requirements, analyze the type of support used in a text and prioritize the information contained in the text. Students learn to use textual clues to identify text style and organization, develop a range of vocabulary through application of effective strategies for clarification and analysis of lexis, and increase their capacity to take in and retain the content of a text. This course is taken in conjunction with EAP 120.

EAP 128 Expanding Academic Literacies

This course is designed to further students' understanding of the literacies required for academic study at the university level. Focusing on the close connection between reading texts and writing about them, the course develops students' ability to translate and interpret text content and structure, and to produce a variety of written responses. Students consider the contextual use of language in academic settings, learn to identify key themes and ideas, follow and analyze arguments, and prioritize information. The overall aim of the course is to help students become more independent and proficient in their analysis and comprehension of texts in various formats, and more confident in their approach to academic writing. Upon successful completion of EAP 128, with a minimum final grade of C, the student must take EAP 130 in the following semester.

EAP 130 Introduction to Academic Writing II

This course provides students with a bridge university-level academic writing. It is designed to help students further develop their critical writing skills. It looks at best practices for research and use of information, including evaluation and effective incorporation of outside sources through paraphrase, summary, and correct citation formats, and addresses the development of structure and expression in academic writing, as well as techniques for effectively sharing information in both written and oral formats. Upon successful completion of EAP 130, with a minimum final grade of C, the student must take WTG 100 in the following semester.

WTG 100 Academic Writing: Crossing Borders

Designed as a discussion/workshop seminar, this writing course develops students' awareness of scholarly discourse and their participation in it: what makes academic discourse different from other kinds of writing, how different disciplines approach analysis and evidence, and what counts as effective communication within scholarly communities. Through the study of borders -- what they are, how they shape culture, politics and society, and why they change -- the course helps students develop academic communication strategies that are applicable across the curriculum at Franklin. The main focus of the course is to help students develop strategies for joining the academic conversation, covering skills such as close reading and responding to texts; generating, supporting and sharing ideas in both oral and written form; and scholarly researching. Drawing from a wide selection of texts and media about cross-border and cross-cultural practices, which has recently garnered much attention among scholars and speaks to the Franklin mission, students will explore various academic responses to the phenomenon of border crossing, concluding with a research-based final project and defense. (This course counts towards the Academic Writing core requirement.)

WTG 200 Advanced Academic Writing: Ethics at Work

This advanced writing course consolidates students' academic communication skills through the theme of business and work ethics. Students will engage with philosophical texts and case studies dealing with various aspects of business and/or work ethics -- distributive justice, social responsibility and environmentally conscious business practices among others -- in order to improve critical reading, argumentative writing, and oral presentation/debating skills. The course helps students understand that academic communication primarily involves entering a conversation with others and particular emphasis will be placed on responding to other people's arguments as well as developing their own arguments based on those responses. Using the broad theme of business and work ethics as a medium for discussion, students will not only explore what it means to join an academic community and their role in that community as purveyors of knowledge but also work towards entering the job/internship market with polished application materials. (This writing-intensive course counts towards the Academic Writing requirements.)

Art History

AHT 102 Introduction to Art History and Visual Culture I: Antiquity to Early Renaissance

The course offers an introduction to the history of art and visual culture from antiquity to the Renaissance. It studies painting, sculpture, architecture, and prints within their historical, social, and cultural contexts, as well as their representation in modern media (film, documentary, etc).

AHT 103 Introduction to Art History and Visual Culture II: High Renaissance to Contemporary Art

The course is the sequel to AHT 102 and offers an introduction to the history of art and visual culture from the High Renaissance to the present day. It studies early modern painting, sculpture, architecture, and prints within their historical, social, and cultural contexts, as well as photography and new media in the modern and contemporary world.

AHT 211 Collecting and the Art Market in the Age of Globalization

The globalization of the art market and the hunt for status symbols of new collectors have driven art prices through the roof. Were these prices higher than they should have been? Who really knows how to scientifically convert cultural into monetary value? Is the modern art market promoting the production of art for financial speculation? Do artists produce for the market or for poetic reasons? What are the implications for museums and its art-interested public? Is the art market fostering the illicit trade of stolen and looted antiquities? How will the art market react to the world financial crisis? These are some of the issues the course addresses, together with looking at collecting from a historical point of view: princely and scholarly collections in the Renaissance, the Wunderkammer, the birth of the public art museum and the invention of the private art market. Students will furthermore be encouraged to explore the museum culture of Lugano and topics such as women collectors, the Venice Biennale, and the major art fairs.

Prerequisite: AHT 102 or AHT 103

AHT 213 Art and Ideas: Exploring Vision

The course departs from the question of whether vision is simply what the external world imprints on our retina or if it is a cultural construct? Is it purely physiological or can we speak of a history or histories of the eye? How do culture, science, and ethnicity influence what we see and how we see it? Keeping these questions in mind the course studies aspects of vision (perception, reception, revelation, blindness) - both from an empirical and from an historical point of view. Besides practical exercises related to the seeing eye, the course examines the discovery of perspective in the Renaissance, the invention of the Baroque theater, gender and gaze in modernity, and optical instruments of the Enlightenment as precursors for modern photography and film.

AHT 215T Art and Industry in England: 1800-2000

This course explores the relation between the visual arts and British industrial development in the course of the 19th and 20th century. It considers the representation of a changing landscape in painting and prints, the encounter of aesthetics with the scientific innovation and spirit of the industrial age, the creation of Victorian museums, galleries

and art collections within the rapidly developing industrial city. Students will discuss resistance to these changes, as exemplified by the art of the Pre-Raphaelites and the writings of John Ruskin. Secondly, the course investigates the emergence of post-industrial cultural economies in the second half of the 20th century, placing emphasis on visual and aesthetic responses. The course also addresses the impact of late 20th century regeneration strategies on the cultural field, putting a particular emphasis on the development of contemporary art from the 1980s onward. Thus it aims to further students' knowledge of artistic developments in England and Britain during the period, while stressing the interactive relation with socio-political and economic history.

AHT 216 Introduction to the History of Photography

This course offers an introduction to the history of photography from its inception in the early 19th century to the present day. It considers the specific historical development of the photographic medium through the evolution of both its technical possibilities during the period and the range of its applications. The course will question past and present readings of photographs, while reflecting on the peculiar modes of representation implied by the use of the daguerreotype, the calotype and the negative-positive photographic process, the commercialization of photographic equipment in the early 20th century, the introduction of the Kodacolor film in 1942, and the changes in the late 20th century with the introduction of the digital camera. It will consider a set of different objects favored by the medium, such as the landscape, the city, the portrait, the body, taking into account the historical socio-political contexts in which these various photographic practices developed. It will consider the history of genres within photography: documentary photography, photography as fine art, photography in advertising and media, fashion photography, as well as its archival and historical documentation. Finally, the course will emphasize the question of the impact and influence of photography on other artistic mediums, such as painting and literature, as well as on the modern and contemporary experience of the world.

Prerequisite: AHT 102 or AHT 103

AHT 218T Harbor Cities: Architecture, Vision, and Experience

Oceans, seas and rivers have long provided resources favorable to the growth of urban settlements. Cities built on water shores use natural fluxes as passageways for bodies, goods and ideas from a privileged position. Their harbors became gateways to both wealth and the unknown. This course will focus on the modes of representations of the harbor city in the 20th century, placing particular emphasis on the role of imagination in its past, present and future construction. In the 19th and 20th centuries, radical and rapid changes in maritime technology and the geographies of the world economy prompted dramatic transformations in the functionalities and the identities of harbor cities across the globe. The proud jewels of the 'économie-monde' in the Mediterranean as well as many of the industrial bastions of the 19th century empires fell into decline, while emerging economies prompted fast-paced development of their sea-linked cities to accommodate emerging trade. Throughout this process, the relation of harbor cities to their self-perceived identity significantly evolved. A sole focus on a city's desires and assets has become unviable. For the once remote outside world has found multiple paths of its own making to gain access to the city's shores. The course will consider the array of visions drawn by artists, poets, architects, urban planners, politicians, entrepreneurs, and everyday inhabitants in informing the modeling of harbor cities in the context of rapid and drastic physical and mental changes.

AHT 230T Art, Politics, Landscape in Ireland and Northern Ireland

This course focuses on the relation between the visual arts, politics and landscape in Ireland and Northern Ireland. It emphasizes the role played by culture and aesthetics in the shaping of territorial identities on the island. It also looks at the historical evolution of conflicting socio-political configurations, whose modeling of physical and imaginary landscapes will be scrutinized. Singular and interacting identities within the spatial political nexus of Ireland, Northern Ireland and the United Kingdom, are explored from the mediating perspective of aesthetic production and consumption. The course looks at early Celtic sculpture, craftsmanship and illuminated manuscripts, the circulation of artistic ideas and artists during the medieval and early modern period, before turning to nascent modernities in art and architecture. Artistic production during the Troubles in the second half of the Twentieth century is finally discussed in relation to the complex negotiation of past and present identities and heritage in Northern Ireland. The vibrancy of contemporary Irish and northern Irish art finally provides a platform from which to reflect on current aesthetic syncretisms. This course includes a travel component, with in situ visits to be organized in Dublin, Belfast and Derry.

AHT 231 Renaissance Art and Architecture in Italy

This course follows the evolution of early Renaissance architecture, sculpture and painting in Florence as exemplified in the works of Brunelleschi, Alberti, Donatello, and Masaccio, before taking up the principles of High Renaissance art and its major exponents: Leonardo da Vinci, Michelangelo and Raphael. The course is designed to define the objectives of individual artists and to discuss to what extent these objectives are indicative of Renaissance thought. Note: This course may carry an additional fee for weekend field trips.

AHT 233 Venice and the East

An in-depth survey of the Renaissance in Venice and Northern Italy, areas where, once the innovations in Central Italy took hold, produced artists who were extremely influential for later developments throughout Europe, especially Mantegna, Giorgione, Titian, Tintoretto, and Veronese.

Prerequisite: AHT 102 or AHT 103

AHT 234 Painting in France in the 19th Century: Reality, Impressions, Simultaneity

This course sets out to chart and discuss the development of painting in France from the emergence of Romanticism in the early 19th Century to the critical recognition of post-impressionist practices at the turn of the 20th Century. It looks at the changing relations to reality that were developed by the impressionist group, leading to the emergence of a new visual understanding of the world in cubists practices that resolutely abandoned the aesthetics space inherited from the Renaissance. The course considers both the continuous evolution of a classical tradition sustained by state institutions and its progressive superseding by an avant-garde relying on the growth of the private commercial sector. Throughout this course, the relationship between the visual arts and other forms of cultural expression will be highlighted.

Prerequisite: AHT 102 or AHT 103

AHT 257T Introduction to the History of Architecture

This Academic Travel course investigates the history of the built environment as technical, social, and cultural expression from antiquity to the contemporary. It studies building techniques, styles, and expressions in terms of their chronology and context. Themes, theories, and ideas in architecture and urban design are also explored. Among other focus topics, students are encouraged to consider architecture as a cultural expression, study its semiotic potential, ascertain its role within political aesthetics, and investigate its relationship to best practices in sustainable building.

AHT 270 Theories and Methods in Art History and Visual Culture

The course introduces students to the theories and methods of art history and visual culture. It addresses both traditional and innovative models from art history and how to apply methodologies from other disciplines to the study of the visual world. Students will conduct original research projects using a variety of critical approaches to put their theoretical knowledge in practice.

Prerequisite: AHT 102 or AHT 103

AHT 280 Contemporary Art: From the New York School to the Present

This course focuses on the history of contemporary art from 1945 to the present, paying particular attention to developments in European and North American art within an increasingly global culture. Our topics include: reactions to modernism and its discourses, the dematerialization of art and the rise of conceptualism, activist art and institutional critique, site-specific and time-based art, postmodernist discourses and aesthetics as well as historical mindedness in contemporary art practices. The course will place a particular focus on the relation between the art object and the artist's intention/idea. The role of institutions within the art world will be analyzed in relation to the development of process based practices. Particular emphasis will be put on the theoretical writings of artists and critics. Visits to Contemporary Art museums will be included.

AHT 285T Technology in Art, Visual Communication, and Fashion

From early optical instruments to Renaissance printing presses, from camera obscuras floating on boats to portable paint tubes, from modern film cameras to laser sculptures, from computer robotics to 3D printing, technology continues to play a major role in art, visual communication, and fashion. It shapes both creative processes and production techniques in the making of visual culture and it affects and defines the status of the beholder of its manifold expressions. The course will investigate some of the milestones in the history of instruments and will take up contemporary technology to investigate the intertwined connection between man and machine in the creative world.

Prerequisite: AHT 102 or AHT 103 or COM 105

AHT 320 Anthropologies of Art

The course is taught in collaboration with the Museo delle Culture of Lugano (www.mcl.lugano.ch) and takes place in the classroom and in the galleries of the museum at Villa Heleneum. It is not so much about the history of art but about the relations between artifacts and people in history. Treating topics such as the power of and in images, art and religion, art and social life, and art and communication, we will discuss how the deep structure of the human mind creates, relates to, and is reflected in artifacts of the Western world. At Villa Heleneum we will have the chance to study masks and other cult objects and their relations to the peo-

ples from Oceania, Africa, and Asia together with museum curators. Classes will take place in front of exhibits and are structured around specific topics, including the meaning and value of the ethnical work of art, and photography and film in anthropology.

AHT 330T Crossroads: Arts and Cultural Heritage of Taiwan

This course looks at the art historical and cultural heritage of Taiwan, exploring the island's complex identity shaped by both oriental and western territorial expansions. The civilization waves which contributed to the formation of Taiwanese's culture include the European Dutch and Spanish settlements of the early seventeenth centuries, long standing Chinese migrations, rebel Chinese and then imperial seals in the late Seventeenth century, as well as Japanese governance in the first part of the Twentieth century. Besides those external forces, Formosa was and has remained the habitat of ancient populations predating and indeed surviving the various colonization processes which have occurred from the seventeenth century onwards. The course places particular emphasis on artistic production in Taiwan as an agent of cultural identity formation, investigating in particular pictorial, sculptural, architectural and photographic traditions. Furthermore, following the migration of the Republic of China (ROC) to the island in 1949, Taiwan became the repository of a unique collection of Chinese ancient and buoyant art historical production. The cultural heritage of Taiwan will be approached through both its roots in traditional arts and civilizations, and contemporary practices, reflecting on the islands' privileged position at the heart of a hybrid, vibrant identity. Prerequisite: AHT 102 or AHT 103

AHT 334W Artists' Biopics

This course looks at the representation of artists' lives and artistic practices in film. Biopics explore a character's personal journey, depicting a biographical tableau of a lifetime's tribulation and achievements. The figure of the artist has long held a fascination for society. Misunderstood, decadent, melancholic, single-minded against the odds, and above all prophetic and visionary, the romantic potential of artists offered dramatic material to film directors and the film industries alike. At the same time, the cinematic medium provides a remarkable platform from which to enter the artist's personal studio, and to gain an insight into the complex mechanisms of artistic creation. This course will explore both facets of artists' biopics, engaging with the representation in film of the lives of artists such as Caravaggio, Frida Kahlo, Vincent Van Gogh and Jean-Michel Basquiat, and the works of directors such as Maurice Pialat, Derek Jarman and Peter Greenaway. (This writing-intensive course counts towards the Academic Writing requirements.) Prerequisite: AHT 103 or AHT 102

AHT 338W The City and Its Representation in the 20th Century

This course looks at the representation of the modern and postmodern city in the 20th century through a range of mediums, including the visual arts, poetry, literature, cinema and architecture. It aims to consider how artistic production has reflected the changing nature of urban environments, as well as contributed to shaping contemporary perceptions and experiences of the city over the course of the century. It examines both the historical construction of socio-political and economic urban textures, and the manner through which these have found themselves incorporated and translated into aesthetic propositions. (This writing-intensive course counts towards the Academic Writing requirements.) Prerequisite: AHT 102 or AHT 103

AHT 350 Museums and Art Galleries: Theory, History and Practice

This course looks at museum theory and practices at the beginning of the 21st Century, placing particular emphasis on art museums and galleries. Students will be encouraged to familiarize themselves with theoretical issues rooted in the historical development of national collections in the 19th century, as well as to consider a number of practical applications required of museum personnel in the present day. On the one hand, the course discusses a number of issues operative in the field of heritage and museum studies, such as authenticity, public(s) and reception, interpretation, historical discourse, memory, dark heritage. It will aim to present an archaeology of the museum realm informed and constructed by historical practice and discourses. Secondly, the course will aim to discuss a number of technical practical functions in the art museum and art gallery context, such as curating, conservation, law, marketing and design, public relations and research. Informed by theoretical and historical reflections, it will aim to explore the current technical operations active in the body-museum and the challenges that might lie ahead. A number of visits and workshops in museums in the Ticino region will be scheduled.

AHT 361W The Visual Culture of Disaster

The destruction of Pompeii after the eruption of Mount Vesuvius, the plague, the Sack of Rome, Hiroshima, and 9/11 are some examples with which The Visual Culture of Disaster will examine the impact of natural and man-made catastrophes on the visual world. How have painters, sculptors, photographers, architects, and filmmakers come to terms with these disasters? Did the devastation have a tabula rasa effect, meaning in what manner did it destroy an existing and produce a new visual culture? In addition to the historical perspective, the course will place a focus on the contemporary world. It will investigate how real-time media, such as television, has influenced the visual culture of disaster; and it will probe how art can contribute to the prevention of disaster by looking at the iconographies and aesthetics of sustainable energies - sun, wind, and water - and to what extent they have been incorporated in contemporary architecture, art, and film. (This writing-intensive course counts towards the Academic Writing requirements.)

Prerequisite: AHT 102 or AHT 103

AHT 362 Visual Semiotics: Signs and Symbols in Art, Architecture, Film, and Fashion

The course will investigate the different types of sign languages that we find in the visual arts. It will study and discuss theories of semiotics and then investigate how each medium sets up its own method of visual communication through signs and symbols. What kinds of patterns of messages do we find in paintings? Do buildings have their own code of communication other than being functional containers? What kinds of messages does a film convey beyond its action? Do the clothes we wear make a statement? In addition to the theoretical aspect, the course will also contain an empirical and a studio component where students will conduct research on a particular topic, which they will then present in a visual medium of their choice.

Prerequisite: AHT 102 or AHT 103

AHT 375 Nature City Post-1960

The turn of the 1960s-70s, characterized by the rapid acceleration of time-space compression associated with 20th century global processes, prompted a radical transformation in the perception of urban and natural environments. The geographer Henry

Lefebvre significantly heralded the advent of an ‘urban revolution’ (1970), which has now spiraled into the prospect of a ‘total urbanization’ of the planet. This paradigmatic shift has been accompanied by increased environmental awareness and activism, as well as a growing recognition of the complex interplay between natural and urban entities. This course looks at a range of aesthetic practices which have been engaging with ecology and ecosystems, energy, world conceptions and the formation of hybrid landscapes and environments since the 1960s. While the processes of urban and territorial transformations take place in the physical world, their design, assessment, alteration and pursuits occur at the level of ‘representation’. with a particular focus on aesthetics and architecture, the course explores the changing urban imaginaries of land, water and skies in the second half of the 20th century, and the rise of a planetary scale supplanting previous cosmological representations on earth.

Prerequisite: AHT 102 or AHT 103

Biology

BIO 101 Introduction to Biology: Genetics, Evolution, and Ecology

An introduction to the biological sciences. Topics include the principles of genetics, evolutionary theory, ecology, and conservation biology. The course has integrated lab exercises.

BIO 102 Introduction to Biology: Cell and Animal Biology

This course provides students with an introduction to the biological sciences focused on the structure and functioning of animal cells and organs. Topics include basic biochemistry, cell structure and function, cellular respiration, and animal physiology. This course will emphasize human anatomy and physiology as model systems for understanding and contrasting key principles of animal biology. The course has integrated lab exercises.

BIO 103 Introduction to Biology: Plant Science

The course introduces students to the fascinating world of plants and examines them from different biological levels: cell, organism, and communities. It also explores a variety of topics, including how they capture carbon from the atmosphere, how they have adapted to different environments across the globe, and how they reproduce. It also considers the important role they play in the world and human societies. Using the campus and the local area, students will study the plants nearby in various field activities.

BIO 210T Alpine Ecosystems

This course examines the ecology and the management of the European Alps. It introduces students to the natural history and functions of these important ecosystems. It examines how the climate, fauna, flora, and landscapes have interacted and evolved over time. Further, it provides students an overview of threats facing these systems today, such as climate change, human use, and non-native species. It introduces students to research methods used to study mountain environments and impacts of management activities. The travel portion will visit sites in the Central and Western Alps to study natural environments in situ and connect students with local researchers and organizations active in the field. Students will spend significant time outdoors in the field in a variety of weather. Access to some sites will require moderate amounts of hiking in mountainous terrain. Previous coursework in biology or environmental science encouraged.

BIO 301W Conservation Biology

This course considers the principles of biological diversity and the application of science to its conservation. It covers conservation concepts at the genetic, species, population, community, and landscape level. The course examines the causes behind the current biodiversity crisis and then focuses on modern conservation and restoration efforts. It employs recent case studies around the globe to illustrate course concepts. May include laboratory sessions and field trips. (This writing-intensive course counts towards the Academic Writing requirements.)

Prerequisite: BIO 101 and MAT 103

BIO 310W Ecology

This course examines the interactions of organisms with their environment and each other, the dynamics of populations, the structure and functions of ecosystems, the role of biogeochemical cycles, and biodiversity. Required laboratory sessions. MAT 201 and BIO 102 are strongly recommended prior to taking this course. (This writing-intensive course counts towards the Academic Writing requirements.)

Prerequisite: MAT 103 and one 100-level Biology class

BIO 330 Epidemiology, Disease and Public Health

Epidemiology examines a wide range of disease conditions and their distribution in the human populations to promote public health. The course will at first analyze the methods employed in describing, monitoring, and studying health and diseases in populations. The core of the course will then focus on the discussion of factors and issues of illnesses most currently prevalent in the world including: HIV/AIDS, vaccine preventable diseases, avian influenza, emerging infections, DT, tuberculosis and malaria. Particular attention will be given to the immune system and on the body's reactions when exposed to foreign agents such as bacteria, viruses and toxins. Aspects addressed in lectures will also be the strategies for disease surveillance and for outbreak prevention, detection and control. Two case studies that may be considered are the Spanish Flu and the Avian Influenza. The class format will include lectures, discussions and critical review of assigned reading material.

Prerequisite: MAT 103 and one 100-level Biology class

Business

BUS 105T Introduction to Entrepreneurship and Risk Taking

This course is designed to introduce students to the fundamental concepts about being an entrepreneur, especially in the high-tech area, and the related concept of risk taking in order to stay competitive in a fast-moving economy. Students will explore preeminent thinkers in the field of entrepreneurship and risk taking, as well as today's leading minds, entrepreneurial visionaries and landmark ideas that have established this innovative area of business. Students will look at the basis of entrepreneurship and at fundamental approaches to creating and building a startup business. Students will explore and discuss case studies, articles published in business-related periodicals and sections of published works on entrepreneurship. This course includes an Academic Travel component to private and public entities that sponsor entrepreneurial activity generally in Switzerland, France and Italy.

BUS 115 Financial Accounting

This course is designed to provide students with a basic knowledge of financial accounting concepts, procedures, analysis, and internal reports as an essential part of the decision-making process. The focus is on the three basic steps of the accounting process: recording, classifying, and summarizing financial transactions. Emphasis is placed on the general accounting activities leading up to the preparation of financial statements.

BUS 115T Financial Accounting

This lecture and travel course is designed to provide students with a basic knowledge of financial accounting concepts, procedures, analysis, and internal reports as an essential part of the decision-making process. The focus is on the three basic steps of the accounting process: recording, classifying, and summarizing financial transactions. Emphasis is placed on the general accounting activities leading up to the preparation of financial statements. The travel section of the class will be to a European city where students will attend classes at a local partner-university, as well as attend professional presentations by associates at accounting and auditing firms, financial institutions, and financial staff at non-financial firms. Destination city may vary from term to term.

BUS 135 Introduction to Business Systems

The course introduces the global business system in the context of the economic, political, social and technological environments, relating business to society as a whole. Topics covered include the international scope, function, and organization of firms, and other fundamental concepts of multinational business. The course also addresses functional areas such as the value chain, production, marketing, human resources, and accounting.

Prerequisite: ECN 100 or ECN 101

BUS 136 Marketing in a Global Context

This course is an introduction to the tools and concepts used in the marketing process for consumer and industrial products as well as for services. The focus is on the basic marketing concepts (product, place, price, promotion) as they relate to the field of global marketing. Emphasis is placed on the increasingly important role of interdisciplinary tools to analyze economic, cultural and structural differences across international markets. Specific consideration is given to the development of integrated marketing programs for a complex, global environment.

BUS 240 Principles of Advertising

The emphasis of the course is placed on advertising's role in today's economic and social environment. The course takes a contemporary approach to the field, highlighting how recent and rapid evolutions in the social, business and technological environments are forcing advertising specialists to make major changes in the way they reach their markets. Students will learn about the growing importance of sociology, psychology and cultural anthropology in the way companies are marketing and advertising their products. Additionally, team projects will allow students to develop advertising campaigns and media plans.

Prerequisite: BUS 136

BUS 256 Marketing Research Methods

This course introduces students to the most common qualitative and quantitative techniques for conducting marketing research with an emphasis on their application. The definition of marketing research problems, the set-up of research plans, and the subsequent data collection and analysis are illustrated and applied by means of real world projects. Students are required to implement, in groups, the skills covered in class, and to prepare a final research report to discuss and present in class.

Prerequisite: BUS 136 and MAT 103

BUS 285 Integrated Marketing Communications

This course exposes students to an integrated, global approach of two-way communication with consumers, customers and suppliers, and other stakeholders of companies and organizations. Students explore the communications process that is essential in contemporary global business cultures. Media options are explored for a range of target audiences. Discussions on the use of advertising, public relations, sales promotions, internet promotion, direct marketing and other techniques will be included. It takes a contemporary approach to the field of integrated marketing communications, highlighting how recent changes and rapid changes in the family, business environment, technology and the world in general are forcing communications specialists and advertisers to make major changes in the way they reach their markets. The course will draw on knowledge in fields such as psychology, sociology and anthropology, as well as media studies and communications.

Prerequisite: BUS 136

BUS 286 Product and Services Management

This course is designed to provide an understanding of how to manage both products and services over their life cycles. This course is designed to build on the conceptual tools covered in the introductory marketing course by applying them to management issues related to products and services. The course will be divided into two parts. The first half will focus on issues related to product management, moving from new product design and development to product line and product category decisions. The second half will focus on services marketing strategies to increase customer satisfaction, improve customer retention and create dominant service brands.

Prerequisite: BUS 136

BUS 306 Quantitative Methods and Dynamic Forecasting

In the first part of this course students learn concepts in inferential statistics, its main principles and algorithms. They learn how to apply sampling distributions in the case of business random variables, how to state and test business hypotheses about population mean or proportion differences, how to calculate ANOVA table components, and how to deploy estimation methods to provide information needed to solve real business problems. In the second part of the course, students learn advanced model building methods, algorithms needed to make and test dynamic multiple regression models and time series (ARMA) models. In addition to teaching and learning methods based on the textbook, problem-based learning (PBL) and interactive engagement (IE) are used. Many internet data bases, EXCEL add-ins and EViews are used to enhance IE based learning. Selected SPSS or STATA examples are also provided.

Prerequisite: ECN 100 and MAT 201

BUS 315 Managerial Accounting

This course considers the nature, concepts, techniques, and ethics of the managerial accounting function, the preparation of reports, and the uses of accounting data for internal decision-making in manufacturing, retail, service, government, and non-profit organizations. Topics covered include a review of financial accounting, cost definitions and measurement, job-order and process costing, models of cost behavior, break-even and cost-volume-profit-analysis, activity-based costing and management systems, flexible budgeting methods, cost variance analysis, and a consideration of output & pricing decisions throughout the entire enterprise.

Prerequisite: BUS 115 and BUS 135

BUS 326 Managerial Finance

This course examines the principles and practices of fund management in organizations. Attention is given to managerial financial decisions in a global market setting concerning such questions as how to obtain an adequate supply of capital and credit, and how to evaluate alternative sources of funds and their costs. Topics include the management of assets and liabilities, working capital management, capital budgeting, equity versus debt financing, capital structure, and financial forecasting.

Prerequisite: BUS 115, MAT 201 and (ECN 101 and ECN 100) or BUS 135)

BUS 340 Management Science

In the first part of this computer-based course, students learn linear programming algorithms and how to apply them for resource allocation in production, investment selection, media selection, transportation planning, job assignments, financial planning, make or buy decision making and overtime planning contexts. In the second part of the course, students learn how to choose the best decision using expected monetary value (EMV), how to make optimum decision strategies under uncertainty by making decision trees, how to evaluate marketing research information, and how to apply project management (PERT) basic steps. Ultimately students are asked to conduct a month-long research and development project to define a real organizational decision strategy.

Prerequisite: MAT 201 and BUS 135

BUS 353 Strategic Management Theory

Strategic management is the study of firms and the political, economic, social and technological environments that affect their organization and strategic decisions. This course considers the external market environment in which firms operate, and provides theoretical foundations, focusing on economic and strategic theories of the firm and introducing key concepts of organizational theory. Practically, the course looks at the creation of competitive advantage of a firm in the global arena. The readings and class discussions include both theoretical concepts and practical case studies. (Junior status recommended)

Prerequisite: BUS 115, BUS 135, BUS 136 and ECN 101

BUS 357 Global Information Systems

This course addresses the impact of modern information technology and data management concepts at the functional levels of international business, especially in the areas of finance, marketing, accounting and resource management. The computer-based section of the course provides methodology and software tools, advanced Excel

modeling, Microsoft Access, and DBMS, necessary to develop and evaluate Decision Support Systems, Management Information Systems, and Transaction Processing Systems. Case-based learning is utilized to stress how international firms can gain a competitive advantage by leveraging information technology.

Prerequisite: BUS 135. Recommended BUS 326

BUS 373W International Entrepreneurship

This course develops attitudes, concepts and skills that enable entrepreneurs and managers to pursue opportunities in spite of uncertainty. The course examines how entrepreneurs and business innovators acquire and manage resources for new ventures and change within organizations. The course also explores current problems and issues in entrepreneurial ventures and change management. Course activities include the preparation of a new venture business plan. (This writing-intensive course counts towards the Academic Writing requirements.)

Prerequisite: BUS 353. Recommended BUS 326.

BUS 374 Corporate Branding

This course examines how brands can be best managed to improve customer experience and brand equity. Topics covered include: issues such as intellectual property, brand benefits, purpose and brand narratives. The course begins with a concise review of strategic thinking on brand management, focusing on positioning, mission, identity, stakeholder engagement and extending the life of a brand. The course also explores how to develop memorable brand experiences and how to avoid brand commoditization.

Prerequisite: BUS 136

BUS 382 Global Sales Management

This course explores the organizational methods used in sales force management as well as effective sales techniques. Students will learn to create sales pitches and to make sales presentations. They will also explore the need to understand cultural differences, and will learn how to apply motivational techniques, evaluate performance, use databases, displays and pricing techniques, match clientele with sales people, close deals and follow up with clients. The issues of relationship marketing and negotiation skills will also be explored.

Prerequisite: BUS 136

BUS 383 Digital Marketing

This course focuses on how Internet technology and its pervasiveness shapes the most common business and marketing practices today. This course outlines the impact of the digital revolution and how it has transformed decision-making processes in marketing including the development of relationships with clients, delivering the customer experience, the implementation of a communication campaign, and the evaluation of channel performances. Through discussion of cases and lectures, the course will provide students with the tools to interpret and forecast the ever-shifting digital environment for companies.

Prerequisite: BUS 136

BUS 384 Global Marketing Strategies

This course investigates contemporary thinking on the subject of strategic marketing and its natural relationship with corporate culture and structure. Students will learn about the importance of ideas and their relevance to the building and maintenance of strong brands and companies. Case studies allow students to solve problems facing companies by performing SWOT analyses, creating marketing plans, and applying financial feasibility analyses. These tasks are applied to issues such as product development, branding, customer relationship building and global marketing. (Junior status recommended)

Prerequisite: BUS 115, BUS 135, BUS 136 and BUS 286

BUS 385 Consumer Behavior in International Marketing

This course focuses on the understanding of the consumer as fundamental to marketing efforts. The course includes observational research in the community where students develop a greater understanding of consumers' consumption and decision-making behavior. Areas of focus include the consumer decision making process, research techniques, learning and motivation, segmentation and targeting, the impact of lifestyle and values, the role of society and culture in consumption, and ethical issues in consumer relationships.

Prerequisite: BUS 136

BUS 397 Business Intelligence

This course introduces the cutting edge computing methods for the analysis of business and market big data which help in inferring and validating patterns, structures and relationships in data, as a tool to support decisions at all levels of management. Students learn key descriptive, predictive, and prescriptive data mining methods with both supervised and non-supervised learning algorithms, which produce information for non-structured and semi structured decision making. While the course introduces a systems approach to business data processing starting with DBMS systems, emphasis will be given to empirical applications using modern software tools such as XL-Miner and IBM SPSS modeler. More specifically, students will become familiar with and demonstrate proficiency in applications such as cluster analysis, logistic regression, classification to group customers into classes and a class-based pricing procedure, market segmentation and targeting, neural networks, decision trees and nonlinear optimization for asset allocation. Engagement based learning is provided by using real world cases as well as computer based hands-on real data analysis. Working in teams, students will demonstrate knowledge in applying data mining analytical techniques on a real world business problem to discover new information by preparing and presenting a self-designed semester project. In addition to specific prerequisites, BUS 326 is also recommended.

Prerequisite: BUS 136, BUS 353 and MAT 201

BUS 410W Organizational Behavior and Leadership

This course studies the internal environment of firms and organizations, namely how to organize and manage people in order to implement strategic plans effectively. Topics include: organizational structures and change, human resources, leadership, group dynamics and teamwork, motivation, and multicultural management. Special attention will be given to the study of leadership, which plays a critical role in increasingly complex and multicultural organizations. The readings and class discussions include both theoretical concepts, case studies and practical exercises. (This writing-intensive course counts towards the Academic Writing requirement.) (Junior status recommended)

Prerequisite: BUS 353

BUS 414 International Legal Environments

This course is intended to expose business students to the critical relationship between business and law. The course acquaints students with fundamental concepts and principles of law that may concern them in their day-to-day business or organizational activities. Specifically, the objectives are to: familiarize the student with legal language and concepts, increase the student's understanding of the legal system and how it functions, develop the student's appreciation of the international legal environment in which organizations must operate, to expose the student to legal reasoning and develop his/her ability to apply legal concepts and to encourage the student to do critical thinking of the international legal implications present in business and other organizational activities.

Prerequisite: BUS 135

BUS 415W Country Risk Assessment

The goal of the course is to have the student develop a better understanding of the types of risks that are relevant for country analysis, with special emphasis given to financial and investment risk. The course explores both the traditional quantitative and qualitative methodologies for evaluating country financial and business risk from the perspective of external investors of both financial capital and physical assets. It also provides comprehensive coverage of related topics including the analysis and reporting of sovereign creditworthiness, political risk, current account analysis, statistical credit-scoring methodologies, loan valuation models, analysis of currency instability, competition from state-owned enterprises, patent and trademark protection, and regulatory supervision. The course also discusses the interrelationship between ratings and economic development. Real world case studies will be used to substantiate theoretical analysis. (This writing-intensive course counts towards the Academic Writing requirement).

Prerequisite: BUS 306, BUS 326 and BUS 353

BUS 426W International Financial Management

This course deals with financial problems of multinational business. Topics include sources of funds for foreign operations, capital budgeting and foreign investment decisions, foreign exchange losses, and evaluation of securities of multinational and foreign corporations. Particular emphasis is placed on international capital and financial markets. (This writing-intensive course counts towards the Academic Writing requirements.)

Prerequisite: BUS 326. Recommended: BUS 306.

BUS 442 Disrupting Fashion: New Trends and Processes in the Fashion World

The new fashion era has evolved with digitalization: it requires new business models, innovative strategies, creative branding and an omni-channel look at customer experience. This course examines the context, issues and skills associated with the fashion industry at large, exploring the new business models emerging from this dynamic industry momentum. Students will gain an understanding of the different sectors of the industry, from back-end processes to data analysis. As part of the course, students will drive the development of an innovative fashion group project and be responsible for its road map and presentation.

Prerequisite: BUS 353

BUS 443 Theory and Practice of Leading High Impact NGOs

Managerial challenges for non-profits are often more complex than those in the private sector: leaders need to navigate and address the needs of multiple stakeholders while balancing core values with effective delivery of activities. This course examines the context, issues, and skills associated with the leadership and management of high impact, international organizations. Students will gain an understanding of civil society and the nonprofit sector; strategic planning; collaboration and partnerships; and adaptive leadership in the social sector. Through the presentation of case studies, assignments, readings, class guests, and interactive workshops, students will work up to a pro-bono consulting project with a Swiss-based non-profit or an independent feasibility study for starting a mission driven organization.

Prerequisite: BUS 353

BUS 455 Global Strategic Management

This course, intended as a capstone to the International Management major, should come after students have studied all basic aspects of management. The course focuses on the development and implementation of multinational corporate strategies. Using the case study method and a computer-based simulation, students are required to apply the concepts of accounting, finance, marketing, management science and organizational behavior to the development of a strategic plan. Emphasis includes the integration of strategy, organizational structure and corporate culture. (As a capstone, this writing-intensive course counts towards the Academic Writing requirements.)

Prerequisite: BUS 136, BUS 326, BUS 353 and BUS 410

BUS 498 International Management Internship

This course involves a company-based internship experience. The internship can be with an organization anywhere in the world, with in-company supervision approved by the instructor. On the basis of experience gathered during the internship, each student prepares a report to a professional standard, and presents this formally to an audience of students and professors; both report and presentation are evaluated.

Prerequisite: Instructor Permission

Career Development

CDV 298 Career Development for Global Citizens: Integrating Your International Experience (1 Credit)

How does one integrate an international educational experience with the career development process? How does one prepare for graduate and professional experience? This seminar aims to introduce and familiarize students with the career development process with an emphasis on identifying and communicating the skills, traits, and values gained through international, cross-cultural, and disciplinary learning experiences. This interdisciplinary course will require students to use critical thinking, writing, speaking, and research skills through individual assignments and exercises.

Comparative Literary and Cultural Studies

CLCS 200W Gender and Sexuality in a Global Context

This course presents an interdisciplinary introduction to key concepts in gender studies. Focusing on the way in which gender operates in different cultural domains, this class investigates the manner in which race, culture, ethnicity, and class intersect with gender. (This writing-intensive course counts towards the Academic Writing requirements).

CLCS 215T Vienna 1900: A Modernist City

This travel course focuses on the cosmopolitan city of Vienna around 1900 and the extraordinary set of historical and cultural circumstances that made this city one of the most interesting sites of modernism at the time. In broad terms, the course examines the correlation between culture and socio-political change and looks specifically at the complex cross-overs between history, psychoanalysis, and art and literature, with other forays into architecture, design, music and economics. As an introduction to the Franklin experience, value will be placed not only on the interdisciplinary connections between these fields, but also how we as travelers can understand the historical culture of a city. After contextualizing Vienna and the Hapsburg Empire at the turn of the century, students will explore works by artists and intellectuals such as Sigmund Freud, Gustav Klimt, Robert Musil, Gustav Mahler, Adolf Loos, and Theodor Herzl. The travel component to Vienna includes guided visits and lectures, during which time students will be able to focus in depth on a research topic of their choice. Students who have a background in German are encouraged to do course readings and written work in the original language.

CLCS 220T Inventing the Past: The Uses of Memory in a Changing World

The construction of memory is one of the fundamental processes by which the workings of culture can be studied. Every country, every culture and every community has a specific memory culture that finds expression in a congruence of texts: of literature and film, of law and politics, of memorial rituals, and historiography. The aim of this course is to enable students to recognize different forms of the construction, representation and archiving of memory; to analyze processes of individual and collective identity formation through memory; and to understand the power differentials operant in the negotiations and performance of a national memory. The travel component of this course will focus in particular on Berlin and representations of the Holocaust.

CLCS 225 Music and Popular Culture from the 1950s to the 1990s

This course covers popular music genres, generally defined as music produced for commercial purposes and transmitted through mass media to a wide audience, and their relationship with popular culture. Drawing on sociology, media studies and cultural studies, it will examine the cultural significance of popular music genres such as rock'n'roll, punk, heavy metal, hip hop, rap, techno, industrial etc., with reference to issues such as space, ethnicity, class and gender. It will further explore how and to what end the creation, circulation and consumption of popular music tend to be shaped by record companies and corporate business styles. Finally, reflecting upon how popular music is, in many ways, a direct reflection of its times, it will show how it is mediated by historical, geographical, political, economical and technological factors.

Prerequisite: LC 110

CLCS 230 Science / Fiction: Envisioning the Possible

Science fiction narratives may be defined as speculative fictions, ideal allegorical vehicles eliciting theoretical reflection on the state of contemporary culture and society and motivating social reform. As such, the main objective of this course is to consider several major contemporary socio-cultural issues through the unique lens provided by writers and filmmakers of the science-fiction tradition. The issues, allowing for variances from year to year, will include questions regarding gender and Otherness, the hypothesized deterioration of a human-world bond, modern apocalyptic anxieties, genetic engineering, intersections of ideology and communication technologies. Authors and filmmakers may include: Mary Shelley, Jules Verne, H.G. Wells, Isaac Asimov, Philip K. Dick, Ursula Le Guinn, Aldous Huxley, George Orwell, William Gibson; Ridley Scott, Stanley Kubrick, Andrew Niccol, Jean-Luc Godard, Lana and Andy Wachowski

CLCS 238T Reading the Postcolonial City: Berlin and Hamburg Colonialism has left its traces not only very obviously on the former colonies themselves but also on the face of the cities of the colonizers. Host of the “Congo Conference” that carved up the continent in 1885, Germany was late into the “scramble for Africa.” However, it has long been implicated in colonialism through trade, scientific exploration, and Hamburg’s position as a “hinterland” of the Atlantic Slave Trade. Seeking to explore colonial echoes in less obvious places, namely in contemporary Berlin and Hamburg, the course asks how we can remember colonialism in the modern world, become conscious of its traces, and encourage critical thinking about the connections between colonialism, migration and globalization. As an Academic Travel, this course will include an on-site component where the class will team up with postcolonial focus groups in Berlin and Hamburg, going onto the street and into the museum to retrace the cities’ colonial connections, and to experience and engage with the colonial past through performance-based activities.

CLCS 241W Forbidden Acts: Queer Studies and Performance

In this course, queer solo performance and theater are playfully considered “forbidden acts” because they commonly enact a special kind of transgression. These acts give voice to and, at once, subvert a wide range of political identities conventionally defined by race, ethnicity, HIV status, class, gender, and sexual practice. Often autobiographical at their point of departure, queer performance and theater seem intent on troubling the comfort of community even as they invest in it. This rich, albeit problematic, ambivalence stems from the fact that the term queer, itself, connotes primarily a locus of refusal, an unbinding and destabilizing term of defiance, of provocation via polysemy. As such, queer performance and theater seek to open up new vistas of multiple, shifting, polymorphous identities. What political implications might these queer texts dramatize? What may be the ramifications of instilling the notion of personal identity with collective utopian aspirations? How would the students enrolled in this class spin the term queer to encompass their own sense of individual difference and empower their own vision of creative defiance? In attempting to respond to these questions, students taking this course will be invited to share their own forbidden acts: to approach theoretical reflection through performative exercises, to merge the analytical realm with the autobiographical monologue, to test the limits (if there are any) between theatrical play and ideological engagement. (This writing-intensive course counts towards the Academic Writing requirements).

Prerequisite: LC 100 or LC 110

CLCS 242 Representations of Poverty in Literature, Film and the Media

This course looks at poverty as it is portrayed in contemporary literature, film, television, painting, music and street magazines. Students will explore how these representations compare to economic and social indices such as income, Living Standards Measurement surveys, welfare statistics, poverty indexes and poverty determinants. For these latter determinants the class will take Switzerland, a country in which the extremes of poverty and riches are quite subtle, as our case study. The overall goals of this course are 1) to compare different forms of representation and to recognize and be able to distinguish among the many faces and facets of poverty in a wealthy nation and 2) to critically explore the ideologies underlying mainstream representations of “the poor” or “the marginalized” and to ask how effective such representations are in triggering social change.

Prerequisite: LC 100 or LC 110

CLCS 243 The Cultural Politics of Sports

This course looks at sports as a cultural, social and political phenomenon and explores some of the major concepts pertinent to the cultural studies discipline through the lens of sports such as nationalism, social class, race/ethnicity, gender, celebrity culture and its fans, ethics, and concepts of power. Students will also consider the very ideas of ‘sportsmanship,’ ‘playing the game’ and the global ‘mega-events’ that many professional sports competitions have become. This course will involve reading theoretical essays related to sports, class discussion of the readings, regular reading responses, and presentations. Students will be encouraged to pursue their own research interests based on a particular sport, major sports event (Olympics, European Soccer Championship, World Series) or sports infrastructure (Little-League, college sports, sports clubs) and to reflect culturally on an activity that cuts across many disciplines (e.g. business, communications, ethics, health) as well as one that they themselves may be passionately involved in, either as actors and/or as spectators.

Prerequisite: LC 110

CLCS 245 Critical Approaches to the Graphic Novel: Justice in the Gutter

This interdisciplinary course will explore the theme of justice through the medium of the graphic novel. Although the battle between ‘good’ and ‘evil’ has been a mainstay of comic books for many generations, the emergence of the graphic novel as a recognized and serious artistic and literary medium has also problematized the theme of justice and its many variants, whether environmental, social, sexual, gendered, or racial. This course takes a serious look at how the graphic novel tells stories about justice. It explores the rhetorical, visual and semiotic strategies authors are using to tell those stories, considers critical approaches to the graphic novel as a medium, and studies the reception of graphic novels about justice in comparison with other media.

Prerequisite: LC 100 or LC 110 or WTG 100 or WTG 200

CLCS 247T French Orientalisms Renegotiated

Nineteenth- and early twentieth-century French authors and artists were instrumental in shaping the imaginary of the ‘Orient’ through hegemonic cultural production, with a myriad of paintings and texts housed for public consumption in national cultural institutions. Students will use the French ‘case’ to explore the centrality of the politics of representation to Orientalism: the creation and objectification of an Oriental ‘Other’ to be known and domi-

nated. On-the-ground field study in museums and galleries of Paris (the former colonial capital) and Marseille (the ‘Gateway to North Africa’) will help students to investigate the ties that bind the visual arts and literature with the exercising of knowledge and power, and to read literary and artistic works as shaped by their cultural and historical circumstances. The strong Arab and Berber presence in both cities today, in particular from France’s former colonies in North Africa, will provide the impetus to question how contemporary writers and artists explicitly and implicitly engage with and renegotiate these ‘cultural artifacts’, and what broader significance this might have for questions of representation and identity, Self and Other, in the (not only French) present. Students will read contemporary texts by authors such as Leïla Sebbar and Assia Djébar and explore work by visual artists including Zineb Sedira, Zoulikha Bouabdellah and Frédérique Devaux, using their, and our own, ‘encounters’ in the Louvre, the Pompidou Center, the Arab World Institute, MuCEM and ‘smaller’ galleries to consider the significance of reappropriating the gaze and of the relationship between visual pleasure and politics, while questioning who art is ‘for’ and where the ‘representation business’ takes us.

CLCS 248T European Food Systems: You Are Where You Eat

In this course, students will explore the cultures that produce and are reproduced by our current food systems in Europe, touching upon the local, national and global dimensions. This course will examine the cultural, ecological, political, and geographic forces at work influencing the chain of production from farm to table. In particular, students will consider the contemporary food systems in France, Italy, and Switzerland as well as their cultural and historical roots. Students will learn more about what it takes to become an active food citizen as the class considers where food comes from here in Europe and how the food we eat shapes who we are, both literally and figuratively. This course includes a travel component to Switzerland and France or Italy where students will study first hand some of the concepts discussed, including terroir, slow food, and local farm to table movements. Recommended prerequisite: LC 100 or LC 110

CLCS 250 Ecocritical Approaches to Film

This course approaches film from an ecocritical perspective to explore how the medium of film articulates relations between the environment and humans. In recent decades, scholars have increasingly examined how film represents ecological issues and humans’ involvement with those issues, particularly with regards to environmental disaster and climate change. The course aims to make students familiar with those debates by examining a variety of film genres -- blockbuster, documentary, animation, among others -- to offer a survey in reading film ecocritically. Students will gain experience in analyzing films as texts and in applying ecocritical theory to those films and the ethical issues surrounding them, from production to narrative, distribution to reception. Screenings, theoretical readings, class discussion, video-making and writing assignments will help students develop a critical awareness of how film tells the story of our complex relation with the environment. Recommended prerequisite: LC 110 or ENV 220.

CLCS 251T Reading Moroccan Culture

This course examines gender, ethnic, class, family, age, religious relationships within contemporary Morocco. It first provides students with a historical overview of Morocco since its independence in 1956, focusing on the monarchies of Hassan II and Mohammed VI the current king. It explores the power dynamics that exist in a society that is

predominantly patrilinear and where gender roles are mostly divided along a binary system; it studies the place of the individual in a society where the collective ego prevails; it considers the place of Berber identity within Moroccan society and finally it explores Sufism as a counter-power to any form of Islamic rigorism. All the themes studied are substantiated with presentations by Moroccan scholars working in the fields of sociology, gender, ethnic, religious, and music studies. (Knowledge of French recommended.)

CLCS 253T On Refugees: Representations, Politics and Realities of Forced Migration: Greece

This travel course will focus on forced migration and refugees, with a travel component that takes the class to Greece, one of the major European nodes of the current refugee crisis. The course offers an interdisciplinary approach to the political, social and cultural contexts of forced migration and is coupled with the study of a number of imaginative responses that help to shape attitudes and positions towards refugees. Throughout this course, students will study ideas of human rights as they relate to refugees, political and theoretical concepts that help to think through notions of belonging, sovereignty, welcome, and a range of cultural narratives, including films, public art, theater and literature, that bring their own critical interventions to bear on the emergent discourses surrounding refugees.

CLCS 260T Berlin: Migration and Transformation of the Urban Landscape

Over the last 20 years migration has dramatically changed Berlin's urban landscape, even as migrant groups have been changed by the peculiarities of Berlin's "Kieze," or neighborhoods. This course will focus on three districts in particular-- Kreuzberg, Mitte and Friedrichsheim--which have since the fall of the wall incorporated hundreds of thousands of migrants and refugees whose languages, cultures, ethnicities and religions have differed from those of more well-established German residents. In conversations with a variety of groups--residents and non-residents alike--the class will investigate how migrants and refugees from Turkey and, more recently Syria, Afghanistan and Iraq, have changed the city and how the city, in turn has changed them. The approach will be interdisciplinary, tracing the nexus of urban fabric and migration in storytelling, film, oral history, architecture, politics, graffiti and day-to-day streetlife, focussing in particular on the evolution of concepts that range from the more traditional ideas of integration and assimilation to the more recent notions of hospitality. (For students taking the class for GER credit, GER 301 is required.)

CLCS 271 Holocaust Memory in Berlin: Traces of the Third Reich in Cultural Narratives, Architecture, Memorial

We live in an epoch obsessed with memory: its specter haunts an array of activities - intellectual, creative, and political; its processes shadow our individual and collective lives. and yet, despite this ubiquity, the idea of memory remains elusive and forever mutable, for, depending on the context in which it is invoked and the purpose for which it is intended, it may take on a range of forms. The context in which students will study the workings of memory is Berlin, a place which has become emblematic of various aspects of the Holocaust. The questions guiding the inquiry into the often conflicted postwar politics of memory in Germany are the following: how does a nation deploy memory to create a positive identity? How do public representations work to elide, confirm, or undermine a constantly shifting historical discourse? and to what extent,

finally, are minorities or “the other” included in, or excluded from, the business of inventing national identity? Students will read, visit, and analyze a wide variety of cultural texts, such as literary accounts, memorials, historical sites, exhibits, architectural structures, and films, in an attempt to chart the often tortuous process by which a nation comes to terms with its past, and projects itself into the future. Using some of the rich scholarly literature on memory that has been produced in the wake of the Holocaust, the class will examine a variety of sites in order to compare how our core questions are inflected by various political circumstances and cultural pressures. This course has no prerequisites if taken as a CLCS course. There is also an option to take it for German cultural credit without prerequisites or as German language credit. To take it for German language credit, students must have completed GER 300 with a C.

CLCS 300 (Re)Defining Masculinity

This course aims at (re)-defining masculinity, in other words at exploring what it is to be/exist as a man in today’s society. To paraphrase Simone de Beauvoir, is one born a man or does one become a man? (Re)-defining masculinity focuses on the recent developments of gender studies, namely the study of masculinity to include male power, sexualities, intimacy, families, language, sport, rap culture, etc.

Prerequisite: LC 110

CLCS 320 Culture, Class, Cuisine: Questions of Taste

Food carries social, symbolic, and political-economic meaning that differs across cultures, and hence cuisine represents a focal point for studying divergent cultural practices. In that sense, this class examines the sociological, anthropological, literary, and cultural dimensions of food. The class will explore people’s relationship to food with regard to the environment, gender roles, and social hierarchy, from French haute cuisine to the fast food phenomenon.

Prerequisite: LC 100 and LC 110

CLCS 330W The Politics of Mobility: Exile and Immigration

Beginning with the post-colonial theory of Edward Said and Gayatri Chakravorty Spivak, this class will examine the ideas of exile and immigration in a colonial and post-colonial context. This course will explore exile vs. expatriatism, language and power, movement across cultures, narrative agency and authority, and voices in the new immigrant narrative. By approaching the topic from a comparative perspective, students will be exposed to a polyphony of voices and the variety of experiences associated with exile and the construction of identity. Students will examine, in particular, the variations on the autobiographical form in the context of this experience. (This writing-intensive course counts towards the Academic Writing requirements).

Prerequisite: LC 100 and LC 110

CLCS 335 Hauntings

This creative writing/cultural theory course focuses on the concept of haunting and related phenomena such as possession or exorcism. The course draws from recent scholarly work in hauntology, a term coined by Jacques Derrida in his *Spectres de Marx* (1993). What emerges from this area of research is an unusual theoretical space in which to consider literature and culture, both philosophically (as critical thinkers) and creatively (as authors and performance artists). The class explores and creatively experiments with

texts that function primarily as a medium for giving voice to those realms of human experience that are generally considered unreasonable and extrasensory; otherworldly perceptions of parallel dimensions that transcend the laws and rational orderings of the knowable physical world. Students will reflect on ghostly metaphors and manifestations as they are summoned, in various forms and to different ends, by fiction writers, performers, and filmmakers who tend to link stories of haunting to social-psychic-emotional disturbances: expressions of diasporic sensibilities and hyphenated ethnicities, stigmas of invisibility related to shadows of class and gender, spectral polyvalence and the paranormal activity emerging from recent theoretical discourse around taboo conceptual couplings such as the queer child and/or the “unruly/child”.

CLCS 340 Fashion and Popular Culture

The focus of postmodernity on surface phenomena and diversity, its concern with the personal, the subjective and with identity have worked to make fashion a field of studies that has gained importance in the last 15 years. Aiming at getting past the age-old belief in the essential frivolity of fashion, this course examines how fashion draws upon recurrent instabilities of men and women (masculinity vs femininity, youth vs elderliness, domesticity vs worldliness, inclusion vs exclusion etc...) to thrive and express its creativity, how its ever constant shifting nature results in the notions of gender, ethnicity and class status to be ever more fluid, how it has been redefining the body and its image, in particular with the advent of the supermodel in the eighties, and last but not least, how it relates to and signifies within so many aspects of our daily life and environment, whether it be space (work vs domesticity, urban vs non-urban), photography (static vs dynamic), music (alternative vs pop) and sexuality.

Prerequisite: CLCS 200 or LC 110

CLCS 350W Culture and Human Rights

“Human Rights” has become a key selling point for organizations, political parties and social movements. and yet what is actually meant by the term often remains vague, and it is difficult to take the critical stance necessary to judge its significance. In this class students interrogate the term with a series of questions: what counts as “human” in the discourses surrounding Human Rights? What sorts of rights do individuals in fact have simply by virtue of being human? Do all humans have the same rights? Who gets to decide this? How has the definition changed over the last 200 years? To what extent is the term gendered, determined by class and racialized? and finally: how do different national settings change how we think about and act on ideas of Human Rights? This course will examine these questions by tracing ideas surrounding Human Rights in treatises, literary texts, films, debates and case studies from the Enlightenment to the present. Against the backdrop of foundational texts such as The Universal Declaration of Human Rights, Thomas Paine’s *The Rights of Man*, Mary Wollstonecraft Shelley’s *Vindication of the Rights of Woman*, declarations by the European Court of Human Rights, the African Court on Human and People’s Rights, the Geneva convention and the United Nations Human Rights Commission students will consider literary and filmic works that grapple critically with the terms they lay out. Students will also consider how NGOs such as Amnesty International and Human Rights Watch translate the political rhetoric to apply their own interpretations of Human Rights to their field work. (This writing-intensive course counts towards the Academic Writing requirements)

Prerequisite: LC 100 and LC 110

CLCS 360 Critical Race Studies in a Global Context

In this course, the class will work to create a more critical understanding of what race is, what race does, and how contemporary racial meanings are constructed and disseminated. In order to do so, students will explore Critical Race Theory (CRT) and critical theories of race in several contexts. CRT refers to a theory that emerged among legal educators in the US in the 1980s and 1990s. In the last twenty years, a growing number of scholars in fields such as cultural studies, gender studies, history, media studies, politics, postcolonial studies and sociology have integrated and developed the work done by critical race theorists. This course will focus in particular on this interdisciplinary approach to critical race studies. The practice of race will be examined as well as the policies and institutions that shape race in a global context in the twentieth and twenty-first centuries. Finally, students will consider the intersection of race and other social hierarchies, including gender, sexuality and social class.

Prerequisite: LC 100 and LC 110

CLCS 371W Law and Culture

This course aims to investigate law's place in culture and culture's place in law. This focus proceeds from the realization that law does not function in a vacuum but exerts a powerful influence on all manner of cultural practice and production, even as its own operation is influenced in turn by various forms of culture. Given this increasing porosity and interpermeability of Law and different forms of culture, the focus of this course is on the mutual influence between law and other discursive practices, such as literature, TV sit-coms and film. In studying a number of prominent legal cases such as *Brown v the Board of Education*, we will explore the following questions: What are the mechanisms by which popular representations and cultural practices find their way into legal processes and decisions? How does law in turn bleed into and influence cultural processes? Does law act as a buffer against societal assumptions about, and constructions of, gender, age, ability, sexuality and ethnicity, or does it re-enforce and re-inscribe existing social norms? (This writing-intensive course counts towards the Academic Writing requirements.)

Prerequisite: LC 100 and LC 110

CLCS 372W Tales of Catastrophe

The cultural debris that results from political and natural catastrophes is made up of narratives that contain both implosion and creation, wreckage and renewal. In that sense disasters mark pivotal turning points in the way we conceptualize and understand human phenomena and cultural processes in a number of disciplinary perspectives from psychoanalysis to literature, from environmental science to religion and from ethics to aesthetics. Students will read the narrative fallout in fiction, science, and film that emanate from distinct disaster zones ranging from the petrified texture of Pompeii to the generative force field of ground zero. (This writing-intensive course counts towards the Academic Writing requirements.)

Prerequisite: LC 100 and LC 110

Communication and Media Studies

COM 105 Introduction to Communication and Media Studies

This course introduces students to the fundamental concepts and theories of communication and media studies as they apply to the ever-increasing intercultural interactions of a contemporary world. In particular, students will learn the basics of intercultural/international communication processes, gaining a foundation for developing intercultural communication competence.

COM 180 Public Speaking

This course introduces students to the basic theory and practice of public speaking. More than simply a required skill for class and/or professional presentations, public speaking has a long political tradition in many cultures both ancient and modern. It complements civic engagement within the public sphere and plays a central role in deliberative political participation. Since the emergence of the Internet, public speaking has also become increasingly important in digital form. From a theoretical point of view, this course considers both the historical role of public speaking as it relates to socio-political change and its ongoing necessity today within global processes. From a practical point of view, students will become familiar with various rhetorical methods and concepts involved in public speaking, learn how to analyze and critically understand actual speeches, and practice public speaking in a variety of contexts. Students should leave the course with a better understanding of both the theory and practice of public speaking, particularly with a view towards global social engagement.

COM 201 Fundamentals of Media Studies and Criticism

Media pervades our social and private lives. We make it and in turn it makes us. This course offers an introduction to media studies, a field which seeks to understand and use media in complex and intentional ways. The course explores media as content, as an industry and as a social force. In this way, media is understood as both as an artifact (constituted by many parts) and as a set of complex processes (including production, distribution, regulation and consumption). Students will learn key vocabularies and concepts in and approaches to media studies that will help them to define, describe, and critique media artifacts and processes in a variety of written and spoken formats. In addition to equipping students with the skills to understand and critique media, this course encourages and provides students with the building blocks to produce media content. Students who successfully complete this course will be prepared to take advanced courses in media studies.

COM 202 Fundamentals of Interpersonal Communication

This course introduces students to theories, concepts, and research in the study of interpersonal communication. From a scholarly perspective, students will gain a fundamental knowledge of how interpersonal communication processes work. In addition, students will develop skill in analyzing the interpersonal communication that surrounds them in their everyday life.

Recommended Prerequisite: COM 105

COM 203 Communication Research Methods

This course introduces students to quantitative and qualitative research methods as they apply to communication and media studies. Students will acquire skill in examining various communication and media issues by conducting an original research project.

Prerequisite: COM 105 and COM 201

COM 204 Media Ecology

This course explores media from the lens of ecology, using ecological concepts and thinking to both explore media as ecosystemic and reflect upon media production and consumption in terms of sustainability. Ecology is evoked because it is one of the most useful and expressive contemporary discourses to help articulate both the dynamic interrelations and interactions that characterize all forms of community as well as the ethical and political implications of their maintenance, management and/or disruption. The ultimate goal of this course is to put media in its place; situating prominent media forms within their unique cultural, historical, and geographical places and putting media in its appropriate place in our own lives and communities.

COM 204T Media Ecology: Nordic Noir/Danish Hygge

This course explores media from the lens of ecology, using ecological concepts and thinking to both explore media as ecosystemic (comprised of communities, relationships, flows and feedback loops between biotic and abiotic components) and reflect upon media production and consumption in terms of sustainability (environmental, social and personal). The travel component situates the study of media ecology in the specific context of Denmark where we examine two culturally pervasive (and internationally popular) media species: Nordic noir and hygge. Nordic noir is a genre of crime fiction (literary, tv and film) emanating out of Scandinavia that employs linguistic simplicity in the service of moral complexity; engaging in plots that reveal the tensions between the stable surfaces and shadowy interiors of Scandinavian societies (e.g. Miss Smilla's Feeling for Snow, The Killing). Hygge, very roughly translated as "coziness," is a Danish concept that has gained recent popularity in many parts of the world as cultural mentality, practice and aesthetic that may help explain Denmark's status as one of the world's "happiest countries." The travel component explores these two themes in the geographical and cultural contexts of Copenhagen and the west coast of Jutland. The first part of the travel takes place in the capital city, Copenhagen, where we delve into Nordic noir, exploring its relationship with Danish and Scandinavian media industries, culture, history, politics, and climate as well as its adaptations in other international markets and contexts. The second part of the travel is situated on the west coast of Jutland where we critically examine the Danish notion of hygge as both a cultural phenomenon and national export that is intimately connected to environmental, social and personal sustainability in a cold, dark and remote environment.

COM 220T Symbolizing Scottish Folk

Concurrent with processes of globalization, there has been a fervent, if not reactionary, revival of folk culture. Although the reinvention of folk cultures is a global phenomenon, it is particularly salient in places like Scotland—a complex nation that is as much British, modern, and Western as it is local, artisanal and traditional. Longstanding clashes over regional independence, enduring ties to local geographies and customs, and a thriving

tourism industry in Scotland, have sustained rich folk cultures that serve both as powerful sources of identification as well as seductive expressions of national identity and culture. Using discursive and rhetorical approaches, this course explores the various ways in which “folk” identities, practices, cultures, and artifacts are represented and mobilized in the Scottish context by various communities and stakeholders.

COM 225T Technologized Bodies: Mobile ICTs in the City

Mobile information and communication technologies (ICTs) have become an essential part of our everyday social interactions. It was more than a decade ago that researchers started to look into the way the mobile phone penetrates both public and private domains including the body. As mobile ICTs continue to evolve, their impact on our everyday communication requires constant examination. This course takes a city as a site to explore the way human bodies are technologized with mobile ICTs. It will discuss how people see and document their everyday life of the city with mobile ICTs as well as how they are seen with mobile ICTs in the city (e.g., enhanced capacity of the “natural” human body such as eyes and brain). In light of the recent development of wearable technologies and sociable robotics, the course will also explore the role that such emerging technologies play now and in the near future. Both seminal and recent work on mobile ICTs, fashion, social robotics, and emotions will provide the theoretical base for the course. Field observations during the academic travel period will be a primary methodological approach to explore relevant issues of the technologized body in the city.

COM 230T Communication, Fashion, and the Formation of Taste

The sense of taste, whether it refers to the metaphorical sense of taste (aesthetic discrimination) or the literal sense of taste (gustatory taste), is a fundamental part of human experiences. This Academic Travel course examines various ways that communication processes shape our sense of taste in the contemporary society. It will explore topics such as the taste for food, clothing and accessories, music, and other cultural activities applying key theories and concepts of communication, fashion, and taste. Ultimately, the course seeks to develop an understanding of how interpersonal, intercultural, and mediated communication in our everyday life plays a critical role in the formation of individual taste as well as collective taste. In order to achieve this objective, field observations and site visits will be planned during the academic travel period.

COM 295 Media Consumption, Fashion, and Identity

This course examines how people, particularly young people, consume media technologies and their contents in contemporary media-saturated life. Employing essential readings on media consumption, fashion, and identity as the theoretical backbone, students will engage in active site-based research project throughout the course. By offering an opportunity to undertake a field study in Milan, the course seeks to develop in-depth theoretical knowledge of the intersections of media consumption, fashion, and identity, as well as to cultivate critical reflection of students’ own consumption of media technologies.

COM 300 History of Mediated Communication

Is textual literacy fundamental to political involvement? Have cell phones changed the nature of private and public space? Has the Internet democratized the production of culture? These are the kinds of questions we will explore in this cultural and historical

survey of mediated communication. Traveling through the ages, we will explore both how media technologies are culturally situated and influenced as well as their significant and lasting implications on cultures, societies, and individuals.

Prerequisite: COM 105 or COM 201

COM 301 Globalization and Media

This course examines media in the context of globalization. Most broadly, students will explore what constitutes globalization, how globalization has been facilitated and articulated by media, how media have been shaped by the processes of globalization, and perhaps most significantly, the social implications of these complex and varied processes on politics, international relations, advocacy and cultural flows. In order to map this terrain, students will survey the major theories that constitute this dynamic area of study.

Prerequisite: COM 105 and COM 201

COM 302 Intercultural Communication: Theory, Research, and Practice

This course examines intercultural communication theories and research in order to gain a deeper understanding of critical issues we encounter in intercultural interactions. It seeks not only to develop a sophisticated level of intercultural communication competence but also to cultivate the skills of putting the knowledge into practice (e.g., conducting intercultural communication workshops, publishing articles that raise cultural awareness of a target audience, and so on).

Prerequisite: COM 105 and COM 203 and COM 204

COM 310W Issues in Journalism

This course uses key topics, themes and trends in journalism to explore the foundations and functions of the press, learn techniques of gathering and writing news, discuss the shifting terrain of journalism, and reflect upon the status and functions of journalism in different cultural contexts. As a writing-intensive course, this course is designed to help students produce high quality written work through a process of drafting, workshoping and editing. Written work may include journalistic reviews, letters to the editor, pitches to the editor and interviews. (This writing-intensive course counts towards the Academic Writing requirements.)

Prerequisite: COM 105 and WTG 100

COM 326 Digital Communication: Theory and Strategy

Digital communication is fundamental in today's businesses and, indeed, all organizational contexts. This course explores key dimensions of digital communication, namely what makes digital communication a unique form of communication and how communication practitioners and business professionals can more effectively use this medium. In addition to exploring important theories as they concern digital communication, design, and business strategies, students in this class will learn how to: Plan and develop effective strategies for digital communication; Manage all aspects related to online projects (business models, management, costs, resources, etc.); Take advantage of the Social Media revolution; Design the user experience (interaction design). In addition to learning basic theories and practices, students will make practical use of knowledge by working in teams in which they will both conceptualize and implement effective and professional projects.

Prerequisite: COM 105 and COM 201

COM 327 Producing Digital Media: Communication and Media in Practice

This course explores the impacts and capacities of new media technologies in producing social worlds and advocating social issues. Following an exploration of the key concepts in new media theory, students in this course will spend the bulk of the semester producing a digital short story about an issue of social interest. As a course in applied media and communication, students will have a hand in the entire process of producing, marketing, and showing the film.

Prerequisite: COM 105 and COM 201

COM 347 Organizational Communication

This course examines the dynamic process of organizational communication. Situating communication as an essential part of “organizing” in our everyday life, it seeks to understand how we can participate in the creation and recreation of effective organizations. Students will learn key issues of organizational communication research such as communication channels, networks, organizational climate, interpersonal relationships within organizations, and organizational cultures. They will also learn how to apply the theoretical/conceptual knowledge to their present and future organizational life through case studies and communication audits.

Prerequisite: COM 105 and COM 203 and COM 204

COM 350 Mediated Relationships

This course examines the impact of emerging communication technologies on human communication. By critically examining current theories and research in the field, students will analyze present and future of technologically- mediated relationships as these pervade their everyday life.

Prerequisite: COM 105 and COM 203 and COM 204

COM 352 Environmental Discourses

This course examines the distinct modes of representation that have come to color how we think and act upon the natural world. Given the increasing importance of the environment in local, national, and global politics, this course is invested in helping students understand the significance of language in creating, defining, mitigating, and negotiating environmental issues and controversies. During the course, students will investigate (1) the socio-cultural history of environmental discourse, (2) the dominant discursive constructions of the environment, (3) the implications of these on, and the status of, contemporary environmental politics and advocacy, and (4) the importance of studying environmental discourse from a cross-cultural perspective. In order to explore the ideologies and attitudes at the heart of varying environmental discourses, students will analyze texts from various disciplines and spheres (e.g. political, scientific, activist, and popular), genres (e.g. films, books, newspaper articles, image events, policy briefs, and speeches) and rhetorical strategies (e.g. metaphors, tropes, and ideographs).

Prerequisite: COM 105 and COM 201

COM 497 Senior Research Seminar in Communication and Media Studies

This seminar provides students with a capstone experience in synthesizing their theoretical and methodological knowledge in the form of a high-quality research paper. Some of the major areas of research and theories in the field of communication and media studies will be reviewed and discussed in class as students work on their own research pro-

ject. At the end of the semester, students will present their final research paper to an audience of students and professors. Students will also be encouraged to submit their paper to an appropriate conference venue around the world. (Prerequisite: Senior status)
Prerequisite: Instructor Permission

COM 498 Internship in Communication and Media Studies

This course provides students with a capstone experience in applying to professional contexts key approaches and theories of communication and media studies. The internship site can be private, public or non-profit organizations anywhere in the world. Throughout the internship period, students should ensure close in-company supervision. At the end of the internship, students will prepare a detailed report analyzing their experience and present it formally to an audience of students and professors. Both written report and presentation will be critically assessed.

Prerequisite: Instructor Permission

Computing

CPT 150 Introduction to Computer Programming

This course offers an introduction to computer programming using some high level language. Students will learn how to formulate, represent, and solve problems using the computer. Emphasis will be on the features common to most of these languages. After introducing data structures, expressions, functions, control structures, input and output, the course will proceed to classes, events, user interface construction, documentation, and program testing. Both procedural and object-oriented programming paradigms will be discussed.

Creative Writing

CRW 100W Introduction to Creative Writing

This course presents an introduction to creative writing through a variety of genres, including poetry, prose, fiction and non-fiction. By paying close attention both to literary models and original student writing, this class asks that participants reflect on the relationship between reading and writing, and voice and context. Students will compose short pieces in a variety of genres and present them for critique in weekly workshops. A final portfolio of all work during the semester will act as a springboard for more advanced courses in creative writing. (This writing-intensive course counts towards the Academic Writing requirements.)

CRW 110T Paris Protagonist: Lost in Translation

This course creates the occasion for an intensive hybrid scholarly/creative encounter with a mythical urban landscape which figuratively lives and breathes, as a protagonist, through French literature and film. The travel component will also mark the culmination of this Parisian encounter, ushering students from the realm of theory to practice with daily (on-location/site-driven) writing prompts and workshop-style events designed to address the following key questions: What forms does this protagonist assume as s/he endures through time? What voices emerge from the space of her debris? What gets lost in trans-

lation and how can the dialogue between art and cultural theory aide us in finding our way through this impasse of loss? How can the deepening of a student's cultural awareness help the City of Light avoid being subsumed by her own, distinctive, and almost irresistible, charme fatal? Three thematic modules will frame this exploration and create a groundwork on which to base the student's intellectual discovery and experimentation as writers/travelers: the poetry of Charles Baudelaire highlights the unique experience of Parisian space; the contribution of Surrealism which both defines and defies the peculiarities of Parisian time; the French New Wave (contrasted to foreign cinematic renderings of Paris), with a focus on the twin concepts of translation-transfiguration, allegories of Light and "Othering." Students may expect dual-language editions of French literary sources and French films with English subtitles (when possible).

CRW 325 Advanced Creative Writing Workshop

A writing workshop that allows students to explore different forms of prose writing including the traditional novel, the epistolary novel, and the graphic novel. This course will emphasize central techniques such as character, setting, beginnings and endings. Each week students will present sketches for critique in the writing workshop, and will compose a short piece of fiction for publication in the final class journal.

Prerequisite: CRW 100W

Economics

ECN 100 Principles of Macroeconomics

This entry-level course in economics covers the fundamentals of macroeconomics and is aimed at students who choose it as an elective or plan to continue their studies in economics. This course introduces students to the study of economics as a field of knowledge within the social sciences. In the first part, focus will be on the definition, the explanation, and the significance of national income, business fluctuations, the price level, and aggregate employment. In the second part, special attention is devoted to the functioning of a payment system based on currency and bank money. Finally, students will discuss the instruments and the functioning of public policy aimed to stabilize prices and maintain high levels of output and employment within the current macroeconomic context. Current economic news will be regularly scrutinized.

ECN 101 Principles of Microeconomics

This is an entry-level course in economics, covering fundamentals of microeconomics and aimed at students who choose it as an elective or plan to continue their studies in economics. This course helps students develop basic analytical skills in economics and microeconomics. It provides students with a basic understanding of the market system in advanced capitalist economies. It examines the logic of constrained choice with a focus on the economic behavior of individuals and organizations. After a theoretical analysis of the determinants and the interaction of supply and demand under competitive conditions, alternative market structures will be investigated, including monopolistic and oligopolistic forms. The course examines the conditions under which markets allocate resources efficiently and identifies causes of market failure and the appropriate government response. The introduction to the role of government includes its taxing and expenditure activities as well as regulatory policies.

ECN 204 History of Economic Thought

This intermediate-level course studies the evolution of economic ideas from the early Eighteenth century to modern times, with emphasis on the differing conceptions of economic life and the methodological underpinnings of three main strands of thought: Classical economics, Marginalism, and the Keynesian paradigm. The course is organized around four main themes: the source of wealth, the theory of value, economic growth and business cycle in the capitalist system, and the notion of equilibrium in economic analysis. The course aims at providing a systematic conceptual framework to investigate the development of economic ideas, in their intersections with philosophy and the political and historical evolution of societies, hence highlighting the nature of economics as a social science. At the same time, the course stresses the methodological features (in terms of a rigorous and formalized language) peculiar to the economic reasoning.

Prerequisite: ECN 100 and ECN 101

ECN 225 Issues and Controversies in Macroeconomics (Intermediate Macroeconomics)

This intermediate-level course in macroeconomics builds upon the introductory two-semester (ECN 100 and ECN 101) sequence and, in conjunction with ECN 256, prepares students to study upper-level economics. It is a program requirement for the majors in International Banking and Finance and International Economics, as well as for Economics as a combined major. It is also one of the options towards Economics as a minor. Students must have taken ECN 100 and ECN 101, and are also recommended to have taken MAT 200. This course is designed to provide students with an appreciation of current economic issues and questions in modern macroeconomics, through the recognition of economics as a controversial subject. In the first part, we review some important measurement issues in macroeconomics that have policy consequences. In the second part, students will explore the competing theoretical frameworks developed in the twentieth century to explain growth cycles, employment and inflation. Finally, the acquired knowledge will be applied to the current policy issues in the aftermath of the Great Recession.

Prerequisite: ECN 100 and ECN 101

ECN 256 Managerial Economics (Intermediate Microeconomics)

This intermediate-level course in microeconomics builds upon the introductory two-semester sequence and, in conjunction with ECN 225, prepares students to upper-level economics. It is a program requirement for the majors in International Banking and Finance and International Economics, as well as for Economics as a combined major. It is also one of the options towards Economics as a minor. This course completes the theoretical background on microeconomics and introduces students to more advanced topics, with an emphasis on the practical relevance and application of theory. The essence of the course is, in particular, the study of the interaction between rational individual decision-making (e.g. consumers, firms, the government) and the working of economic institutions like markets, regulation and social rules. Topics covered include an introduction to game theory, strategic behavior and entry deterrence; analysis of technological change; the internal organization of the firm; economic efficiency; public goods, externalities and information; government and business.

Prerequisite: ECN 100 and ECN 101 and MAT 200

ECN 303 Development Economics

The course will introduce students to the evolution of theory and practice in economic development in three stages. First, models of economic growth and development including work by Harrod-Domar, Robert Solow, Arthur Lewis, and Michael Kremer are compared to provide students with a feeling for how economists have conceived of the development process. The class then proceeds to examine particular development issues such as population growth, stagnant agriculture, environmental degradation, illiteracy, gender disparities, and rapid urbanization to understand how these dynamics reinforce poverty and deprivation. In the final stage, students will read work by supporters as well as critics of international development assistance and use the knowledge and perspective they have gained thus far to independently evaluate efficacy of a specific development intervention.

Prerequisite: ECN 100 and ECN 101

ECN 305 Economics of the European Union

This course applies economic theory to some key economic institutions and policies of the European Union. It addresses some key issues in the process of European economic integration, under three broad groups: the degree of economic integration historically achieved with the common market and the European Monetary System; an analysis of the Economic and Monetary Union (EMU) regime; an economic analysis of the changes related to EU enlargement, both for old and new members. Questions discussed include the question whether there is an economic case for EMU, current issues with respect to fiscal, monetary, and labour market policies, and the problems that lie ahead until broader adoption of the euro. (Recommended ECN 256)

Prerequisite: ECN 100 and ECN 101

ECN 320 Game Theory, Information, and Contracts

The course investigates in a simple but rigorous way some of the fundamental issues of modern microeconomics, exploring the main concepts of game theory, as well as the basic elements of the economics of information, and of contract theory. A solid background on these topics is essential to the investigation of strategic decision making, the assessment of the relevance of asymmetric and/or incomplete information in decision processes, and the design of contracts. These, in turn, are among the most important issues that firms and individuals commonly need to face in all situations in which the consequences of individual decisions are likely to depend on the strategic interactions among agents' actions, and on the signaling value of information. Proceeding from intuition to formal analysis, the course investigates the methodological approach of game theory (allowing for a systematic analysis of strategic interaction) and the main concepts of the economics of information (allowing to assess the effects of asymmetric or incomplete information on agents' decisions). Further, it combines both game theory and economics of information to provide an introduction to the essential elements of contract theory.

Prerequisite: ECN 100 and ECN 101 and ECN 225 and ECN 256

ECN 325 Money, Banking and Financial Markets

This upper-level course in economics is the first part of an ideal two-semester sequence including ECN 328. It is a program requirement for the major in International Economics, International Banking and Finance, and International Management with an “emphasis” in Finance. It also fulfills group requirements towards the major in International Economics with an emphasis in Political Economy, and Economics as a combined major as well as a Minor. This course is designed to provide students with an understanding of the monetary dimension of contemporary economies. This includes the nature of the means of settlement, the technology of monetary payments, the banking system and its pro-cyclical, crisis-prone character that requires control and regulation, the response of financial markets to changing policy conditions and perceived risks, and central banks’ operations and goals when setting interest rates. Special attention is devoted to current monetary policy issues with special reference (but not limited) to the practice of the U.S. Fed and the European Central Bank.

Prerequisite: ECN 100 and ECN 101. Recommended: ECN 225, ECN 256, BUS 326

ECN 328 International Banking and Finance

This upper-level course in economics is the second part of an ideal two-semester sequence including ECN 325. It is a program requirement for the major in International Economics and International Banking and Finance. It also fulfills group requirements towards the major in International Economics with an emphasis in Political Economy, and Economics as a combined major as well as a minor. This course is designed to provide students with an appreciation of the meaning and consequence of international monetary relations, notably with respect to cross-border payments and investments under different monetary, banking, financial, and political institutions. In the first part, the class will investigate currency exposure, the currency market and its actors, the determination of exchange rates, measures and indices of the external value of a currency. In the second part, focus will be on the structure of balance-of-payments accounting, the size and significance of current account imbalances, and exchange rate policies. Finally, students will study monetary unions with special reference to the current issues and future prospects of Economic and Monetary Union in Europe.

Prerequisite: ECN 100 and ECN 101 Recommended: ECN 225, ECN 256, and ECN 325

ECN 330T Neo-liberal India: Globalization and Development

India has often been described as one of the developing countries that has achieved considerable economic success by following a neo-liberal policy regime in the past twenty years. However, over the last two years, India’s growth has stagnated. Moreover, a substantial part of the population continues to live below the poverty line and lack access to basic services like clean water, health care, education etc. This course has been designed to use India as a case study to investigate the impact of globalization on development and will introduce students to different facets of globalization and allow students to understand the complicated interrelations between globalization and development. Students will study about labor reforms, environmental sustainability, politics of land grab, agricultural policies, urbanization-all within the framework of political economy of globalization and economic development. Students will be introduced to the flourishing

IT and financial service sector, one of the main beneficiaries of globalization and the impact these sectors have had on India's growing middle class. Students will then be introduced to the problems and issues faced in the semi urban regions of the country. This travel course will allow students to observe and recognize the causes of uneven growth and the consequent impact on people's standards of living.

Prerequisite: ECN 100 (with a grade of at least C highly recommended)

ECN 331T Sustainable Economic Development: Exploring Bhutan and Kaziranga

India has often been described as one of the developing countries that has achieved considerable economic success by following a neo-liberal policy regime. However, a substantial part of the population continues to live below the poverty line and lack access to basic services like clean water, health care, education etc. This course has been designed to use India as a case study to investigate the impact of globalization on development and will introduce students to different facets of globalization and allow students to understand the complicated interrelations between globalization and development. Students will study about labour reforms, environmental sustainability, politics of land grab, agricultural policies, urbanization-all within the framework of political economy of globalization and economic development. Students will be introduced to the flourishing IT and financial service sector, one of the main beneficiaries of globalization and the impact these sectors have had on India's growing middle class. Students will then be introduced to the problems and issues faced in the semi urban regions of the country. This travel course will allow students to observe and recognize the causes of uneven growth and the consequent impact on people's standards of living.

Prerequisite: ECN 100 (with a grade of at least C highly recommended)

ECN 341 International Trade

This course will introduce students to the major theories and tools used in the study of international trade. Particular attention will be paid to deriving, analyzing, and assessing the empirical evidence for and against the Ricardian and Heckscher-Ohlin conceptions of comparative advantage, the Stolper-Samuelson Factor-Price Equalization Theorem, and New Trade Theories based on assumptions of imperfect competition. Students will become skilled at using a variety of graphical devices including offer curves to describe the effect which variations in government policy, factor dynamics, country size, technology, tastes, and transport costs will have on the terms of as well as the magnitude and distribution of the gains from trade.

Prerequisite: ECN 100, ECN 101 and ECN 256

ECN 350 Industrial Economics

This course studies the market behavior of firms with market power. Topics like oligopoly, price discrimination, vertical relations between firms, product differentiation, advertising and entry barriers represent the core of the course. These concepts will be applied to the specific case of European firms, which live in an economic and monetary union. Students will study the principles of European competition policy and some famous European antitrust cases. A comparison with American antitrust will be made.

Prerequisite: ECN 100 and ECN 101

ECN 355W Political Economy: Theories and Issues

This course is designed to introduce students to the foundations of political economy. In this course, students will study the economic system from a critical, historical and interdisciplinary perspective and in doing so will gain a greater understanding of our current economic system. Students will learn about different theories in political economy and how these theories help us understand the transformation of a pre capitalist system to a capitalist system. Some of the schools of thoughts that students will be introduced to are Institutional, Marxian, Post-Keynesian and Austrian. This course will also draw from these various theories and examine their implications for different issues that arise from the current economic formation. Some of the issues that will be considered in this course are social and economic inequality, gender inequality, the relationship of the economic sphere to the ecology, power relations and conflict in modern society, political economy of poverty and uneven development. (This writing intensive course counts towards the Academic Writing requirements.)

Prerequisite: ECN 100 and ECN 101

ECN 365 Investment Analysis I

This course focuses on the basic concepts of value and risk, and explores the principles that guide strategic investment decisions. Major emphasis is placed on the notion of net present value, the evaluation and pricing of bonds and stocks, and the definition and measurement of risk. The concepts of portfolio risk and expected return, as well as the role of portfolio diversification are carefully investigated. Students are then introduced to market efficiency, portfolio theory and the relationship between risk and return in the context of alternative theories, mainly the capital asset pricing model and the arbitrage pricing theory. (Recommended: ECN 225, ECN 256; Strongly Recommended: MAT 200)

Prerequisite: ECN 100, ECN 101 and BUS 326

ECN 366 Investment Analysis II (Corporate Finance)

This course focuses on the financing decisions of firms. After an introduction to the questions related to the definition of debt policy and the capital structure of the firm, the course investigates the problems related to the issue of securities and dividend policy, as well as the impact of corporate taxes and the costs associated to bankruptcy, financial distress and conflicts of interest. The second part of the course studies the fundamentals of option pricing theory and the valuation of options - with applications to warrants and convertible bonds - and provides an introduction to the use of derivatives for hedging financial risk.

Prerequisite: ECN 365

ECN 387 Introduction to Econometrics

The course introduces the basic principles of econometrics as a set of tools and techniques to quantitatively investigate a variety of economic and financial issues. The application of econometric methods allows studying the relationships between different economic and financial variables, hence providing a natural way to test and confront alternative theories and conjectures, as well as to forecast and simulate the effects of different economic and financial policies. The course approach is mainly focused on applications. A

discussion of the main theoretical issues and a systematic analysis of econometric tools are prerequisites for the investigation of a number of economic and financial applications. Prerequisite: ECN 100 and ECN 101 and MAT 201

ECN 497 Special Topics Research Seminar in Economics and Finance

This course is offered when students and instructors arrange a special seminar on material that is beyond the scope of a particular course. It is open to students majoring in IE or IBF with Department Head permission. The course must be supervised by an Economics department professor to be counted towards the major.

Environmental Science

ENV 200 Understanding Environmental Issues

This case study-based course serves as the bridge experience for students completing their introductory course requirements for the ESS major or the ENV minor and who are now moving into the upper-level courses (However it is open to all interested students meeting the prerequisite). Through detailed examination of several case studies at the local, regional, and global levels, students synthesize material from introductory level courses to explore the interdisciplinary nature of today's environmental issues. They examine what different disciplines offer to our understanding of and attempt to solve these issues.

Prerequisite: BIO 101 or ENV 101 or GEO 101

ENV 210 Natural Disasters, Catastrophes, and the Environment

As long as humans have walked the planet, they have faced dangers from the environment, such as earthquakes, floods, and volcanoes. Today's technology creates new possibilities for disasters, including climate change, killer smog, and nuclear accidents. Students in this course will study the science behind natural disasters as well as examine society's preparedness for and response to these problems from an interdisciplinary perspective. It will look at both historical and recent events and consider what disasters await us in the future.

ENV 220 Ecocritical Approaches to Literature

This interdisciplinary course introduces students to environmental literary criticism, more commonly known since the 1990s as "ecocriticism." As a theoretical approach to literature, eco-criticism provides a secondary lens through which to analyze primary sources; an eco-critical approach focuses on how these primary sources have "constructed" our relationship to the natural world through writing and narrative. In applying eco-critical theory to a selection of primary fiction, students will examine some of the major environmental themes found in literature, among others: land use, speciesism, climate change, environmental apocalypse, and the post-human. Students will explore these themes using some of the basic critical tools and methodologies of ecocriticism, not only to explore how authors write about the environment, but also to examine how the environment itself is constructed through aesthetic discourse. Students should leave the course with improved critical environmental literacy skills that will enable interdisciplinary reflection about our interactions with the natural environment.

Prerequisite: WTG 100

ENV 230T Freshwater Conservation

This course explores various aspects of rivers, freshwater lakes, and groundwater aquifers. It provides an introduction to the distinct ecology of these three freshwater systems, their human uses, different approaches to their conservation, possibilities for restoration of degraded systems, and a look at the role that lakes and rivers play in international relationships. During Academic Travel, the class will visit various freshwater systems and will also practice field data collection techniques. Tentatively, the travel will take place in North-East Italy and Slovenia. This course may also include shorter day-trips to local points of interests.

Prerequisite: One 100-level science course

ENV 250 Quantitative Methods for Environmental Science

The course exposes students to a range of quantitative methods used in the environmental sciences. It will introduce students to the science of geographic information systems (GIS) and their use in understanding and analyzing environmental issues. Students will gain hands-on experience with GIS software. This course will also examine statistical methods commonly applied in quantitative environmental research. It assumes students already possess a background in statistics and environmental science.

Prerequisite: MAT 201 and one 100-level science course

ENV 280T Managing the New Zealand Environment

This course examines the management of environmental resources in New Zealand and the discourse of sustainability from the island's perspective. It will focus on the challenge of conserving New Zealand's flora and fauna, as well as New Zealand's aggressive management of the non-native species that have arrived since human settlement. It will examine attempts to restore natural habitats through visits to the several restoration projects, and to Christchurch to study how environmental concerns are being incorporated into the city's recovery from the devastating 2010 and 2011 earthquakes. The course will also scrutinize the effects of tourism on the New Zealand environment and the opportunities that tourism also present. Lastly, the course will explore how the Maori culture influences environmental management in the country. (Previous coursework in environmental studies recommended.)

ENV 281T Managing Ecosystems in the American Rockies

This course will investigate and critically analyze the role of changing priorities, new opportunities, and diverse threats in shaping the historical, current, and future management of natural resources in the U.S. Rocky Mountains. Using Yellowstone National Park and the surrounding system of national forests and protected areas as the classroom, this course will introduce students to the main ecosystems of the Northern US Rockies. It will examine the effect of past and current management policies on regional forests, especially with respect to wildfires and invasive species. It will also investigate how rivers and lakes are managed in a region where water demands are increasing, fisheries are an important economic revenue, and non-native species are spreading. Finally, it will explore the opportunities and issues associated with the management of wildlife and its interactions with humans, with a special emphasis on large predators.

Prerequisite: One 100-level science course

ENV 282T Tourism and the Environment: Iceland

This course explores the environmental impacts of tourism and travel. It examines the problems generated by travelers as they journey from home locations to travel destinations and as they participate in activities at those destinations. It focuses on issues of air pollution, biodiversity, climate change, resource use, and waste management. It also considers the potential for positive impacts from tourism, examining how tourism can contribute to improved management of environmental resources. The course engages students with the ethics of responsible travel and examines various attempts to mitigate problems through different forms of sustainable tourism, policies, and tools (e.g. carbon offsets and eco-labels). The course includes a 12-day field experience in Iceland where students will examine first-hand the problems and potentials generated by that country's rapid increase in tourism. Students will also meet with stakeholders in the Icelandic tourism industry to discuss local and national responses to the increased levels of tourism.

Prerequisite: One 100-level science course

ENV 350 Swiss Environments

Fundamental for every student who wants to have a complete Swiss experience while at Franklin University, this course will explore multiple topics associated with Swiss natural environments. While focusing on the ecology of the various environments present in Switzerland, the course aims at providing students with the tools necessary to understand how Swiss natural resources are managed and exploited. Specifically, students will explore the cultural and economical importance of Swiss natural resources, the policies behind their exploitation and management, the drivers of the strong environmental consciousness in Swiss society, and relationships with neighboring countries sharing natural resources with Switzerland. The course will end with an examination of the multifaceted challenges Switzerland faces in managing its natural resources and environments. Multiple day trips to local points of interests and possibly a weekend excursion in the Alps are required.

Prerequisite: Instructor Permission

ENV 360 Research Methods in Environmental Sciences

This course integrates field, laboratory, computing, and statistical methodologies commonly employed in environmental sampling. The course will also emphasize professional presentation and scientific report writing skills. It includes a mandatory weekend field trip, as well as local field trips. Prerequisite: One 100-level science course

ENV 372W Sustainability Science

This seminar-style course will examine the emergent field of sustainability as well as the science it employs to understand and manage the interactions between human society and the natural world. It will trace the development of our understanding of sustainability and its importance in the contemporary world. It will examine key processes driving global change in areas such as biodiversity, climate, energy use, pollution, population growth, public health, and urbanization, as well as provide an overview of the tools we use to measure sustainability. Lastly, it will explore some of the innovative approaches people are employing to address contemporary problems and effect a transition to a more sustainable society. Students in the course will apply their learning in a project that develops a solution for a particular sustainability problem on campus, locally, or somewhere on the globe. (This writing-intensive course counts towards the Academic Writing requirements.) Prerequisite: MAT 103 and ENV 200

ENV 399 Research in Environmental Studies

The research project is an opportunity for the student to pursue independent research either at Franklin or with an approved external partner. May be used in preparation for ENV 499, the senior research project or thesis.

Prerequisite: Instructor Permission

ENV 497 Senior Capstone

This course serves as the capstone course for students in the Environmental Sciences and Studies program. Students synthesize the material from the courses in the major and demonstrate their ability to apply knowledge this knowledge to contemporary environmental issues. Junior status required

First Year Seminar

FYS 199 (and 199 courses in all disciplines) First Year Seminar

First Year Seminar topics change from year to year.

FYS 399 Academic Mentoring

This course is for students selected as Academic Mentors in the context of the First Year Experience. Academic Mentors are assigned to individual first-year seminars and work as a group on academic leadership and research. Using the content and classroom of the first year seminars as a context, this 300-level course provides students with the opportunity to learn and practice advanced academic leadership skills including: research, writing, teaching, and tutoring skills. Student will be expected to complete course readings over the summer, before the course begins. During the semester, students will participate actively in class and typically organize and evaluate the final public presentation. Academic Mentors will meet periodically as a group outside of their individual seminars

French Studies

FRE 100 Introductory French, Part I

This course provides an introduction to the essentials of French grammar, vocabulary, and culture. The acquisition of aural/oral skills are stressed right from the beginning, and as such, the predominant language of instruction is French. In this course, students will acquire basic knowledge of written and spoken structures so that they will be able to read and comprehend short passages in French and write simple compositions and dialogues.

FRE 101 Introductory French, Part II

This course is designed for students who have completed one semester of French Language study. This course builds on FRE 100 and provides an introduction to the essentials of French grammar, vocabulary, and culture. The acquisition of aural/oral skills are stressed, and as such, the predominant language of instruction is French. In this course, students will acquire basic knowledge of written and spoken structures so that they will be able to read and comprehend short passages in French and write simple compositions and dialogues. Prerequisite: FRE 100 with minimum grade of C

FRE 200 Intermediate French, Part I

This course is designed for students who have completed one year of French language study. It reviews and expands on grammar, vocabulary, and culture acquired in FRE 100 and FRE 101. The acquisition of aural/oral skills are stressed, and as such, the predominant language of instruction is French. By the end of the course, students are expected to be proficient in the written and spoken usage of intermediate linguistic structures. Further, students are introduced to short literary texts, inviting conversation and some initial literary analysis.

Prerequisite: FRE 101 with minimum grade of C

FRE 201 Intermediate French, Part II

This course is designed for students who have completed three semesters of French language study. It reviews and expands on grammar, vocabulary, and culture acquired over the previous semesters of language study. The acquisition of aural/oral skills are stressed, and as such, the predominant language of instruction is French. By the end of the course, students are expected to be proficient in the written and spoken usage of intermediate linguistic structures. Further, students are introduced to literary texts, inviting conversation and some initial literary analysis.

Prerequisite: FRE 200 with minimum grade of C

FRE 300 Advanced French, Part I

For students who have completed at least two years of college-level language studies or the equivalent. This course reinforces and expands on grammar, vocabulary, and culture learnt in previous years of French language study. It introduces students to different literary and cinematic genres reflecting the contemporary scene of the Francophone world. Development of techniques of expression are accomplished through oral and written exercises.

Prerequisite: FRE 201 with minimum grade of C

FRE 301 Advanced French, Part II

For students who have completed at least two years of college-level language studies or the equivalent. This course reinforces and expands on grammar, vocabulary, and culture learnt in previous years of French language study. It introduces students to different literary and cinematic genres reflecting the contemporary scene of the Francophone world. Development of techniques of expression are accomplished through oral and written exercises. By the end of this course, students are expected to achieve proficiency at the B2 level of the Common European Framework of Reference for Languages.

Prerequisite: FRE 300 with minimum grade of C

FRE 302 Advanced French Conversation

This course uses techniques of oral expression to develop greater conversational fluency and accuracy. Conversational practice uses outstanding French films as springboards for classroom French-language discussion and instruction in the full range of language proficiencies in an array of different contexts and situations. Movies will be partially watched outside of class.

Prerequisite: FRE 301 with minimum grade of C

FRE 303 French Translation

This course first aims at showing students how translation studies are very much concerned with interpretative categories such as gender, race, and class. It is then designed to reinforce student knowledge and understanding of different linguistic systems. It finally results in sharpening an awareness of the distinctive characteristics of both French and English cultures and languages through the translation of literary and non-literary texts.

Prerequisite: FRE 301 with minimum grade of C

FRE 310 Paris and the 19th Century

This course presents a thorough introduction to the literature and culture of the city, and particularly Paris, in the nineteenth century. This class will focus on the historical and cultural factors that contributed to the rise of the city as well as on the literature that shapes our understanding of this period. Close attention will be paid to issues such as social class, gender, mobility, and space. Prerequisite: FRE 301

FRE 312 Travel Writing: France and French-speaking Switzerland

This course explores the genre of travel writing in France and French-speaking Switzerland in the 20th and 21st centuries. In particular, this class will propose travel writing as a useful literary trope with which to reconsider our understandings of national literatures. Special attention will be paid to the notion of the journey, both literal and figurative, and to the traveler's gaze. Students will consider the historical and social implications of gender, race, ethnicity and social class in the various texts presented.

Prerequisite: FRE 301

FRE 320 Writing the Self: French Autobiography and Autofiction

In the mid-70s, while the literary critic Philippe Lejeune was trying to define the autobiographical genre, several writers were, through their writing practices, questioning that very same genre, offering new ways to write (about) the self. Since then, the word autobiography has been replaced by autofiction, a genre that has become so popular in France that it has lost the meaning his initiator, Serge Doubrovsky, had theorized shortly after his first autofiction was published. This course explores the evolution of the auto-biographical genre since the mid-70s and tries to answer questions such as how one writes about oneself, what it means to write about oneself, the (im)possibility to write the self through the study of writers such as Georges Perec, Serge Doubrovsky, Annie Ernaux, Camille Laurens. Prerequisite: FRE 301

FRE 324 From Beur to Post-Beur Literature: Exile, Margins, and Re-Territorialization

This course focuses on fictional works written by authors whose identities straddle the Mediterranean. Whether they immigrated from Algeria, Tunisia or Morocco to France or were born in France to immigrant parents, these writers have found an outlet for the expression of their personal experience in writing. These fictions gives rise to a number of issues such as the important role French people of Maghreb origins have played in the cultural shaping of France since the independence of the countries mentioned above, the subsequent interior colonialism they were and are still subject to, the topographical and social divides that separate the different ethnic strata of French society, the gender issues that have developed since the "regroupement familial" in 1974. Students will also view different documentaries and/or films that will sociologically, historically and culturally frame these issues. Prerequisite: FRE 301

FRE 325 Representation of the Shoah in French Literature and Cinema

In *L'écriture ou la vie*, Georges Semprun wondered how survivors could tell their stories, readers could imagine the Shoah, an event that 70 years after it took place constitutes an epistemological and ontological caesura in the sense that it brings forth the fundamental issue of representation and its limits, the (im)possibility of language and images to convey it, the expression of our (in)humanity. Through diverse books and films, this course examines the relation between words, images on the one hand and things / reality on the other, between text and hors texte, and explore how some writers have not so much tried to represent the Shoah as reflect on the way the Shoah can be written and filmed.

Prerequisite: FRE 301

FRE 350 French Civilization

This course focuses on parts of French history, geography, politics and culture in order to have students understand twentieth- and twenty-first century France.

Prerequisite: FRE 301

FRE 372 Distinction in French Literature: From the 17th to the 21st Century

Throughout the centuries, writers have imagined and created characters who strive to distinguish themselves. Origins, education, social milieu, gender, and ability are just some of the ways that literary characters determine how they establish, assert, and distinguish themselves from others. Starting with Molière in the 17th century and ending with Philippe Vilain in the 21st century, this course will examine how distinction is expressed and represented in different literary genres including comedy, the philosophical tale, novels, and autofiction. This course offers a critical perspective on the notion of distinction in modern French literature through the exploration of primary texts. Taught in French.

Prerequisite: FRE 301

FRE 374 Introduction to French Cinema

The course examines French films from Jean Vigo's *Zéro de conduite* (1933) to Robert Bresson's *Un condamné à mort s'est échappé* (1956). It explores the art of cinematography while considering the aesthetics, historical, political, sociological, and psychoanalytical frames within which each movie was realized. It furthermore provides students with analytical tools to enable them to develop their own personal approach when viewing, discussing, and writing about a film.

Prerequisite: FRE 301

FRE 376 French Cinema: The New Wave

The French New Wave was a major turning-point in the history of French Cinema. It gave birth to a new way of approaching cinematography as a whole. This course centers on New Wave film directors Chabrol, Truffaut, Resnais, Godard and Varda, and examine closely their cinematographic creed, theoretical preoccupations, similarities and differences. Movies will be partially watched outside of class.

Prerequisite: FRE 301

FRE 497 Senior Seminar in French Studies

The Senior Seminar in the French Studies major represents a culmination of the multicultural experience at Franklin University. The seminar will create a forum for the research and presentation of an original senior project in French. This capstone seminar will not only bring together work done in other courses in the French Studies major, but will offer a chance to reflect on and integrate academic travel courses and study abroad into their final product. Possible final projects include a thesis, a performance, a video essay, or a portfolio of creative work. Projects will be designed and completed in consultation with the instructor and the student's major advisor.

Prerequisite: Instructor Permission

Geography

GEO 101 Introduction to Physical Geography

This course examines the various systems of the physical Earth, including the atmosphere, climatic regimes, landforms, soils, waters and life forms. This course includes several required field trips to local points of interest.

GEO 125T Venice as a Geographic Topos for Discovery

This cross-disciplinary course focuses on a geographical topos--the city of Venice. Venice becomes the catalyst for multidisciplinary analysis as students are encouraged to adopt different angles of vision in order to explore the historical, cultural, artistic, social, and environmental dimensions of the city. Students read from a bibliography that allows them to discover Venice in its different contexts. Studies include the origin of Venice as a Byzantine province, the development of independent and long-standing political institutions, the origin of banking, the flourishing of commerce, technical innovations, architecture, literature and the arts. Students will consider the role of Venice as a world political and financial power and its role as a city of tourists, as well as using the city as a case study in sustainable social and economic development.

GEO 130T Blooming Landscapes in Eastern Germany?

In June 1990, FRG-chancellor Helmut Kohl (West Germany, Federal Republic of Germany) used the phrase "blooming landscapes" to describe his prediction (or maybe just vision) of the economic future of Eastern Germany, then still the German Democratic Republic but soon to be reunited with Western Germany. This phrase has been quoted often in the following years, since the economic development of Eastern Germany is not as fast as many had hoped, and the standard of living in Eastern Germany is, even now, still behind the western part. In this course students will focus on the economic, political, and societal changes in Eastern Germany since 1990. To understand them, history between 1920 and 1990 has also to be discussed in detail. Students will look at the difficulties of the transition into democracy and market economy, and also other cases where countries have merged or split, or intend to do so. The Academic Travel component of this course may include visits to Berlin and Eastern German cities such as Leipzig, Chemnitz, Cottbus, or Dresden.

German Studies

GER 100 Introductory German, Part I

This course provides an introduction to the essentials of German grammar, vocabulary, and culture. The acquisition of aural/oral skills are stressed right from the beginning, and as such, the predominant language of instruction is German. In this course, students will acquire basic knowledge of written and spoken structures so that they will be able to read and comprehend short passages in German and write simple compositions and dialogs.

GER 101 Introductory German, Part II

This course is designed for students who have completed one semester of German Language study. This course builds on GER 100 and provides an introduction to the essentials of German grammar, vocabulary, and culture. The acquisition of aural/oral skills are stressed, and as such, the predominant language of instruction is German. In this course, students will acquire basic knowledge of written and spoken structures so that they will be able to read and comprehend short passages in German and write simple compositions and dialogues.

Prerequisite: GER 100 with minimum grade of C

GER 200 Intermediate German, Part I

This course is designed for students who have completed one year of German language study. It reviews and expands on grammar, vocabulary, and culture acquired in GER 100 and GER 101. The acquisition of aural/oral skills are stressed, and as such, the predominant language of instruction is German. By the end of the course, students are expected to be proficient in the written and spoken usage of intermediate linguistic structures. Further, students are introduced to short literary texts, inviting conversation and some initial literary analysis.

Prerequisite: GER 101 with minimum grade of C

GER 201 Intermediate German, Part II

This course is designed for students who have completed three semesters of German language study. It reviews and expands on grammar, vocabulary, and culture acquired over the previous semesters of language study. The acquisition of aural/oral skills are stressed, and as such, the predominant language of instruction is German. By the end of the course, students are expected to be proficient in the written and spoken usage of intermediate linguistic structures. Further, students are introduced to literary texts, inviting conversation and some initial literary analysis.

Prerequisite: GER 200 with minimum grade of C

GER 300 Advanced German, Part I

For students who have completed at least two years of college-level language studies or the equivalent. This course offers cultural readings from a variety of sources, including some literary pieces, as well as magazine and newspaper articles reflecting the contemporary scene in the countries where the language is spoken. Vocabulary expansion and development of techniques of expression are accomplished through oral and written exercises.

Prerequisite: GER 201 with minimum grade of C

GER 301 Advanced German, Part II

For students who have completed at least two years of college or university- level language studies or the equivalent. This course offers cultural readings from a variety of sources, including some literary pieces, as well as magazine and newspaper articles reflecting the contemporary scene in the countries where the language is spoken. Vocabulary expansion and development of techniques of expression are accomplished through oral and written exercises. This course has a substantial reading, writing and speaking requirement.

Prerequisite: GER 300 with minimum grade of C

GER 302 Advanced German Conversation

This course uses techniques of oral expression to develop greater conversational fluency and accuracy. Conversational practice is based on topics in the culture and contemporary civilization related to the language.

Prerequisite: GER 300

GER 371T The Berlin Wall: Division and Unification in Narratives, Architecture and Politics

When asked where they were and what they were doing when they heard about the fall of the Berlin wall, most people who were adults at the time can tell you in fair detail. Indeed, the fall of the wall, and the political and cultural upheavals that ensued, has had a geopolitical effect similar to that of the moon landing or the murder of John F. Kennedy. and yet for today's students, the notion of a divided Germany, of the co-existence of two separate regimes (the BRD, or West Germany, and the DDR, or East Germany), and even of the wall itself, is distant history rather than lived experience. The focus of this travel is to animate that history by taking students to the original sites of the divide, and to what remains of the wall; to study what led up to and away from November 9, 1989, in literature, documentaries, history books, and in discussion with witnesses; to explore the remnants of the Stasi, the former East German secret police; and to sample "Ostalgie", complete with a taste of "authentic" DDR cuisine and a ride in a Trabi.

This course has no prerequisites if taken for German cultural credit. To take it as a German language credit, students must have completed GER 300 with a C, or have obtained the instructor's permission.

GER 373 German Film as Medium of Culture

This course examines important issues in the cultural life of Germany through the medium of film, to which the German contribution has been foundational and continuously innovative. Texts are included to provide background, context or a look at parallel literary expression.

Prerequisite: GER 301

GER 374 Strangers in Paradise?: Historical and Cultural Texts on Immigration into Switzerland

This course will trace the different waves of immigration into Switzerland through the lens of cultural and political texts produced in German (or translated into German) over the last thirty years, both by those who have immigrated to Switzerland and by Swiss natives in reaction to the immigrants' presence. We will begin our examination of the various tensions immigration has engendered with Rolf Lyssy's film *Die Schweizermacher*, a comedy about the hurdles facing would-be naturalized citizens in the mid-seventies. Next, in a variety of literary, filmic and legal texts, we will look at the

situation of Italians, Spaniards, Tamils, Turks, immigrants from Balkan countries, and, most recently, from Iraq. Finally, we will study the contemporary campaigns of the Swiss People's Party (SVP), and the heated debates fueled by their right-wing provocations about who does and does not belong in this "paradise" known as Switzerland. This course is taught in German.

Prerequisite: GER 301

GER 376 Screening Swissness: An Introduction to Swiss-German Film

This course will trace the development of Swiss-German film over the last several decades paying close attention to motives such as gender, the tension between city/countryside, ideas of Swiss identity, depictions of foreigners, and Swissness. Swiss-German film made its entry on the international stage in the thirties, with films that reacted to the threat of war and critically reflected on the notion of the Geistige Landesverteidigung, or the spiritual resistance, a concept, which should become a rallying call during World War Two. The fifties and sixties with the so-called Gotthelf Filme, in which Jeremias Gotthelf's novels and stories were brought to the big screen in beautiful black and white renditions that fuelled the national imaginary with more soothing notions of what it meant to be Swiss followed the earlier critical stances. A host of related Heimatfilme-films in which the nineteenth century Heile Welt depictions of Gotthelf were transposed into the 20th century with little regard for changing political landscape. The seventies and eighties then saw rather more reflected takes on what it meant to be Swiss: films, like for instance Rolf Lyssy's Die Schweizermacher, that explored the arduous process of procuring a Swiss passport, and is thought of today as a break-through in Swiss film history. Today, we look back on three decades of Swiss film since Die Schweizermacher as a site avid and often provocative cultural criticism that has turned the idea of Swissness upside down even as its relentless search for a Swiss identity speaks the language of enduring Heimweh. This class will be taught in German with some attention to the peculiarities of Swiss dialects.

Prerequisite: GER 301

History

HIS 100 Western Civilization I: Ancient and Medieval

This survey course is an introduction to the political, economic, social, and intellectual history of the west from the Neolithic to the voyages of discovery in the sixteenth century. Our knowledge and understanding of the past is contingent and contested. The course explores areas of contestation to give students a better understanding of the forces and events which shaped the ancient and medieval worlds and continue to shape the modern world.

HIS 101 Western Civilization II: Modern

This survey course is an introduction to the political, economic, social, and intellectual history of the west from the scientific revolution to the present. Our knowledge and understanding of the past is contingent and contested. The course explores areas of contestation to give students a better understanding of the forces and events which have shaped the modern world. (It is recommended that HIS 100 be taken prior to HIS 101.)

HIS 104 Global History I: Traditions, Encounters, and Adaptation from the Stone Age to the 16th Century

This course is an introduction to themes and trends in the political, economic, cultural, and social, history of pre-modern societies in global perspective. It covers the development of civilizations in Eurasia, Africa and the Americas from the Neolithic Revolution to the “Columbian Exchange” with emphasis on the emergence and diffusion of religious and political institutions, the role of the environmental context, as well as the impact of encounters between human societies. Students are introduced to the historiography of empire and global history/globalization, and attention is devoted to the reading and analysis of different categories of primary sources.

HIS 105 Global History II: Globalization, the Emergence of the Modern State, and Coping with Change

This course is an introduction to themes and trends in the political, economic, cultural, and social history of modern societies in global perspective. It covers the development of societies in Eurasia, Africa, and the Americas from the “Columbian Exchange” to the twenty-first century with emphasis on the development of institutions within their changing cultural, political, and environmental context, as well as the impact of encounters between human societies. Students are introduced to the historiography of globalization and of the modern state. Further attention is devoted to the analysis of different categories of primary sources. (It is recommended that HIS 104 be taken prior to HIS 105).

HIS 202T History of Switzerland

Switzerland can be seen as a striking exception to the idea of a modern Western nation state: one of the oldest republics, with four official languages, neutral by tradition with at the same time a strong military tradition, a direct democracy and nevertheless one of the most stable states in the world. Hence, it has convincingly been called a “country of minorities” or just “an exception”. This course analyzes the political, economic, social, and cultural development of Switzerland as a coherent and significant part of the history of medieval and modern Europe, with visits to places such as Bern, Basel, Schwyz, St. Gallen, and Zurich. Key themes covered include the founding of the Swiss Confederation in the thirteenth century, the initiation of the Swiss Reformation by Ulrich Zwingli in the sixteenth century, the introduction of the federal government in the nineteenth century, and the present day polemics of immigration and direct democracy. Local day trips to the medieval Ticinese towns of Riva San Vitale and Mendrisio round out the course.

HIS 204 History of Italy from the Renaissance to the Present

Italy in many of its aspects can be considered to be a laboratory of Western modernity. The peninsula had a leading role in Western affairs during Antiquity and the Middle Ages, but this role was lost by the end of the fifteenth century. During the modern age, however, Italy continued to provide a central point of reference in the European mind. This course focuses attention on the cultural, social and political developments in Italian history in their European context since the Renaissance. Themes include the struggles over national identity in the absence of a unified nation state, the differing regions and competing centers, the interplay of culture and politics, and the relation between religion and politics.

HIS 211W The Human in History: Biography and Life Writing

The study of history is about the role of human beings in changing times. Over the last two hundred years the idea of the role of humans in history has developed from the 'hero's' perspective of agency to an understanding of the interplay between the individual and the wider environment and society. This course explores how these changing examples have been represented in biographical and autobiographical writings, and what these different perspectives mean for our interpretation of the role of human beings in history. Starting with the autobiography of Benjamin Franklin and excerpts from various biographies of this Founding Father of the United States, this course also serves as an introduction to the history of historiography and life writing in a western context, and enables students to further contextualize their own experience and research. (This writing-intensive course counts towards the Academic Writing requirements.)

HIS 215T Central Europe: An Urban History

This Academic Travel course seeks to explore urban development and urban planning of Central European cities from Antiquity to the Present. The course investigates the specific development of cities in Central Europe, both north and south of the Alps, with an emphasis on the legacies of Roman antiquity, the Christian (and Jewish) legacy of the Middle Ages, the role of princely residences, and of bourgeois middle classes. An important part plays also the various political movements of the 20th century, including the architectural fantasies of National Socialism, and the attempts post-World War II to deal with this legacy in a democratic society. The course asks in which way the interplay of tradition and modernity over time has structured not only the physical shapes of cities, but even the mindsets of the population. The travel component of this course features day trips to the Roman foundation of Como (Italy) and the oldest still standing structure in Switzerland in Riva San Vitale (Ticino), and a major excursion to the three most important cities in Bavaria: Nuremberg, Regensburg, and Munich (Germany).

HIS 235 War, Peace, Diplomacy: A Political History of Modern Europe

This course provides an overview over the history of relations of European states in the Modern age. After a short introduction to the development of state, sovereignty, and diplomacy since the early modern period, the course focuses on how the various European powers negotiated, fought or pacified tensions and crises from the Crimean War (1853-6) onwards, through the period of the two World Wars, up to the building of a new European order post-1945.

HIS 240 History of Modern Germany

This course focuses on the central issues raised in the study of modern German history. The main historical themes and trends of political, economic, social and cultural development are analyzed. Special attention is paid to the role of Bismarck, the Weimar Republic and the Third Reich as the historic legacy of contemporary Germany.

HIS 243W Worlds of Islam

This course is an introduction to the multifaceted civilization of Islam as both a religion and a historical phenomenon. After a survey of the background and context of the emergence of Muhammad as a spiritual leader in the Arabian peninsula, the course analyzes the rapid spread of Islam to Spain in the west and India to the east in less

than a hundred years. It follows the divergent paths of the emerging different Islamic cultures in the Arabian and Mediterranean regions, in Persia, India, Turkey and Africa, and it follows also the Muslim diaspora in the Christian West. The guiding question is the relation between “normalcy” and variety as manifest in the tensions between the importance of the holy text of the Qur’an and the impact of interpretation and tradition. The course concludes with a consideration of contemporary Islam, focusing attention on both fundamentalist approaches and open-minded ones that seek a role for Muslims in peaceful relations with the West today. (This writing-intensive course counts towards the Academic Writing requirements.)

HIS 245W Worlds of Judaism

This course is an introduction to the multifaceted civilization of Judaism as both a religion and as a historical phenomenon. After a survey of the background and preconditions of the emergence of the Hebrew bible and of monotheistic culture within the context of the Middle East in antiquity, the course focuses on the cultural mechanisms such as religious law and memory that kept the various Jewish worlds somewhat linked, despite the Diaspora from the time of the Babylonian Captivity, and even more so following the destruction of the Temple of Jerusalem by the Romans in 70 CE. Attention is given to religious, cultural, and social developments that made Judaism survive from antiquity through the middle ages to the present, and also to the different reactions to its respective environments, in areas as diverse as Babylonia in the age of the Talmud, the “Golden Age” of Islamic Spain, or Germany in the Modern era. The course concludes with the rise of a Jewish center in Palestine in the twentieth century, and the ensuing tensions between this center and the persisting diasporas. (This writing-intensive course counts towards the Academic Writing requirements.)

HIS 257 Early Modern Europe and the European World c.1500-1800

In a relatively short period from 1500 to 1800, Europe was completely transformed and in turn transformed the world during the first major period of globalization. This course considers the changing economic and social conditions for the majority of Europe’s population. It also explores how the religious and intellectual unity of the West was shattered under the weight of new ideas of church reformation and spiritual renewal and later by a revolution which asserted the Rights of Man. It analyzes how modern methods of rationalized administration changed governance, and finally how the new European states built global empires of conquest, confession and commerce.

HIS 260 The Holocaust and Genocide

Why do people commit genocide? Seeking to answer this question this course analyzes the contexts, causes, and developments that drive human beings to seek to exterminate whole groups of people based solely on the perception that they belong to a specific group. The class examines the role played by racism and paranoia in the radicalization of individuals and whole societies, and explores the contexts of imperialism, violence, and de-individualization in the modern world. The focus is on the Holocaust as the event which defined the concept of genocide, analyzing its history and using insights from sociology, political science, religious and cultural studies, and psychology. The class further investigates indigenous genocides, sexual violence and the politics of famine, the question of just war, and the attempts to cope with genocide-related trauma.

HIS 268T History of Modern Japan

Following over two centuries of self-imposed isolation, Japan was forcibly opened to the west in the 1850s by America's 'black ships'. Since then it has experienced revolutionary changes as its leaders struggled to align Japan with the prevailing trends of the world system. These efforts have had far reaching and lasting consequences for the Japanese people and for Japan's neighbors. This course examines these changes as Japan struggled to catch up with the western powers, to industrialize, build modern systems of administration, establish itself as an imperial power, and later, to recover from the ravages of war and meet the challenges of economic success and stagnation and the ever present danger of natural disaster. This Academic Travel course includes a period of field-research throughout Japan.

HIS 271 History of Modern France

From absolute monarchy to the Fifth Republic, from the Enlightenment to existentialism, France has been central to European affairs in revolution, war and peace. Paris itself has been called "capital of the nineteenth century" and pacemaker for many aspects of twentieth-century culture. This course analyzes the political, social, and cultural history of modern France with special attention to the tensions between the urban center and the rural periphery, the often violent struggles between tradition and modernization, and the European dimension of its identity and influence from the late-eighteenth century to the present.

HIS 273 History of the United States

This course is an introduction to recent approaches to the political, economic, and cultural history of the United States from the eighteenth to the twenty first century. Its topics include the role of environment and space, as well as the interplay of religion, gender, ethnic relations, and immigration. It also discusses the changing role of the United States in the World from colonial times to the present.

HIS 275T History of Modern Ireland: Union and Dis-union, 1798-1998

Ireland has undergone profound social, economic and political changes over the last two centuries. Its history has been largely defined, for better or worse, by its relationship with its larger neighbor, Britain. This course will critically examine the contours and effects of this often troubled relationship which can largely be defined as the struggle between union and dis-union, that is, either strengthening or severing the link with Britain. Going beyond these constitutional issues it will also examine wider social and cultural changes; the famine and its legacy, the land revolution of the late nineteenth century, emigration, the 'Celtic Tiger' economy and Ireland's delayed sexual revolution.

HIS 310W The Cold War

The Cold War was many things. It was primarily a global power struggle between the United States of America and the Union of Soviet Socialist Republics, two Superpowers which divided the world into competing alliances and engaged in proxy wars. It was a tense and often unstable nuclear standoff. It was also an ideological clash between freedom and totalitarianism; between economic equality and exploitation; and be-

tween imperialism and anti-colonial nationalism. This course examines these intersecting facets as well as the ways in which the Cold War is interpreted and its profound and continuing impact not only on the principal protagonists but on all of the peoples of the world. (This writing-intensive course counts towards the Academic Writing requirements.)

HIS 325W Human Rights in History

The idea of universal, inalienable rights has become one of the most influential concepts in modern history. Human Rights have become an inspiration to oppressed groups and individuals around the globe, a rallying cry for a global civil society, and also a controversial source of legitimation for political and military interventions. The course asks about the reasons for the stellar rise of the concept of Human Rights from “nonsense on stilts” (Jeremy Bentham) to such a powerful driving force in contemporary politics. Also, it asks whether Human Rights are the result of a specifically European or Western or Christian legacy. Students in this course will discuss some key thinkers from the Enlightenment to the present within their historical contexts, and analyze not only the philosophical and theoretical framework for Human Rights as a factor in history, but also have a closer look into the consequences of Human Rights influenced politics in general. (This writing-intensive course counts towards the Academic Writing requirements.)

HIS 330 East Asia and the Pacific, 1904-2012: Empires, Revolutions, and Modernity

In 1905 Japan became the first non-western country to defeat a western power, in this case Russia, in the modern era. This was the culmination of a forty year effort by Japan to resist western domination and also served as a powerful inspiration to the peoples of Asia and to the rise of anti-colonial nationalism in the region. For much of the twentieth century the most populous continent was the scene of much convulsion; war (including cold war), revolution and widespread human suffering. Asia has since transcended these difficulties to become a global economic powerhouse, a process that was heavily influenced by the clash of imperialism and nationalism and by the Cold War, a global polarization that led not just to ‘cold’ tensions but also to ‘hot’ conflicts. The issues we will look at include the rise, fall and rise of Japan, anti-colonial nationalism, wars in Asia including in Korea and Vietnam, and the emergence of China as a world power. As well as conflict and high politics, we will be exploring how various ideologies affected society. In pursuit of development and prosperity for their people, governments across Asia transformed daily life out of all recognition, for better or for worse.

HIS 351W Nationalism and Ethnic Conflict in Europe

This course undertakes an in-depth discussion of the origins and development of nationalism as an ideology, as a political movement, and as a source of internal and international conflict in Europe. Following an introduction to important approaches in the theory of nationalism, special attention is devoted to the periods of the Napoleonic Wars, the First World War and its impact, and the period after the end of the Cold War in 1989. (This writing-intensive course counts towards the Academic Writing requirements.)

HIS 355 The World and the West in the Long 19th Century

The world today has been shaped to a large extent by Europe and America in the long nineteenth century between the Enlightenment and the First World War. During this period dramatic changes in social, economic, political and cultural ideas and institutions were related to changes in how people in the West conceptualized the world around them. Although Europeans and Americans exerted global influence through industrialization and imperialism, in turn they were influenced by people beyond the West from Africa to the Far East. Thus globalization is not a recent phenomenon. With emphasis on Christopher Bayly's recent book *The Birth of the Modern World, 1780-1914: Global Connections and Comparisons*, among other works, this course will focus on major themes in the study of modernity such as political ideologies and the roles of science and religion as related to the development of the idea of "Europe" or "the West" with special reference to the British colonies, Egypt, the Ottoman Empire, and Japan. It is intended to provide not only a broad view of a crucial period in modern history but also a functional knowledge of themes and concepts necessary for understanding the contemporary world. Students read primary as well as secondary sources, and attention is devoted to methodological considerations and recent trends in scholarship.

HIS 357 Weimar Germany: Crisis or Crucible of Modernity?

The period in Germany history between 1918 and 1933, commonly referred to as "Weimar Germany", can be seen in many contradictory ways: as an era sandwiched between two authoritarian regimes as well as as the country's first strong republic; this democracy kept struggling constantly with severe and sometimes violent attacks from the political extremes (and sometimes even its neighbors), and yet displayed remarkable endurance. As such, the Weimar Republic is a powerful example for the possibilities and limits of modern democracy, and for the interplay between politics and culture in the modern world. Starting with a discussion of different concepts of modernities, this interdisciplinary seminar will provide a detailed examination of the political, cultural, social and economical developments of the 1920s and early 1930s, and analyze their representation in the arts, in the contemporary media, and in architecture.

HIS 358W Global Britishness

The concept of 'Global Britishness' began as loyalty to the colonial motherland on the part of Britain's white settler colonies (Canada, Australia, South Africa, New Zealand). This was transformed after the Second World War into a set of uneasy nationalisms by the 1970s. In recent years these ex-colonies have witnessed a re-identification with earlier concepts of Britishness (royal visits, war commemoration) at a time when the very concept of Britishness is perceived to be under threat from Scottish devolution (and possible independence) and the European Union. 'Global Britishness' presents a fascinating array of competing and intersecting identities across global, imperial and national lines.

Students will gain a greater understanding and awareness of; the processes and agencies of Britain's imperial decline; the reactions to this among the various white settler colonies; the differences and similarities between these reactions; the practices of cultural and transnational history; contemporary legacies of the British Empire in the settler colonial world. (This writing-intensive course counts towards the Academic Writing requirements.)

HIS 360 The Revolutionary Idea in Theory and Practice: Russia 1917 in Context

The 100th anniversary of the Bolshevik Revolution in Russia in 2017 occurred in a time characterized by a deep-seated dissatisfaction with established orders all around the globe, even in stable, prosperous, and democratic societies. The rhetoric and idea of a need to revolutionize politics can now be found, not only at the fringes, but at the center of societies. This course explores the history of the concept of political revolution from its onset in late 18th century France and its reception in the writings of Alexis de Tocqueville and Karl Marx. It will then focus on attempts to turn theory and historical experiences into practice in 20th century Russia: The failed revolution in 1905, the two revolutions in February and October 1917, the question of when the revolution ended, and eventually the “anti-revolution” (Richard Sakwa) of 1989-91. Against this backdrop and by analyzing a wide array of primary sources and theoretical statements, this course discusses the changing paradigms in the study of revolution in the fields of History, Cultural Studies, and Political Science.

HIS 374 The Birth of Modern Propaganda: A Media History of the First World War

The First World War (1914-18) is considered to be the “seminal catastrophe of the 20th century.” Due to the rising stakes amidst massive carnage, this global conflict triggered not only military, social, and political revolutions, but also triggered far-reaching changes regarding cultural politics and media. Throughout the war years, high-brow and popular culture got involved into the war effort as well as journalism and the emerging film industries. At the same time, the role of support for the war effort at the “home front” is a hotly contested issue within scholarship. This interdisciplinary Honors Seminar seeks to bring these different perspectives together, exploring the various means of censorship, propaganda and mass mobilization by the belligerent powers as well as the contemporary strategies of autonomy and even resistance. :

HIS 410 The Cold War

Students in their Senior year who wish to graduate with a major in History need to take this capstone version of HIS 310 (see course description). Students in HIS 410 attend all meetings of HIS 310 and are responsible for additional and more in-depth work including an oral presentation and seminars with the instructor. This additional work is geared towards preparing the student for the successful completion of their Senior Thesis. (Students who have already earned credit for HIS 310 may not earn credit for HIS 410.)

HIS 430 East Asia and the Pacific

Students in their Senior year who wish to graduate with a Major in History (stand alone or combined) take this capstone version of HIS 330 (see course description). Students in HIS 430 attend all meetings of HIS 330 and are responsible for additional and more in-depth work including an oral presentation and seminars with the instructor. This additional work is geared towards preparing the student for the successful completion of the Senior Thesis. (Students who have already earned credit for HIS 330 may not enroll and earn credit for HIS 430.)

HIS 451 Nationalism and Ethnic Conflict in Europe and the Middle East

Students in their Senior year who wish to graduate with a major in History (stand alone or combined) need to take this capstone version of HIS 351 (see course description). Students in HIS 451 attend all meetings of HIS 351 and are responsible for additional

and more in-depth work, to include an oral presentation and tutorials with the instructor. The additional work and the tutorials are geared towards preparing the student for the successful completion of their Senior Thesis. Students who have earned credit for HIS 351 in a previous year may not enroll and earn credit for HIS 451.

Prerequisite: Instructor Permission

HIS 455 The World and the West in the Long 19th Century (Capstone)

Students in their Senior year who wish to graduate with a Major in History (stand alone or combined) need to take this capstone version of HIS 355 (see course description). Students in HIS 455 attend all meetings of HIS 355 and are responsible for additional and more in-depth work, to include an oral presentation and tutorials with the instructor. The additional work and the tutorials are geared towards preparing the student for the successful completion of their Senior Thesis. Students who have earned credit for HIS 355 in a previous year may not enroll and earn credit for HIS 455.

Prerequisite: Instructor Permission

HIS 460 The Revolutionary Idea in Theory and Practice: Russia 1917 in Context

Students in their Senior year who wish to graduate with a Major in History (stand alone or combined) need to take this capstone version of HIS 360 (see course description). Students in HIS 460 attend all meetings of HIS 360 and are responsible for additional and more in-depth work including an oral presentation and seminars with the instructor. This additional work is geared towards preparing the student for the successful completion of their Senior Thesis. (Students who have already earned credit for SEM 372 Revolution and Russia may not enroll and earn credit for HIS 460.)

Internship

INT 298 Professional Pathways through Internship (1 credit)

How does one integrate an international educational experience with the career development process? How does one prepare for graduate and/or professional experiences? This seminar in conjunction with an internship aims to introduce and familiarize students with the career development process with an emphasis on identifying and communicating the skills, traits, and values gained through international, cross-cultural, and disciplinary learning experiences. In this interdisciplinary one-credit course, students will develop critical thinking, writing, speaking, and research skills through individual assignments, exercises and the internship.

Italian Studies

IS 100T The Making of an Eternal City: Rome

The conqueror and heiress of diverse civilizations extending from Spain and Portugal to Syria, from Egypt to Central and Northern Europe, ancient Rome served for nearly three centuries as the capital of an extremely eclectic empire that hosted and absorbed a variety of foreign cults, languages and customs, and that found inspiration in Greek culture. Christian Rome saw to the survival of the ancient Greco-Roman civilizations,

so it is no coincidence that Renaissance Rome should have arisen on the impulse of a number of popes deeply imbued in the art and culture of classical Greece and Rome. The new Renaissance Rome attracted travelers from all over Europe, contributing to form a “classical style” that took new forms well into Mussolini’s time. In this course, students will read excerpts from ancient texts that illustrate the history and culture of ancient Greece and Rome in a broad sense, such as Pliny the Elder’s *Natural History* and Plutarch’s *Parallel Lives*, and they will learn to define archaic, classical, Hellenistic and post-classical art(s) following patterns of discontinuity and continuity up to the Renaissance period. Particular attention will be devoted to “the myth of Rome.” This course will help students make the connection between medieval pilgrimages, the Grand Tour and Franklin’s Academic Travel experience. In addition to time spent in Rome, course will include visits to ancient and modern cities, including Pompeii and Herculaneum, as well as ancient and modern monuments, churches and museums. Students who have a background in Italian are encouraged to do course readings and written work in the original language.

IS 120T Italian Tales of Courtship, Beauty, and Power

The number and variety of towns, cities, villages and castles stunned travelers to Italy in the early Middle Ages. This phenomenon became even more distinctive with the passing of time. During the Renaissance, the Italian city-states were compressed into wider, regional domains which were ruled by either a local family or a foreign state, and, much to Machiavelli’s regret, republicanism gave way to what we now know as the court civilization. Though the seats of intrinsically tyrannical powers, Italian courts and their patrons were successful in allying themselves with the most powerful of them all: the power of culture and art. In return, they were transformed into ideal, timeless places whose death was meant to be regretted. Even today, Italy retains her fairy-land beauty, and her monuments (public or private, urban, suburban or rural) still possess their unique power of inspiration notwithstanding the touristic commercialization. The course examines a number of authors and artists who took part in the shaping of both the communal and court values that formed Italy’s manifold cultural identities. Additionally, the course includes fairy-tales from the Italian folkloric tradition, where princes and princesses provide yet another perspective of Italy’s many “kingdoms”. The travel itinerary will include visits to Ravenna, Arezzo and Florence, Urbino, Padua, Vicenza and Mantua.

IS 150T Contemporary Italy: Aspects of Language and Culture

This course introduces students to the land and the people of Italy and the Italian-speaking world, with a focus on contemporary aspects of language and culture. In particular, students will examine concepts from the fields of intercultural communication and the sociology of globalization, as well the representation of northern Italian culture by Italian and expatriate authors and filmmakers. This course includes a travel component to northern Italy where students will study firsthand related phenomena such as the birth of the Slow Food movement, migration, regionalism and linguistic diversity in contexts of multiculturalism and globalization.

IS 271T Shakespeare and Italy

This course focuses on Shakespeare’s “Italian plays” and on the relation between Shakespeare and his beloved Italy. Did Shakespeare visit Italy or was his knowledge of Italy entirely from second-hand sources? At a deeper level of analysis, what was It-

ally for Shakespeare and what where did the Italian sources for his “Italian plays” originate? Did Shakespeare perhaps know Italian? How does his language reflect Italian culture? These are some of the questions that this course aims to answer in order to illuminate this iconic author from an Italian perspective. Beginning with an introduction to Humanism and the Renaissance from a broad interdisciplinary and cross-cultural perspective, students will then focus on a selection of Shakespeare’s Italian plays. The second part of the semester will be devoted to the sonnets and their relationship to works by Dante, Petrarch and Giovanni Boccaccio. Following Richard P. Roe’s classic *The Shakespeare Guide to Italy*, during Academic Travel students will visit the cities forming the bulk of Shakespeare’s Italy: Naples, Messina and Syracuse in Sicily, and Venice.

IS 274 Italian and Italian-American Cinema

The aim of this course is to introduce students to the major accomplishments of Italian cinema from “neorealism” through the “*commedia all’italiana*” to the present. Emphasis is placed on film as an artistic, aesthetic and theoretical medium for an exploration and interpretation of issues related to contemporary life. Some of Italy’s major film directors will be considered, such as Rossellini, De Sica, Visconti, Antonioni, the Taviani brothers, Scola. Particular attention is dedicated to the films of Fellini. A module dedicated to Italian-American cinema (Capra, Scorsese, Coppola, Tarantino) offers a means for comparative study of two related but contrasting traditions in filmmaking.

IS 275 Modern Italian Poetry

While focusing on the twentieth century and its various -isms (Futurism, Decadentism, Crepuscularism, Hermeticism, Neorealism), this course also offers a broader, foundational history of Italian poetry from the poets of the *scuola siciliana* to Dante and Petrarch; surveying major developments in Italian poetry since the Renaissance. Among the authors we will be looking at will be Giuseppe Ungaretti, Gabriele D’Annunzio, Salvatore Quasimodo, Eugenio Montale, Maria Luisa Spaziani, Cesare Pavese, Elio Vittorini, Dino Campana, Mario Luzi, Lalla Romano, Amelia Rosselli, andrea Zanzotto. The course will be conducted in English.

IS 276T The Italian Short Story: Pianura Padana

This course, conducted in English, is distinguished by a creative writing component that runs parallel to a topical exploration of the history of the Italian short story, from the Middle Ages to the present. While analyzing the transformation of the short story throughout the centuries, students will use their creative writing as a means to travel, figuratively, into foreign landscapes; to experiment, literally, with foreign concepts and forms. Student travelers will discover key questions in Italian cultural history such as the Italian search for a common linguistic identity or the struggle for political unification. They will reflect on these questions as informed thinkers and interact with Italian culture as experimental authors. Special attention will be paid to thematic as well as formal issues in the stories of writers such as Giovanni Boccaccio, Niccolò Machiavelli, Giovanni Verga, Luigi Pirandello, Matilde Serao, Alberto Moravia, Natalia Ginzburg, and Italo Calvino. For the travel segment, the class will visit Pianura Padana (Padua, Verona, Venice, Treviso) and Tuscany (Florence and Certaldo).

IS 277 The Italian Novel: Redefining the Canon

The course explores the expression of the male and female narrative “I” against the greater context of the historical development of the Italian novel, with an emphasis on the late 19th and 20th centuries. As the traditional Italian hero finds his narrative trajectory from Modernity into the Postmodern, the Italian heroine appears to be engaged in the pursuit of Other agendas. The ongoing affirmation of a feminine alternative to the insistently male-dominated Italian canon will be studied via readings from the following novels: Giovanni Verga’s *The House by the Medlar Tree* and Italo Svevo’s *Confessions of Zeno*, Luigi Pirandello’s *The Late Mattia Pascal*, Sibilla Aleramo’s *A Woman*, Grazia Deledda’s *Cosima*, Natalia Ginsburg *Family Sayings*, Dacia Maraini’s *The Silent Duchess*, Anna Banti’s *Artemisia*. The course will be conducted entirely in English.

IS 278 Italian Genre Crossings, Transmedia, and Hybridity

This course offers an innovative look at Italian filmmakers, novelists, journalists, television actors, philosophers, photographers, translators, singers, contemporary internet personalities, who refuse to be defined by one category of artistry and, instead, view work across genres and media as an important means to amplifying the scope and range of their unique message, while commonly embracing the value of cross-fertilization and hybridity. Franca Rame and Dario Fo, Pier Paolo Pasolini, Federico Fellini, Dacia Maraini, Umberto Eco, Amelia Rosselli: these are just a few of the Italian cultural icons of hybridity to whom students will be introduced. There is a significant project production component to this class which asks students to venture into multimedia assignments (merging digital photography with fiction writing, for example; or exploring the concept of liminality in both music and the prose poem).

IS 279 Italian Myths and Counter-Myths of America

The stories told in the films and novels to be studied in this course were written by two generations of Italians typically associated in literary history with what has been called the *mito americano*, or American myth. Defining and contextualizing this myth will be among our first objectives. In what ways has the New World positively impacted Old World culture and, conversely, what are some of the negative perceptions of America (or apocalyptic anxieties) represented by Italian writers and filmmakers? Authors to be studied (in translation) may include Mario Soldati, Ignazio Silone, Beppe Fenoglio, Eugenio Montale, Italo Calvino, Curzio Malaparte, Elio Vittorini, Cesare Pavese, Umberto Eco, Alberto Moravia, Giorgio Bassani. Among the chief learning goals in this course is to provide students with the opportunity to consider some of the common metaphorical and allegorical terms in which America has been positively and negatively mythified through the lens of Italian film, poetry, and fiction. Parallel to questions of national myths, the course also reflects on how and where Italian writers and filmmakers position themselves at the intersection of political ideology and creative engagement, personal identity construction and questions of social justice.

IS 280T Italian Cinema on Location: Projections of the Eternal City in Italian Film and Cultural Studies

This course provides an introduction to classic cinematic portrayals of the city of Rome and its inhabitants, with an emphasis on 20th-century authors and filmmakers. Landmark films, such as Roberto Rossellini’s “*Open City*” and Federico Fellini’s “*La Dolce Vita*” will be contextualized both historically and thematically. Subsequent-

ly, students will begin crafting their own short film design; to be pitched in the form of a multi-media presentation prior to travel. Filming and production will follow in Rome, under the guidance and supervision of the professor. During the final weeks of the semester, class time will be devoted to close the discussion of contemporary readings from Italian Cultural Studies and, parallel to this, editing and completion of the student's semester-long short film project. Students enrolling in this course should have basic knowledge of how to create and edit short films using their own digital video devices. Students should be familiar with the program Final Cut (or similar editing program).

IS 497 Senior Seminar in Italian Studies

The Senior Seminar is the capstone course for the Italian Studies major at Franklin University. The seminar will create a forum for the research and presentation of an original senior project in English or Italian. The capstone seminar will not only seek to bring together work done in other courses in the Italian Studies major, but will offer the chance to reflect on and integrate academic travel courses into the student's final project. Possible final projects may take various forms, including: a thesis, a performance, a video essay, or a portfolio of creative work. Projects will be designed and completed in consultation with the instructor and the student's major advisor.

Prerequisite: Instructor Permission

ITA 100 Introductory Italian, Part I

This course is designed for students who do not have any knowledge of the Italian language. The course provides an introduction to the essentials of Italian grammar, vocabulary, and culture. The acquisition of aural/oral communication skills will be stressed and, as such, the predominant language of instruction will be Italian. By the end of the course students will achieve proficiency at the A1 level of the Common European Framework of Reference for Languages. Students are expected to acquire the basic knowledge of the written and spoken structures. Students are expected to read and comprehend short passages in Italian and to draft simple compositions / dialogues. Whenever possible, the written assignments will be designed to foster practical communication skills and encourage efforts towards increased student integration in the local Italian-speaking community.

ITA 101 Introductory Italian, Part II

This course is designed for students who have completed one semester of Italian language study. The course provides an introduction to the essentials of Italian grammar, vocabulary, and culture. The acquisition of aural/oral communication skills will be stressed and, as such, the predominant language of instruction will be Italian. By the end of the course students will achieve proficiency at the A2 level of the Common European Framework of Reference for Languages. Students will be expected to be proficient in the written and spoken usage of basic linguistic structures. Students will be expected to read and comprehend short passages in Italian and to draft simple compositions / dialogues. Whenever possible, the written assignments will be designed to foster practical communication skills and encourage efforts towards increased student integration in the local Italian-speaking community.

Prerequisite: ITA 100 with minimum grade of C

ITA 200 Intermediate Italian, Part I

This course is designed for students who have completed two semesters of Italian language study. The course provides a review and expansion of command of Italian grammar, vocabulary, and culture. The acquisition of aural/oral communication skills will be stressed and, as such, the predominant language of instruction will be Italian. By the end of the course students will achieve proficiency at the B1 level of the Common European Framework of Reference for Languages. Students will be expected to be proficient in the written and spoken usage of intermediate linguistic structures. Students will be expected to deal with most situations likely to arise in the areas where the language is spoken. They will be able to: a) produce simple connected texts on topics, which are familiar or of personal interest; b) describe experiences and events, dreams, hopes and ambitions; and c) briefly give reasons and explanations for opinions and plans. Whenever possible, the written assignments will be designed to foster practical communication skills and encourage efforts towards increased student integration in the local Italian-speaking community.

Prerequisite: ITA 101 with minimum grade of C

ITA 201 Intermediate Italian, Part II

This course is designed for students who have completed three semesters of Italian language study. The course provides a review and expansion of command of Italian grammar, vocabulary, and culture. The acquisition of aural/oral communication skills will be stressed and, as such, the predominant language of instruction will be Italian. By the end of the course students will achieve proficiency at the B2 level of the Common European Framework of Reference for Languages. Students will be expected to be proficient in the written and spoken usage of intermediate linguistic structures. Students will be able to interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. They will be able to: a) understand the main ideas of complex texts on both concrete and abstract topics, including technical discussions in his/her field of specialization; b) produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. Whenever possible, the written assignments will be designed to foster practical communication skills and encourage efforts towards increased student integration in the local Italian-speaking community.

Prerequisite: ITA 200 with minimum grade of C

ITA 300 Advanced Italian, Part I

For students who have completed at least two years of college-level language studies or the equivalent. This course offers cultural readings from a variety of sources, including some literary pieces, as well as magazine and newspaper articles reflecting the contemporary scene in the countries where the language is spoken. Vocabulary expansion and development of techniques of expression are accomplished through oral and written exercises.

Prerequisite: ITA 201 with minimum grade of C

ITA 301 Advanced Italian, Part II

For students who have completed at least two years of college-level language studies or the equivalent. This course offers cultural readings from a variety of sources, including some literary pieces, as well as magazine and newspaper articles reflecting the contemporary scene in the countries where the language is spoken. Vocabulary expansion and development of techniques of expression are accomplished through oral and written exercises.

Prerequisite: ITA 300 with minimum grade of C

ITA 302 Advanced Italian Conversation

This course uses techniques of oral expression to develop greater conversational fluency and accuracy. Conversational practice is based on topics in the culture and contemporary civilization related to the language.

Prerequisite: ITA 301 with minimum grade of C

ITA 350 Topics in Italian Cultural Studies

The land and the people of Italy and the Italian-speaking world: historical, social and cultural evolution; major developments in the arts (literature, music, opera, figurative arts, theater, cinema,; television, digital cultures, and new technologies) as these relate to enduring questions related to linguistic and political unity, immigration and emigration, race, class, gender and sexuality. Aspects of contemporary Italy are also covered.

Prerequisite: Instructor Permission or ITA 301

ITA 353 Italian Theater Workshop

This course introduces the advanced Italian student to a wide array of Italian writers, cultural theorists, and filmmakers through the cultivation of performance skills, exercises in improvisation, acting games, textual analysis, peer critiques, and group discussion. Conceived as a student-centered workshop, the main objective of the course is to experiment creatively, and across literary genres, with the task of making Italian culture come alive on stage. The pronunciation and fluency of the advanced Italian language student is expected to benefit greatly from the memorization, dramatization, and rehearsal of Italian-language scenes and monologues. Creative writing assignments, requiring different methods of stage adaptation, will invite students to “play with” the Italian language as they “play out” their interpretations in the form of weekly performances. Students who sign up for this course need not have prior theater experience, but must be motivated to collaborate in a dynamic workshop setting and willing to interact both creatively and intellectually with a wide variety of texts ranging from the essays of Umberto Eco to the screenplays of Federico Fellini to the poetry of Eugenio Montale and Alda Merini.

Prerequisite: ITA 301

ITA 373 Italian Film and Society

Aspects of political, social and cultural history of twentieth century Italy are studied through documentaries and some of the major accomplishments of Italian cinema. Some novels adapted into film are also examined. Most of the films are in Italian (some with English subtitles).

Prerequisite: ITA 301

ITA 374 Italian Cinema

The aim of this course is to introduce students to the major accomplishments of Italian cinema from “neorealism” through the “commedia all’italiana” to the present. Emphasis is placed on film as an artistic, aesthetic and theoretical medium for an exploration and interpretation of issues related to contemporary life. Some of Italy’s major film directors will be considered, such as Rossellini, De Sica, Visconti, Antonioni, the Taviani brothers, Scola. Particular attention is dedicated to the films of Fellini.

Prerequisite: ITA 301

ITA 375 Italian Film Adaptation: From the Page to the Screen

The course introduces the student to the development of Italian cinema through close study of the relationship between Italian literature and film adaptation. The selected books and films will offer a unique opportunity to analyze and discuss crucial issues related to the historical, political, and cultural evolution of Italy from its Unification to the present. Among the adaptations we will be looking at will be: Antonio Fogazzaro’s *Malombra* as interpreted by Carmine Gallone (1917) and Mario Soldati (1942), Luchino Visconti’s 1963 rendering of Giuseppe Tomasi di Lampedusa’s *The Leopard*, Vittorio De Sica’s 1970 adaptation of Giorgio Bassani’s *The Garden of the Finzi-Contini*, Alberto Moravia’s *The Conformist*, as adapted by Bernardo Bertolucci (1970), Giovanni Boccaccio’s *Decameron*, adapted by Pier Paolo Pasolini (1971).

Prerequisite: ITA 301

Literature and Culture

LC 100T The Stories We Live By: Travel Writing and Switzerland

We live our lives surrounded by stories. They are literally everywhere and we use them, consciously or unconsciously, to make sense of our identities and our actions, our experiences and our lives. At the same time as we use stories to understand our worlds, we are shaped by the many stories that we are constantly absorbing and interpreting: we are our stories and our stories are us. This course is an introduction to this ongoing cycle of shaping stories and being shaped by stories, in particular stories about travel and by travel writers. As such, this course will serve as a foundation for your Franklin experience. Key concepts include narrative voice, intended audience, frame narratives, unreliable narrators, and stream-of-consciousness. Students will study examples of travel literature from the *Odyssey* to the salons of Mme de Staël, from Jean-Jacques Rousseau to twentieth-century travel writers Nicolas Bouvier and Ella Maillart. Course will include visits to the Val d’Anniviers in the Valais, Lausanne, Coppet, and Geneva as well as an excursion the Rousseau’s Ile de St-Pierre and writing workshops that feature meetings with contemporary Swiss writers. Students who have a background in French are encouraged to do course readings and written work in the original language.

LC 100W The Stories We Live By

Stories are everywhere. We use them, consciously or unconsciously, to make sense of identities, experiences, and desires. and, at the same time, we are shaped by the stories that we absorb and interpret. This course explores how storytelling both reflects and shapes our lives. It introduces students to keywords and terms for reading and

reflecting upon stories, both in the pages of books and in everyday life. The course considers a variety of narrative forms, including short stories, novels, fairy tales, self-help manuals, comics, films, podcasts, and political discourse. The course introduces students to fundamental questions about the nature of storytelling, while developing the vocabulary and critical skills for analysing and discussing stories. This is a writing intensive course in which students read as they learn to write. Students practice applying a critical vocabulary to textual forms as well as becoming familiar with the skills of drafting and editing. The course also introduces students to some of the professional pathways open to writers and storytellers. (This writing-intensive course counts towards the Academic Writing requirements.)

LC 110 Reading Cultures: Approaches to Cultural Studies

This course has two primary goals: to introduce students to the history and theoretical writings of various strands of cultural studies, and to acquaint them with some of the intersecting axes - race, class and gender - that energize the field. Close attention will be paid to issues such as the shaping of identity, forms of representation, the production, consumption and distribution of cultural goods, and the construction of knowledge and power in a host of cultural practices and cultural institutions.

LC 150 Reading Film

This course introduces students to the language of cinema through close studies of and foundational readings on film theory, narrative/documentary structure, camera technique, lighting, sound, casting, and location. Students will be expected to demonstrate their understanding of film language through scholarly analysis of both canonical and contemporary cinema texts and two practical applications of film. Students will move beyond the passive reception of an image-based world by working towards increased intellectual adaptability in terms of engaged film reading skills that will call into question philosophical and culture-specific notions and norms. The learning outcomes will be developed through a number of concentrated modules lasting approximately three weeks each, including analysis, contemporary criticism, audience reception, and practical applications.

LC 490 Film Studies Professional Portfolio (Non-credit)

This non-credit course provides a capstone for the Film Studies minor in the form of a Film Studies professional portfolio. The portfolio will bring together the various coursework done as part of the Film Studies minor. A broad variety of disciplinary perspectives is strongly recommended and will be evaluated as part of the student's final portfolio assessment. Specific requirements as well as design recommendations will be presented to students in LC 150. The final portfolio work will be evaluated by an interdisciplinary team of professors who teach in the Film Studies minor. There will be public screening showcasing student work each Spring. Prerequisite: Instructor Permission

LC 497 Capstone: Comprehensive Readings in CLCS and Literature

LC 497 is the first of two capstone courses for majors in CLCS and in LIT. LC 497 is designed for all students and will follow the trajectory of a traditional reading course. Students and the professor will choose an extensive reading list that includes fundamental, primary and theoretical texts in literature and CLCS taken largely from the courses taught in the disciplines. Students will then choose their own texts to add to

the core list that represent the individual student's particular area of interest. Class sessions will be devoted to the development of the list and subsequent discussion of the chosen works. Evaluation pieces include a comprehensive exam and a proposal for the subsequent thesis (LC 499) or internship project (LC 498).

Prerequisite: Instructor Permission

LC 498 Capstone: Internship in CLCS or Literature

LC 498 is one of two available alternatives (the other being a thesis) for the second of two capstone courses for majors in CLCS and in LIT. LC 498 represents the culmination of the interdisciplinary, intercultural experience at Franklin. Students will complete an internship that represents the capstone to their major experience. An internship is recommended for students entering a professional field.

Prerequisite: LC 497 and Instructor Permission

LC 499 Capstone: Thesis in CLCS or Literature

LC 499 is one of two available alternatives (the other being an internship) for the second of two capstone courses for majors in CLCS and in LIT. LC 499 represents the culmination of the interdisciplinary, intercultural experience at Franklin. Students will complete a thesis that represents the capstone to their major experience. A thesis is recommended in particular for students interested in pursuing graduate school.

Prerequisite: LC 497 and Instructor Permission

LIT 201 Deception

Deception, in all its forms, including eavesdropping, adultery, cheating, and trickery, functions as a narrative motor in the nineteenth- and twentieth- century novel and film. This class examines this notion of deception in literary and visual cultures. In particular, this class will focus on the strategies of narrative structures in the European novel and film from 1840s through the late twentieth century. Students will consider eavesdropping, lying, adultery, cheating, gender switching, and their narrative consequences relating to gender and class through the course of the semester. European Realism, with its focus on the every-day and the darker side, signals a shift away from the Romantic and will introduce the study of deception in a cross-cultural context.

Prerequisite: LC 100 or LC 110

LIT 221T Bloomsbury Britain: Art, Craft, Culture

The primary thematic focus of this course is the Bloomsbury Group, a loose network of writers, artists, and intellectuals (including Virginia Woolf, E. M. Forster, John Maynard Keynes, and Roger Fry) who gathered in the squares of the Bloomsbury area of London during the first decades of the twentieth century. The course considers the exciting and creative possibilities of living in this period of dramatic social and cultural change. It pays particular attention to the possibilities for artistic creation at a time when art was not ethereal but rather a concrete and vibrant part of everyday life. Students will visit a variety of locations associated with the Bloomsbury Group: the homes that became laboratories for artistic production; public spaces of popular, commercial, and high art such as cinemas, galleries, and bookshops; as well as museums and archives. In addition to London, the travel will take students to other locations in southern England, including Brighton, Lewes, and Charleston.

LIT 236T Prague on the Page: Alienation and Absurdity

The literature of Prague lies in the city's complex web of identities, a web created by social upheaval through the ages. Beginning with sixteenth-century tales of the Golem, the clay figure animated by Rabbi Loew to protect the city's Jewish community, students will investigate how Prague's writers have responded to the politics of their times by embracing the surreal and the ambiguous. In particular, this class will look at how these authors have found inspiration in the city itself. Reading includes Franz Kafka's evocation of the early twentieth-century city and a selection of works by more recent writers such as Weil, Kundera, and Haki. Studying the way these writers repeatedly draw on each other through the idea of the city as a text, students will visit their haunts in Prague and its surroundings, and map their works onto the city's landscape and onto its history, with the surreal Kafka museum as a starting point.

LIT 238W Crafting the Journey: Studies in Travel Narratives

In this course, students will engage with representations of travel produced across time and in various forms and genres, from the exploration novel to travel journalism to the road movie. They will consider how travelers negotiate and adapt various tropes of travel (such as quest, exploration, exile, and pilgrimage) as models for their own journeys. They will explore how the ephemeral experience of travel can be translated onto the page or screen, and question what we, as readers or viewers, gain from experiencing travel second hand. and, finally, students will analysis the particular narrative features that shape the form and content of travel writing. In this writing intensive course, students will also get the chance to practice the forms that they study. (This writing-intensive course counts towards the Academic Writing requirements.)

Prerequisite: LC 100W or LC 110

LIT 243 On Being Human

This course examines what it means to "be human" and how humanity, or its opposite, has been depicted in literature and film. Through reading a broad selection of texts, from the classics to the present day, students will explore such issues as: the relationship between self and other; madness; the borders between human and monster, human and animal, and human and machine. The course will cover religious, philosophical, scientific, and cultural conceptions of human character and purpose. Students will read a broad variety of works that unsettle the boundaries of the self, that draw attention to those groups that have been excluded from the category of the human, and that ask us to engage with what Aristotle called, "being qua being" or, the study of what it is to be. The course reading list may include such works as: Mary Shelley's *Frankenstein*, Janice Galloway's *The Trick is to Keep Breathing*, Guillermo del Toro's *Pan's Labyrinth*, Andrew Currie's *Fido*, Richard Wright's *The Invisible Man*, and Jeanette Winterson's *Sexing the Cherry*.

Prerequisite: LC 100 or LC 110

LIT 254W Introduction to Postcolonial Literatures and Theories

This course is designed as an introduction to the field of postcolonial studies. Readings will familiarise students with a diversity of "world literature" and grant an understanding of key debates in postcolonial studies. As postcolonialism is not a unified field of study, the course engages with different theoretical understandings of the term and queries what it even means to be "postcolonial." When exactly does the postcolonial begin? What are the implications of using such a broad umbrella term to designate writings from

around the world? Students will explore depictions of the colonial encounter and decolonisation, question the links between colonialism and globalisation, and examine constructions of East and West, Global North and Global South. Central to the course will be the themes of: power and violence; economics and class; land and nation; authenticity and development; gender and sexuality; history and memory; the politics of literature; and the politics of print culture. Students will read a diverse and broad historical selection of texts from a variety of geographical locations including, India, Kenya, New Zealand, South Africa, Zimbabwe, and Jamaica. Literary texts will be paired with theoretical readings from such critics as Kwame Anthony Appiah, Ann McLintock, Benita Parry, Franz Fanon, and Edward Said. Although the main focus of study is literature, the course will adopt an interdisciplinary approach, understanding literary works as products of cultural, historical, social, and political circumstances. Students will explore how colonial power has shaped—and continues to shape—the world in which we live. (This writing-intensive course counts towards the Academic Writing requirements.)

Prerequisite: LC 100 or LC 110

LIT 255T Scotland, Story and Song

For such a small nation, Scotland is certainly a very noisy one. From traditional Mouth Music, to Gaelic folk tales, to the Bay City Rollers, The Proclaimers, and indie-pop groups such as Belle and Sebastian and Django Django, Scotland has a long and rich culture of music. This travel course places Scotland's rich musical heritage in the broader context of storytelling in all its forms and genres, including film, fiction, and poetry. Students will travel from Edinburgh on the east coast to Glasgow on the west, and will also visit the Highlands and Islands to study the vibrant folk music culture there. Scottish music will be used as an entrance point to the country's culture and history. As students close read (and close listen) a variety of works, they will investigate the ways in which these works buy into, help to build, or struggle against particular mythologies of "Scottishness." The course will also explore the links between storytelling and nationalism, oral and written tradition, popular and "high" culture. While most attention will be paid to works produced in Scotland, the course will also take into account externally produced images of Scotland and the Scottish (for example, the abiding popularity of *Braveheart* or *The Simpson's Groundskeeper Willie*). Finally, the course will consider how Scottish music and literature has been marketed and produced in such venues as university departments of Scottish or Celtic Studies, record labels such as Postcard Records, and publishers such as Cannongate Press.

LIT 256 Britain in Fragments: Literary Production from 1945 to the Present

In this course, students will read a broad selection of British Literature, from the post-war period to the present day. While the literature of the early twentieth century is often characterized as international in nature, in the post-war era and during the epoch of decolonization, British literature takes an apparent inward turn, becoming increasingly interested in the nature and definition of Britishness. Yet, the literature from this period is not necessarily insular or parochial, but rather depicts the emergence of a complex and contested national identity as the British archipelago developed from within its own borders to become a more and more culturally diverse territory. Students will examine how regional identities conflict or overlap with national identity considering, for example, the North/South divide and urban/rural divisions; will study the rise of

various competing nationalisms within the bounds of the archipelago, including Scottish nationalism; and will explore the growing impact of diverse immigrant communities on the national character. The course examines British literature and culture not as a homogenous whole but as a varied and sometimes contentious conglomeration. Through reading a variety of poetry, prose, and drama, students will explore what characterizes contemporary Britain and what the status and role of literary culture is today. They will develop an understanding of the current state of British literary production as well as the relation between the nation state and the state of fiction. Reading list may include works by: Julian Barnes, Seamus Heaney, Sam Selvon, Ali Smith, Zadie Smith, and Irvine Welsh.

Prerequisite: LC 100 or LC 110

LIT 300 Modernism/Modernity: “Making It New”?

This course explores the meanings of “Modernism,” the artistic tendency which sprang up in a profusion of forms in the first half of the twentieth century. This was a time of sweeping social change and radical innovation in literature. As students ask, “what is modernism?” they will engage with the contingencies, complexities, and contradictions of modern literature, and acknowledge the sheer diversity of the literary responses to modern times. Students will read works from a variety of modernist movements, and consider the relationship between literary modernism and developments in music and the visual arts. They will study works by such writers as Mulk Raj Anand, Virginia Woolf, T. S. Eliot, Evelyn Waugh, and Nella Larsen. As modern literature often broke with or transformed traditional concepts of literary realism, some of the course work will be challenging; it will ask students to pay close attention to narrative innovations such as stream of consciousness, irony, and multiple point of view. The course will consider various issues, including: emerging psychological theories, responses to imperialism, technological and scientific advances, the city, attitudes towards history, concepts of self and other, and changing relations between genders, cultures, and races.

Prerequisite: LC 110 and LC 110

LIT 305 Home

How do we define home? What does it mean to feel or make one’s self at home? Is a home a house, a place, or, to use another cliché, is home “where the heart is”? In this course, students will examine different conceptions of home in a variety of fictional works. The course will look at constructions of home as an architectural, domestic, and often gendered space. It will also ask students to think about what it means to define home more broadly as, for example, a homeland or native tongue, and, in so doing, consider how modern immigration and the processes of globalization have changed our relationship to our homes. Throughout the course readings will invite us to reflect upon the links between home and belonging. Finally, as students read about homes that are on the move (caravans, nomads, etc.) or otherwise in flux, they will rethink the binary opposition between the home and the journey. Works read include: Jean Rhys’s *Voyage in the Dark*, Evelyn Waugh’s *A Handful of Dust*, Henry James’s *The Spoils of Poynton*, and Amitav Ghosh’s *The Shadow Lines*.

Prerequisite: LC 100 and LIT 254W

LIT 320W Elective Ties: Love, Friendship, Community

E. M. Forster famously said, “if I had to choose between betraying my country and betraying my friend, I hope I should have the guts to betray my country.” His words suggest that, in thinking about the communities that we live within, we might distinguish between those that we are born into and those that we form by choice. Throughout the semester this course will consider both specific literary representations of chosen or “elective” ties and their broader cultural significance. The course is interested in examples of what can happen when elective ties clash with other concepts of community. Students will thus consider various philosophies of and models for friendship, including comradeship, brother/sisterhood, and loyalty. They will look not only at positive examples of elective ties but also at examples of potentially dangerous or destructive ties, such as bullying. Because one significant aspect of elective ties is the way in which they cross over national, cultural, and linguistic borders, the works studied will also cross these borders. Students will engage with a broad range of critical texts, novels and films. (This writing-intensive course counts towards the Academic Writing requirements.)

Prerequisite: LC 100 and LC 110

LIT 345 Laughter, Literature, and Culture

This course considers why we laugh and what we laugh at. In many ways, it is easier to explain tragedy than it is to understand comedy and, indeed, laughter is often neglected in literary criticism that concentrates on so-called “high” culture. Moreover, if we examine humor too closely then we risk ruining, or at least losing sight of, the joke. Nonetheless, the course offers an investigation into the literary and cultural functions of laughter. Laughter is sometimes warm, but can also be dark, aggressive, or even cruel. Socrates even argued that comedy and tragedy are in fact two versions of the same thing. Laughter is culturally, ethnically, and gender specific, and jokes are notoriously hard to translate or explain across such borders. Students will explore different subgenres of comedy, from wit and satire, to slapstick and farce; they will read a broad range of texts from novels and poems to cartoons, films, and stand-up comedy. Primary readings will be complemented by a range of critical material, including work by Freud, Bergson, and Bakhtin. By the end of the course, students will gain a fuller understanding of the psychological and cultural complexity of laughter as well as the diverse representations of comedy in literature without, hopefully, losing their own senses of humor.

Prerequisite: LC 100 and LC 110

LIT 353 Advanced Studies in Postcolonial Literatures

This course considers a special topic in postcolonial studies. At different times, the course may focus on a particular region, writer, or theme, such as, for example, literature from post-apartheid South Africa, depictions of the immigrant experience, or Caribbean poetry.

Prerequisite: LIT 254

Mathematics

MAT 102 Intermediate Algebra (Non-Credit)

This course reviews basic concepts and attempts to enhance competency in problem solving. Topics include linear equations and inequalities, polynomials, factoring, exponents and radicals, fractional expressions and equations, and quadratic equations.

MAT 103 College Algebra

The first part of this course reviews the basic concepts of algebra, real numbers, first-degree equations and inequalities, rational expressions, exponents and radicals, and polynomials, systems of equations and inequalities. The second part strongly emphasizes graphs and functions. The most important functions for applications are introduced, such as linear, quadratic, exponential, logarithmic, and rational functions. Prerequisite: MAT 102 Min Grade: D or Math placement

MAT 104 Mathematics of Inequality

Among the central questions of every society are questions about poverty and wealth, and the unequal distribution of goods, income, wealth, or resources. This course analyzes inequity by mathematical methods. Based on real data collected throughout the course, students construct measures of inequity, like Lorenz curve, Gini index and others. Students will investigate what effect certain policies, like taxes or even marriage patterns, have on these measures, and also try to answer the question of whether inequity is increasing or decreasing within different nations and worldwide. Students will also critically discuss literature and opinions on these inequality trends, and may have a glimpse on the recent modeling of inequality from “econophysics”. The basics of Excel will also be taught in this class, since Excel will be used heavily for analysis and modeling.

Prerequisite: MAT 102 Lecture or Math placement

MAT 107 Ideas in Mathematics

This course discusses some of the fundamental and successful ideas and concepts that evolved over the centuries in mathematics and so deeply influenced society. The topics lie in areas as logic, number theory, graphs, topology, combinatorics, and others. Mathematical concepts like abstraction, proofs, modeling, existence, and the role of technology for mathematics will also be discussed. While the treatment will be rather non-formal, thinking and problem-solving skills will be emphasized. An attempt will be done to relate the mathematics presented to the world outside of mathematics by discussing applications of these ideas, the biographies and life circumstances of mathematicians, and influences from society to mathematics.

Prerequisite: MAT 102 or Math placement

MAT 109 Introduction to Game Theory

This course is an elementary introduction to Game Theory. It focuses on how to analyze situations and make rational decisions based on the information gathered. Students will analyze parlor games, gambling, and real-world situations. As mathematical basis for the analysis, Probability Theory and some Algebra are needed, but will be developed in detail.

Prerequisite: MAT 102 or Math placement

MAT 115T Measuring the Alps

People live in three-dimensional space but are restricted to the earth surface which is usually locally flat, two-dimensional. But when entering the Alps, the third dimension of height becomes important when describing location or movement. This is also expressed by the fact that in the mountains a map is not too useful---rather a topographic map is needed. Starting with a description of the Alps or any mountains by topographic maps, or mathematically as functions with two independent variables, students will investigate how certain well-known features are reflected by the topography of the area . Examples are the location of mountain brooks, watersheds, movement of glaciers, avalanches, and rockfall. Students will also investigate the question of visibility in the mountains, whether and how it is possible to predict what can be seen from where. A further aspect is GPS technology. During the travel, the class will visit various places in the Swiss, Austrian, and Italian Alps, such as Davos, Innsbruck, Villnoess. Students will hike and measure, but will also discuss questions relevant to Alpine life, such as glaciers, avalanches or rockfall forecasts. If possible, the class will also visit places where such research is conducted.

MAT 200 Calculus

The course begins with a review of functions and their graphs, after which students are introduced to the concepts of differentiation and integration. Understanding is reinforced through extensive practical work, with a strong emphasis on applications in economics, statistics and management science.

Prerequisite: MAT 103 with minimum grade of C or Math placement

MAT 201 Introduction to Statistics

This computer-based course presents the basic concepts in statistics: random variables, random sampling, frequency distributions, central tendency measures, variance and standard deviation, kurtosis and skewness, probability rules, Bayes theorem and posterior probability. Important statistical methods like contingency analysis, ANOVA, and correlation analysis are introduced and their algorithms are explained. The most important probability distributions are introduced: Binomial, Poisson, and Normal distribution, as well as the Chebyshev theorem for non-symmetrical distributions. Inferential statistics, sampling distributions and confidence intervals are briefly covered in order to introduce statistical model building and single linear regression and trend analysis. Students learn how to promote the scientific method, how to identify questions, collect evidence, discover and apply tools to interpret the data, and communicate results. EXCEL is used to enhance algorithmic learning. Selected SPSS or STATA examples are also provided.

Prerequisite: MAT 103 or Math placement

MAT 204 Discrete Mathematics

Discrete Mathematics approaches questions that are finite in nature. Combinatorics provides formulas for the numbers of certain mathematical “objects”. An example is to find the number of different ways one can fill a given rectangle with dominos. with the rise of the computer in the second half of the last century, optimization problems became more prominent, where one is supposed to find a “best” substructure in a given discrete structure. An example is to find a shortest path from A to B in a finite network.

Counting principles, from simple ones to recurrence relations and generating functions, are presented, and algorithms for optimization problems on different discrete structures, like graphs, partially ordered sets, and others, are introduced and analyzed. The roles of proofs and algorithms for these questions are discussed thoroughly. Public key cryptography is also covered.

Prerequisite: MAT 103 or MAT 107 or MAT 109 or Math placement

MAT 307 Multivariable Calculus and Linear Algebra

The first half of the course gives an introduction into Linear Algebra. Vectors and vector spaces, analytical geometry, matrices and linear equations, and their rank, and also determinants are discussed. The second half of the course discusses the theory of partial and total derivatives for functions of several variables. Topics considered here are limits, partial derivatives, chain rule, gradients, and optimization with or without restrictions.

Prerequisite: MAT 200

MAT 308 Undergraduate Mathematical Research

Undergraduate research project in mathematics. The goal is to produce a research paper on a topic selected together with the instructor, and to submit it to some journal for undergraduate research in mathematics. Presentation at some conference on undergraduate research is also encouraged.

Prerequisite: Instructor Permission

Music

MUS 206 Music History from Mozart to Mahler; Classicism, Romanticism, Modernism

This introductory course presents three significant historical periods, based upon the works of their most important composers – from Haydn and Mozart to Mahler and Stravinsky. It explains the various genres from chamber music and symphonic music to opera. Combining guided listening, live performances and technology, the course explores the multitude of styles of the different epochs. It also presents at each stage the cultural and political contexts in which music evolved.

MUS 213 Classical Music in Film

The purpose of the course is to explore and understand the use of classical music in art movies. From Bach to Mahler and from D. W. Griffith's *Birth of a Nation* to Stanley Kubrick's *2001 A Space Odyssey*, classical music has been used as leitmotiv and supporting narrative in film. Based on the chronology of music history and the use of classical music in period movies, the course analyzes the way in which specific pieces of music have contributed to some of the greatest films of the past. Musical and film extracts will be viewed and discussed.

MUS 216 A History of Opera: From Orpheus to West Side Story

The evolution of the music drama from the Renaissance to the twentieth century is the object of this course. Its objective is to familiarize students with opera as a unique art form. It contributes to enlarge the cultural horizon through a historic perspective from its origins to present day, overcoming the largely diffused pre-concept that opera is only for

connoisseurs. Based on extensive listenings and discussions, the course emphasizes the musical and theatrical aspects of opera history, as well as its literary, architectural and political context. Students will learn the essential elements needed to attend a performance, the variety of singing voices and the complexity of preparation and staging of an opera. It encourages students to comparative listening of different versions.

MUS 218 Music and Politics: From the French Revolution to Communism

This course explores the direct relationship between significant historical events and their effects on musical creation. The analysis of specific works will offer the opportunity to understand the direct impact politics has on art. Important events throughout the 19th and the 20th century will be presented through the impact they had in music history. A special section is dedicated to censorship and discrimination focusing on music written and performed under totalitarian rule. From the Entartete Musik (degenerate music), discriminated against by the Nazis, to John Adams' opera Nixon in China, which marked the end of Mao's Cultural Revolution, the course investigates the way in which music was able to follow its own creative path.

Philosophy

PHL 100W Introduction to Philosophy

This course considers central problems of Western philosophy with particular emphasis on epistemology and metaphysics, through analysis of writing by influential ancient, modern and contemporary philosophers in historical context. After a brief survey of ancient and medieval systems of thought, such as Platonism and scholasticism, attention is focused on modern systems of thought, such as rationalism, empiricism, idealism, pragmatism, existentialism and logical positivism. Time is divided between developing a understanding of the history of ideas on the one hand and considering the central philosophical questions as they apply here and now on the other. Students will study a wide range of philosophical writings, and will begin to develop their ability to produce rigorous analysis, systematic critique and careful thinking in their own writing. (This writing-intensive course counts towards the Academic Writing requirements.)

PHL 200W Mind and Meaning

What is the relationship between our words and our possibilities of knowing the world, and to what extent might the languages we inherit shape what we can think? In this course, students will focus on a small number of central contemporary debates in the literature related to this topic, including the philosophy of knowledge (epistemology) and the philosophy of language. Starting from an overview of the most influential positions from the twentieth century, including Karl Popper, W.V.O. Quine, Saul Kripke and Daniel Dennett, students will review the literature in recent books and academic journals so as to compare and contrast the positions presented. As a class, students will classify the range of available positions in the contemporary debate with labels and representative writers, and subsequently build their own positions on the nature of the mind, language, identity and knowledge. (This writing-intensive course counts towards the Academic Writing requirements.)

Prerequisite: PHL 100W or WTG 200 or WTG 100

Political Science

POL 100 Introduction to Political Science

Basic concepts of the discipline are discussed in this class with a focus on the evolution of the state and the role of the individual from historical, ideological, and comparative perspectives.

POL 101 Introduction to International Relations

This course provides the basic analytic tools necessary for the understanding of international relations. After a brief introduction to the realist and liberal approaches to the study of international relations, the course covers various fundamental concepts, such as national power, foreign policy, conflict, political economy, international trade, and international organizations.

POL 101T Introduction to International Relations: Vienna

This Academic Travel course provides the basic analytic tools necessary for the understanding of international relations. After a brief introduction to realist, liberal, English School and constructivist approaches to the study of international relations, the course covers various fundamental concepts, such as national power, foreign policy, conflict, political economy, international trade and international organizations. The travel program will focus on Vienna which provides the opportunity to not only learn about international organizations, but also the historical development of European politics and diplomacy

POL 201 Government and Politics of the United States

The structure of the American polity is examined in theory and practice. Its salient characteristics are analyzed from historical, sociological and economic standpoints with a focus on current issues. (Formerly POL 104. Students who have previously earned credit for POL 104 may not also earn credit for POL 201.)

POL 204 Government and Politics of Latin America

This survey course will introduce students to the historical, cultural, social, and economic dimensions that have characterized the founding, development, and contemporary evolution of the political systems of Latin America. After an introduction to the geography and history of the region, the course will look at the major political developments, trends and movements in Latin America during the 20th Century. The second half of the course will look at the political systems (and their historical/economic context) in selected Latin American countries. (Students who have taken POL 225T may not also earn credit for POL 204.)

POL 206 Dynamics of European Integration

A lecture-seminar course devoted to an in-depth study of the process and problems of European integration and the development of the European Union's relations with the rest of the world. The focus is the historical growth of European integration, the problems of specific policy areas of the Communities, enlargement and the development of the relations with Russia, the Middle East, and the developing states. The effects of the Maastricht Treaty are analyzed and the challenges of enlargement are assessed. Credits:

POL 207 Contemporary Russia

Since the end of World War II Russia has passed through and endured a series of seismic changes. Once the heart of the expansive Soviet empire, the Russian Republic that emerged in the 1990s after the breakup of the Soviet Union was beset by economic collapse, social decay and a new era of political corruption under Boris Yeltsin. Since 2000 and the rise to power of Vladimir Putin, the Russia of the 21st century is endeavoring to restore its influence in world affairs while using its vast natural resources to revitalize its sputtering economy. This course will examine the different phases through which Russia has passed since World War II, surveying the salient political, social and economic events that have shaped Russian domestic life as well as Russia's changing relationship with other nations and regions, including the US, China and the Middle East.

POL 222T Politics and Society in the Baltic Region

The countries around the Baltic Sea are among the most progressive liberal democracies in the world and boast some of the highest levels of human development indicators. How can this success be explained? This course will take a comparative approach to the study of their political and social institutions. Readings and lectures will first review the Hanseatic League, an early confederation of trading cities largely centered in this area, and then focus on Germany and Sweden, two of the historical and economic powers in the region. The course will also look into recent developments in Lithuania, Latvia and Estonia, that broke away from the Soviet Union and have successfully rejoined the Baltic community. The role of Russia and current international relations in the region will also be explored. Assignments will allow students to explore specific historical, political, economic or cultural issues. The travel portion of the course will feature Vilnius, Riga, Tallinn and Helsinki, in order to get an impression of the socio-cultural vibrancy of this region.

Prerequisite: POL 101 or POL 100 or BUS 135

POL 223T Italy: Politics, Culture and Society

This course will introduce students to the contemporary politics of Italy and the issues that are confronting its policy makers and people. The focus is on the evolution of Italian society after World War II and the cultural, economic, and social trends that have shaped its political system. The goal of this course is to give the students a comprehensive picture of contemporary Italy and the political challenges facing Italians today. The travel component focuses on Puglia, a region that highlights the intersections of tradition and transformation in Italian society.

POL 224 Politics and Society in Switzerland

Switzerland boasts one of the oldest and most stable democracies in the world. Political and other social scientists have studied the Swiss system extensively and tried to address what is sometimes referred to as "the mystery of Swiss identity". This course will take a systematic approach to the study of Swiss political and social institutions, with particular attention to the federal structures and electoral system. Readings and lectures will also review some of the economic, historical, social and cultural dimensions that underpin Swiss politics. Assignments will allow students to explore specific issues in the context of their own majors.

Prerequisite: POL 100 or POL 101

POL 225T Politics and Society in Mesoamerica

Using a comparative approach, this Academic Travel course examines the historical, political, social, and economic factors that shape the countries of Mesoamerica and the geographical understanding of that region. Readings and class discussions will explore and compare the recent efforts in various countries to achieve viable democracies and sustainable economic development. The role of the United States and its policies in the region will also be considered. The travel component of this course will feature Guatemala, where many of the characteristic features of the region's history can be observed. Students will visit various UNESCO World Heritage Sites and/or protected areas and also meet with political and social leaders to learn about and discuss current issues.

Prerequisite: POL 100 or POL 101 or BUS 135

POL 226T Spain: Politics, Culture and Society

This course will introduce students to the contemporary politics of Spain and the issues that are confronting its policy makers and people. The focus will be mainly on the evolution of Spanish society since the Spanish civil war and the cultural, economic, and social trends that have shaped its political system to date. The travel component includes, principally, Madrid and Seville. The purpose of this course is to help students develop deeper insights into the political origins of contemporary Spanish society.

POL 230 Politics and Films

Films are a popular medium for transmission of political messages. But what makes a film "political" and how do movies enrich or distort our view of the political world? The course will explore various dimensions of politics and society as they appear in popular films and related literature. Specific topics may include regional politics, war, electioneering, class behavior, racism, and social anomie.

POL 253 United States Foreign Policy

This course will describe and analyze the political, strategic and economic dimensions of American foreign policy. Special focus will be directed toward the issues that have confronted American decision makers since 1939. Examples and case studies drawn from American relations with the USSR, Europe, the Far East, the Middle East and Latin America will be studied in detail. The global implications of American influence and hegemony in the international system will be analyzed from the standpoint of trends and developments since the end of the Cold War and the attack on the Twin Towers.

POL 261 International Relations of the Far East: China, Japan, and South Korea

The aim of this course is to introduce and analyze the international relations of the Far East: China, Japan, and the Koreas. Students will be introduced to the domestic and external policies of these major states that have seen their evolution first with Japan and later China and South Korea from pre-modern societies to dynamic national entities that are now influencing international relations and the economic configuration of the world at large. Students will examine the sources of conflict and cooperation ranging from outright war to the economic integration, especially of China, in the international economic system.

Prerequisite: POL 101

POL 281T Sustainable Development in Africa: Politics, Prospects, and Practice

This interdisciplinary course explores the politics and practice of sustainable development in Africa (destination countries may change). Through a series of on-site explorations in the host countries, problem-based exercises, service learning and presentations by local university professors, public policy makers (to include NGOs) and experts in sustainable development, students will learn about the political, social, economic, environmental and cultural relationships that encompass the important field of sustainable development. Students will come to better understand how each country approaches sustainable development and natural resource management through participation in on-site expeditions and visits. Student research projects will include team-based case studies in the areas of sustainable agriculture, renewable energy, water and natural resource management, and sustainable housing in light of global environmental issues such as deforestation, water resource and human habitat degradation, threats to biodiversity, and conventional models of development.

POL 290 Government and Politics of the Middle East

This course examines the political processes that shape conflict and consensus in Middle Eastern societies. From this perspective, main regional conflicts are analyzed. The confrontation between (1)Iran and the Arab World and (2)Israel and the region at large are surveyed in light of intra-Arab antagonisms and the historical great power rivalry for hegemony in the area. Special focus is directed toward an understanding of the politics of modernization and the clash between tradition and modernity.

POL 290T Government and Politics of the Middle East (Cyprus)

Examining the political processes that shape conflict and cooperation in Middle Eastern societies, this academic travel course directs special focus to analyzing the politics of modernization and the clash between tradition and modernity. The international dimension of the area will be approached in light of the historical conflicts that have shaped and continue to shape the region. Cyprus represents an excellent case study to understand the various conflicts which have come to define Middle Eastern societies, including religious and inter-ethnic conflicts and clashes over resources. Part of the island is controlled by Turkey and the other part is an independent, Greek speaking state, the Republic of Cyprus. Despite these many conflicts the Republic of Cyprus is a member of the Commonwealth of Nations, the European Union, and the United Nations.

Prerequisite: POL 100 or POL 101

POL 300W Comparative Politics

The development of the modern nation-state is analyzed from a variety of theoretical viewpoints. The approach and methods of major social theorists are examined in detail. (This writing-intensive course counts towards the Academic Writing requirements).

Prerequisite: POL 101

POL 301 Theories of International Relations

This course concentrates on the major approaches, models and theories in the study of international relations. Micro and macro theories, deductive and inductive methods are explored from historical, political and economic perspectives. The relations between the major powers in the twentieth century are examined for their relevance in the study of international politics.

Prerequisite: POL 101

POL 302W Political Philosophy

This course is designed to familiarize students with the major currents of political philosophy. It covers a broad range of central thinkers from the major philosophers of ancient Greece up to the proponents of modern-day liberalism. The course situates political philosophies in their historical context of emergence and thereby provides an overview of the history of the central ideas which are at the heart of thinking about politics, society and justice. The reading of primary and secondary sources serves as the basis for in-depth class discussions and a critical engagement with the normative underpinnings of societal organization. (This writing-intensive course counts towards the Academic Writing requirements.)

Prerequisite: POL 100

POL 310 International Law

This lecture-seminar course introduces students to the main elements of international law. The historical origins of the system, the sources of the law, the importance of territory, jurisdiction, recognition, treaties, claims and nationality, are studied both in theory and in applications. The examination of cases is emphasized.

POL 315 War and Contemporary Politics

The relationship between strategy, defense, and the dynamics of the nation state is examined in light of international political developments since 1939 and the consequences of armed conflict for the configuration of power in the international system. The course will focus on some of the conflicts of the second part of the 20th century and will go on to examine asymmetric and hybrid war, especially cyberwar after 9/11 and its impact on the political stability of the international system in the 21st century.

POL 321 International Organization

The focus of this course is the development of supra-national and international agencies and entities. The United Nations, the European Union, the IMF, the World Bank, trading blocs, and other specialized agencies are studied as examples-in light of increasing economic interdependence in the international system.

Prerequisite: POL 101

POL 376 International Environmental Politics

It has become increasingly apparent in recent years that environmental problems have been proliferating and nation-states are not able to cope with them individually. International cooperation is essential to finding and applying solutions. This course will first examine the nature and the sources of the main environmental problems affecting the lives of nations, such as climate change and its effects, including the ozone layer and the greenhouse effect, acid rain, desertification, pollution, disposal of radioactive and chemical waste material, etc. Students will look at the environmental problems connected to trade globalization and the question of sustainable development and will study how states have tried to deal with these problems and the role of international organizations such as the UN and the EU and non-governmental organizations such as Greenpeace, etc. The effectiveness of international treaties such as the Kyoto Protocol and the problems in their application will also be examined.

POL 377 International Political Economy

The interplay between political and economic issues has become central to the study of international relations in the modern world. This course will examine the traditional theoretical foundations of International Political Economy (the views of the liberals, the Marxists, the nationalists, etc.) and their applicability to today's world. Using an inter-disciplinary approach, the course will look at both historical background and present-day issues and conditions. The problems of development and North-South relations and the question of sustainability will be examined. International trade issues, such as the relations between trade globalization and environmental and human rights concerns and the role of institutions such as, the WTO, the IMF and G8 meetings will be studied. Finally the course will also consider new problem areas such as the internet and its control and e-commerce and the emerging role of non-governmental organizations.

POL 377T International Political Economy

The interplay between political and economic issues has been central to the study of international relations in the modern world. This course examines the traditional theoretical foundations of International Political Economy (the views of the liberals, the Marxists, the nationalists, etc.) and their applicability to today's world. Using an interdisciplinary approach, the course investigates the problems of development and North-South relations, to include an academic travel component to South Africa and Botswana where course topics will be applied in the field. International trade issues, post-colonial dependency theory, environmental and human rights concerns, and the role of institutions such as the WTO, the IMF and Multinational Corporations (MNCs) will be studied. Finally, the course considers issues of global governance, the global financial and energy crisis, geopolitics, histories of regime change, and issues and methods of maintaining national security. (Formerly POL 277. Students cannot earn credit for both POL 277 and POL 377/POL 377T.) This travel course will carry a supplemental fee: TBA

POL 378 International Politics of Energy

The politics of energy play a fundamental role in economic processes, growth and development. Energy crises in the recent past have demonstrated very clearly that no government can afford to ignore energy issues. For that matter, guaranteeing access to energy resources at reasonable costs is of such importance today that it has also become a strategic concern directly linked to national security. This course will examine the supply, the availability, the distribution and the use of energy resources internationally and the policies that states adopt to try to assure that their needs will be met. Students will also study alternative energy sources beyond the traditional reliance on hydrocarbon fuels and how states and international organizations try to develop and promote their use. The close relations of energy policies to environmental questions and the role of non-governmental organizations in these questions will also be considered. Finally, the role of international organizations such as the OPEC, the International Energy Agency and the International Atomic Energy Agency will also be analyzed.

POL 398 Human Rights in International Law and Politics

Since the end of the Second World War human rights have played a growing role in international law and in international politics. The heinous atrocities committed during the war gave rise to the desire to establish new rules and reinforce existing norms that could guarantee respect for fundamental human rights internationally. Conventional international law was developed through a series of multilateral treaties sponsored by the United Nations and institutions to guarantee respect for these norms were established. In spite of the broad consensus on the need for these norms and the institutions, the expansion of human rights has been accompanied by controversy in both legal application and political interpretation and usage. This course will examine the historical development and philosophical bases of human rights from the ancient world to the present before looking at the role of human rights in international law. Students will look at how the introduction of human rights into the area of international law has affected fundamental precepts of the international law system itself and some of the problems this has created. Treaty law, customary law and growing jurisprudence will be considered. The course will also review the problems of enforcement and application of human rights law and the functioning of the various institutions (tribunals, IGO's and NGO's) that have been established with this purpose in mind. Finally students will examine the political role of human rights in the foreign policies of states and other organizations (such as the European Union) and the major issues confronting human rights today.

Prerequisite: POL 100 and POL 101

POL 497 Readings and Methods in Political Science and International Relations

This course serves as a capstone for departmental majors. It focuses on classical and contemporary contributions in our fields and directly addresses the methodologies which students need to write their final theses. Students will be required to actively prepare and discuss class readings. They will also have the opportunity to work on their thesis projects and to discuss these in class.

Prerequisite: POL 300 or POL 301

Psychology

PSY 100 Introduction to Psychology

This introductory course is designed to provide an overview of the field of psychology, including theoretical positions, major research areas and methods of gathering data. Subtopics of psychology, such as physiological processes, developmental, abnormal behavior and social psychology are discussed.

PSY 201 Social Psychology

Introduction to major theories and research findings of social psychology in order to provide an understanding of the roles of cognitive and motivational processes in social behavior. The focus of this course is on how people's behavior, feelings and thoughts are influenced through social environment.

PSY 202 Developmental Psychology

This course surveys the major areas of developmental psychology - the science of individual human development. The overall aim is to introduce students to the fundamental questions, ideas and approaches in the psychology of development. The course emphasizes an understanding of the methods, terms, theories and findings in the field, traces human development across the entire lifespan, and explores the basic developmental theories including the biological influences on development, behavior and learning. To complete the study of human development, the course presents a multi-cultural perspective, examining the diversity of human adaptations to change across the lifespan, by cultures around the world.

PSY 203 Theories of Personality

The course addresses itself to a comprehensive in-depth study of the following question: What is personality? The major theories of personality which are prominent and important today in the field of psychology are considered individually in detail, chronologically and comparatively. These include the classical psycho-analytical theory of Freud, Jungian theory, existential/phenomenological theories, cognitive theories and behavior psychology.

PSY 205 Introduction to Criminology and Psychopathology Criminology deals with crimes and their authors through a multi-disciplinary lens, one that includes psychology, medicine, law and sociology. After introducing several of the fundamental theoretical frameworks upon which criminology is based, this course will focus on the analysis of single psycho-pathologies and how they relate to crime, in particular homicide, sex crimes, abuse, and white-collar crimes. The course will include lectures as well as the analysis of criminal cases and the participation of local experts in the field.

PSY 210 Cognitive Psychology

This course provides an in-depth exploration of human cognition, focusing on both classic and current issues. In this class, students will discuss how cognitive psychologists build theories (or models) of mental processes, and how these models are used to understand and predict behavior. Topics to be covered include (but may not be limited to): history of cognitive psychology, research methods in cognitive psychology, attention, perception, memory, language, and reasoning. In addition to these subjects, we will examine the research on social cognition, motivation, and emotions.

Prerequisite: PSY 100

PSY 215 Research Methods in the Social Sciences

The overall aim of this course is to promote students' understanding and knowledge of research methodology in the social sciences. The course has three main features: it addresses a wide range of perspectives, comprising both qualitative and quantitative approaches; it provides opportunities to learn and reflect from research practice in various social science fields, including clinical, developmental, social and work psychology; it encompasses both traditional/mainstream and critical research approaches, paying constant attention to real world research. An important part of the course is the "Research Proposal", which students will draft in stages over the course of the

semester. By working on their own research proposal throughout the course, students will have the opportunity to engage in relevant research activity, ‘learning by doing’ in relation to crucial research principles and practices.

Prerequisite: PSY 100

PSY 220 Multicultural Psychology

This course is intended to introduce and familiarize students with the concept of multicultural psychology. The entire field of psychology from a perspective that is mindful of the diversity in today’s society will be considered. Students will explore the ways in which psychology is socially constructed and will pay particular attention to the following factors as they influence human development: oppression, language, acculturation, economic concerns, racism and prejudice, socio-political factors, child-rearing practices, religious practices, family structure and dynamics, and cultural values and attitudes.

Prerequisite: PSY 100

PSY 301 Abnormal Psychology

A study of the major patterns of abnormal behavior and their description, diagnosis, interpretation, treatment, and prevention.

Prerequisite: PSY 100 or PSY 202

PSY 310 Organizational Psychology

This course will provide an in-depth exploration of the key concepts, theories, and research methods in Organizational Psychology. Organizations are complex networks of social relationships between individuals, within groups, and between groups. In this course, students will examine individual, interpersonal, group and cultural behaviors in organizations. Topics to be covered include: group decision-making and communication styles; managing group processes and team design; leadership and power strategies within groups; performance management and work teams; and networking and negotiation within and across groups and organizations.

Prerequisite: PSY 100 and PSY 215

PSY 315 Environmental Psychology

This course introduces a relatively new field of study in psychology that focuses on the interaction between the environment and human beings, examining how the physical features of the environment impact cognition, behavior, and well-being, and how human actions in turn produce immediate and long-term consequences on the environment. In this course, the environment is broadly defined to include not only our physical surroundings (both natural and built) but also the larger, socio-cultural and political milieu in which people live. This course will borrow ideas and information from a variety of other areas and disciplines, including anthropology, sociology, biology, geography, urban planning, public policy, and other areas. Topics to be covered include: dysfunctional and restorative environments, the effects of environmental stressors, the nature and use of personal space, environmental risk perception, psychological impact of ecological crises, values and attitudes towards nature, and conservation psychology.

Prerequisite: PSY 100 and PSY 215

PSY 497 Senior Research Seminar in Psychology

This seminar provides students with a capstone experience in synthesizing their theoretical and methodological knowledge in the form of a high-quality research paper. Some of the major areas of research and theories in the field of communication and media studies will be reviewed and discussed in class as students work on their own research project. At the end of the semester, students will present their final research paper to an audience of students and professors. Students will also be encouraged to submit their paper to an appropriate conference venue around the world. (Prerequisite: Senior status)

Social Justice and Sustainability

SJS 100 Sustainability and Social Justice: Ethics, Equality, and Environments

One of the fundamental questions we all face today is how to counter the urgent challenges posed by global climate change and unequal economic development. Questions coalescing around notions of ethics, justice, equality, and human rights intersect with questions of how to shape a culturally and environmentally sustainable world. Exploring a wide range of theoretical and practical perspectives on Sustainability, Social Justice and Ethics, this cross-disciplinary, introductory course will give students multiple disciplinary frameworks to think critically and productively about the intersections between the social and the natural worlds. The course provides the gateway to the program in Social Justice and Sustainability (SJS).

Sociology

SOC 100 Introduction to Sociology

This course introduces students to the tools, methods and concepts used by social scientists to examine the human condition. The broad issues to be addressed are the basic questions of social science: i.e. What is “society”? What does its structure look like and how does it work? How does it change? Why does it change? How does the individual influence society and how does society, influence the individual? In attempting to answer these questions the course examines the concepts of culture, personality, socialization, stratification, social institutions and social change.

Studio Art

STA 104 Introduction to Fashion Studies

The course is a broad introduction to fashion studies, looking at the production of clothing from the point of view of the designer. Students will engage in the theoretical aspects of fashion design, as well as learn how to make fashion drawings and put together a 12-piece fashion line. The course will have a significant reading component and also discuss actual topics, such as sustainability and fashion, and how fashion design can be a cultural connector.

STA 105 Introduction to Sculpture

An introductory course intended to develop the students' awareness of the third dimension. The course uses the five platonic solids as a vehicle of discovery of three dimensional space. Beginning with the construction of a "space frame" in the form of either a tetrahedron or a cube using wood doweling, the students analyze and describe the space inside the volume without the use of curved lines, using easy manageable materials. The students then move on to consider cylinders, cones and spheres, and work with curves, both simple and complex. They study natural forms that they themselves find and select to work from, starting a new project creating one or more structures from these things, giving them a basic knowledge of working in metal, plexiglas, plaster, clay, wood and glass.

STA 106 Introduction to Printmaking

This experimental, introductory course will explore the creative possibilities of media that have often been considered largely mechanical and reproductive processes. Comments on the history of printing will be integrated in lessons on relief and intaglio printing processes (monoprints, linoleum cuts, wood block prints, embossing, drypoint). Visits to museums, exhibits or ateliers may be organized if possible.

STA 107 Introduction to Digital Photography

This course course in digital photography introduces the beginner to the elements of digital photography. There will be two areas of concentration: 1. Image capture and manipulation using digital imaging technology (cameras and editing software). 2. Photograph design (crafting a photograph that reflects the photographer's intention using composition, framing, lighting etc.). Throughout the course emphasis will be placed on the artistic value of photographs rather than the technicalities of digital imaging. Photography is one of the various artistic media available for self-expression and much emphasis will be put on precisely that. Students will synthesize these elements to create a portfolio of work that reflects not only their newly developed skills but also an appreciation and understanding of photography as an art medium.

STA 111 Introduction to Drawing

An introductory course aimed at mastering the rudiments of drawing (light and shadow, perspective, proportions, texture, pattern and design) and investigating the discipline of drawing as a cognitive tool. A variety of media, styles and genre will be explored, such as still life, landscape, figure drawing and abstraction. Studio sessions will be integrated with slide presentations and videos, and visits to museums, exhibits or ateliers may be organized if possible.

STA 112 Introductory Watercolor Techniques

This introductory course will explore basic watercolor painting techniques. Starting with exercises aimed at understanding the nature of the medium, students will then move on to investigate various aspects of watercolor painting (direct methods, tonal and color layering, color theory, sketching and painting en plein air, sources of inspiration). Visits to museums, exhibits or ateliers may be organized if possible. (This course carries a fee for art supplies.)

STA 114 Drawing Related Media

The course will explore various media related to drawing, like pen and ink, charcoal, colored pencils, felt tip markers, tissue paper and glue, collage, crayons, oil and watercolor pastels, watercolor, tempera, gouache, spray paint. There is virtually no limit to the media that may be employed during the semester. At the same time, the course also reinforces the rudiments of drawing, but with primary emphasis on materials and new media rather than theoretical questions. (This course carries a fee for art supplies.)

STA 115 Introductory Painting

This introductory course explores basic painting techniques and attempts to assist the development of visual awareness through various experiments and media, thus providing a foundation for further art study. With a combination of theory and studio practice, the course investigates the properties of color, line, point, plane and texture in an effort to free students from dead convention and at the same time encourage their creative abilities. The course will incorporate structured exercises on the nature of paint and the rudiments of color theory, while encouraging students to study the painting of past and present artists to develop their own creative identity. Visits to museums, galleries or ateliers may be organized if possible. (This course carries a fee for art supplies.)

STA 125 Basic Design

This course is based on the experimentation of basic design exercises belonging to the tradition of schools of design such as the Bauhaus, the School of Design at the IIT, the Hochschule für Gestaltung Ulm. The course aims at developing basic knowledge useful at different scales in the process of education of a designer: theories of color, hierarchy and design of information, symbolization, visual characterization and rhetoric. During the course, notions of history of typography and graphic design, visual semiotics, information design and printing techniques are provided. Aim of the course is to produce a series of 16 pages books and an exhibition to display the results. Teaching is practice based and follows the approach “learning-by-doing”.

STA 179 Photography on Location in Europe

Aimed at beginning and intermediate students exploring the countryside, towns, villages, and interiors of Ticino, this digital photography course concentrates on the dynamics of composition through the use of color and natural light. (Students in this course must provide their own tools for some of the techniques, and a digital camera is required. (The course carries a fee for art supplies and equipment.)

STA 200 Computer Graphics in Advertising

An introductory course to graphic design software and to the principles and practices of advertising graphics. Once the basics have been learned, the course covers the following aspects of graphic design: the psychology of advertising, the brief from the client and the working relationship between client and designer, font styles and typographic design, the company logo, letterhead, business cards etc., house-styling, company reports, brochures, flyers, book covers, color printing and printing processes. The course requires that initial design concepts be taken from the early stages through to finished art-work, i.e. the quality of finish required for presentation to the client. (This course carries a fee for art supplies.)

STA 205 Intermediate Sculpture

Continued exploration of basic sculptural methods, students choose something that has particularly caught and absorbed their interest from the introductory course. They select a major project and investigate this chosen area much more thoroughly, developing a more substantial awareness along with more technical proficiency regarding materials. They can choose to construct, carve, or model and cast, and either to work from a personal idea or, using a model, they can make a portrait head and cast it in plaster: the stage at which it could be realized in bronze by a foundry. Students will be encouraged to visit exhibitions and become aware of both historical and current tendencies in art. (This course carries a fee for art supplies.)

Prerequisite: STA 105

STA 206 Intermediate Printmaking

Intermediate course aimed at further developing the basic printing skills learned in STA 106. More techniques of printmaking may be explored, for example, silkscreen or collagraph. (This course carries a fee for art supplies.)

Prerequisite: STA 106

STA 207 Intermediate Digital Photography

A more intermediate course where students who have completed STA 107 may take their work further. (This course carries a fee for art supplies.)

Prerequisite: STA 107

STA 208 Photography and Film Studies

Students will create their own “Camera obscura” through that experience and aimed knowledge the course will introduce the basic skills of photography, such as using composition, framing, lighting etc. Aimed at beginning and intermediate students exploring photography, this course concentrates on the dynamics of composition through the use of the concept of visual communication and developing the artistic value of the students’ photographs, experienced in applying to professional contexts key approaches and theories of visual communication. An important part of the course will be, the exploring of Venice as a film-sight in combination with film studies such as symbols and aesthetics, by developing and visualizing own storyboards. Students will not only develop their own skills and create a portfolio of their own, but also understand photography as an art medium and way of visual communication.

STA 209 The Video Essay: From Conception to Projection

This is a hands-on course designed to explore key aspects of an exciting contemporary film genre known as The Video Essay: a branch of experimental cinema which stems from the contributions of avant-garde filmmakers such as Man Ray, Jean-Luc Godard, Nam June Paik, and Bill Viola. Video Art, like its celluloid counterpart in experimental film, emphasizes the artistic potential of the film medium, as opposed to cinema’s more common function as an object of consumption for entertainment value. As the etymology of the name implies, the video essay is an expression of how and what we see when we try to make visual sense of the world. The key aspects of videomaking to be studied in this course have been divided into four learning modules. Each module corresponds to one week in the four-week summer program, each week being dedicated to one of the questions noted above. These learning modules are: 1) Conceptualiz-

ing the Image; 2) Capturing the Image; 3) Contextualizing the Image; and 4) Projecting the Image. Students will be evaluated on a portfolio comprised of four completed video essays, with accompanying statements of artistic intent, and one conclusive paper which will be presented orally to the class. Students enrolled in this class must have their own digital video recording device.

STA 211 Intermediate Drawing

Intermediate course aimed at further developing the basic skills learned in STA 111. More emphasis will be placed on developing individual projects, exploring various media and investigating problems in drawing and perception. (This course carries a fee for art supplies.)

Prerequisite: STA 111

STA 212 Intermediate Watercolor Techniques

Intermediate course aimed at further developing the basic skills learned in STA 112. More emphasis will be placed on developing individual projects and exploring watercolor-related media. (This course carries a fee for art supplies.)

Prerequisite: STA 112

STA 214 Drawing Related Media

Intermediate course aimed at further developing the basic skills learned in STA 114. More emphasis will be placed on developing individual projects. (This course carries a fee for art supplies.)

Prerequisite: STA 114 or STA 111

STA 215 Intermediate Painting

Intermediate course aimed at further developing the basic skills learned in STA 115. More emphasis will be placed on developing individual projects and exploring different media and genre as students work towards finding a personal identity through creative experience. (This course carries a fee for art supplies.)

Prerequisite: STA 115

STA 218 Digital Media and Career Web Design

The course considers the examination and analysis of Digital Media in sociological approaches global image and information in the digital environment. Students will consider: New Media and the role it plays in our lives. Specifically, students will leave the course with a basic personal web site to jumpstart their career in locating a job or internship. This course is good for all students and disciplines. Students will photograph themselves and consider images and video from their field of study, create their resume, write two articles about their field: all to be included in their personal site. Students will consider online tools such as YouTube and branding for competition in their career fields. Digital camera and/or video are recommended.

STA 220 Heads and Bodies: The Human Head and Proportions in Art History, Theory and Practice

The human head is one of the most fascinating subjects in the history of art, and frequently perceived as one of the most difficult problems to tackle. The head is the basic unit of human proportions, and the key to human identity. This course will investigate

the human head and human proportions in art - in painting and sculpture; in all periods and cultures. Through lectures and presentations, visits to museums or other places of interest and studio sessions, students will have the opportunity to study this subject in depth and to experiment with it using various techniques in the studio.

STA 225 Fashion Drawing: The Language of Design

Using fashion concepts as a springboard, students will develop drawing and presentation skills while addressing the role of drawing as a unique language for invention, description and communication. Students will create initial concept sketches and final drawings in a variety of wet and dry media while exploring core drawing principles such as volume, space, value and color. (This course carries a fee for art supplies.)

STA 230 The Fashion of Form: Concept to Construction

In this hands-on class, students will develop a personal motif or aesthetic through which to create a series of three-dimensional forms and fashion garments. Drawing on the world around them, students will examine 2D design concepts, drawing essentials, and the use of sustainable materials as part of their process. (This course carries a fee for art supplies.)

STA 235 Sustainability and the Studio

Over the past few decades, sustainability has become a movement in the visual arts, shifting from a purely ecological to a larger cultural context and covering a vast range of ecological, economic, political, moral and ethical concerns. Sustainable art is usually distinguished from earlier movements like environmental art in that it advocates issues in sustainability, like ecology, social justice, non-violence and grassroots democracy. This studio course will approach sustainability and artistic practice from a number of viewpoints and modes of working. After a general introduction to sustainability in the arts today through lectures, videos and discussions, students will do creative projects, presentations and papers on current social issues or environmental concerns, the use of sustainable materials, recycling materials, community outreach, local environmental and sustainability initiatives). Class sessions may involve trips off-campus to an exhibition or event. (This course carries a fee for art supplies and travel expenses.)

Prerequisite: (AHT 102 or AHT 103 or SJS 100) and one 100-level STA course

STA 240T Sustainability and Art in Europe

Over the past few decades, sustainability has become a movement in the visual arts, shifting from a purely ecological to a larger cultural context and covering a vast range of ecological, economic, political, moral and ethical concerns. Sustainable art is usually distinguished from earlier movements like environmental art in that it advocates issues in sustainability, like ecology, social justice, non-violence and grassroots democracy. This studio course will approach sustainability and artistic practice from a number of viewpoints and modalities. In addition to providing a general introduction to sustainability in the arts and the evolving role of the arts in today's society, students will engage in creative projects, presentations and papers on current social issues and/or environmental concerns (including for example the use of sustainable materials, recycling materials, community outreach, local environmental and sustainability initiatives). During the aca-

demarcated travel period, students will travel to cities in Switzerland and Northern Italy (Lausanne, Milan, Venice) to see exhibitions and to visit institutions, organizations and artists who are concerned with sustainability and related issues. This may also involve a creative project that seeks to envisage art as a catalyst to stimulate discourse and foster change. (This course carries a fee for art supplies and travel expenses.)

STA 275T Studies in Ceramics: Northern and Central Italy

This introductory ceramics course combines art history and studio work with an intensive travel period in northern and central Italy. Students will be given the opportunity to understand the complete process of producing objects in clay and terracotta, from the first planning/designing phases, through the basic modeling techniques, to the more complicated processes of firing and glazing. Studio sessions will incorporate lectures on artists and art movements, as well as visits to local venues, major museums and other sites of importance with regard to the use of clay and terracotta in the fine arts. Lectures aim to provide students with an understanding of the importance of northern and central Italy for the history of ceramics from the age of the Etruscans to the present day. All students will have the opportunity to do in-depth, intensive work in clay modeling, hand-built ceramics and glazing techniques.

STA 279 The Video Essay and Photography on Location in Europe

Aimed at beginning and intermediate students, this digital-based media course (photography, sound and video) is designed to reveal key aspects of the production of the video essay through excursions in the Ticino region, studio work and critical discussions based on readings and screenings. The video essay is an expression of how and what we see when we try to make visual sense of the world-- a genre of experience. Through projects using photography, sound and video, students will explore this dynamic genre and how it can be used to express place and their relationship to it, with the goal of producing a personal portfolio of creative work. Students enrolled in this class must have their own digital video recording device, which can range from a smart phone to a digital camera or video camera. (This course carries a fee for art supplies and travel expenses.)

STA 280T Adventures in Printmaking: Northern and Central Italy

This experimental, introductory course will explore the creative possibilities of media which have largely been considered mechanical, reproductive processes. Brief introductory lectures will introduce and demonstrate the following techniques: simple printing methods that do not use the printing press (direct stamping, stenciling, monotype, frottage); relief printing methods using linoleum, wood blocks and other surfaces; intaglio techniques (dry point). As time permits, collograph and silkscreen printing will also be introduced. The course has the following goals: to gain knowledge of printing materials, equipment and techniques; to produce prints using the techniques introduced during the course; to understand printing techniques in an art historical perspective and acknowledge of printing as a fine art; to construct a basic art vocabulary and develop the skills necessary to critical visual analysis. This Academic Travel course will travel to Northern and Central Italy to visit museums, print and drawing collections and places where artists work and printmaking workshops are held in order to provide in-depth knowledge of printmaking and to learn techniques that cannot be done at Franklin's studio facilities – an adventure in printmaking!

STA 300 Computer Graphics in Advertising, Advanced

This course is fundamentally a follow-on from STA 200, Computer Graphics in Advertising. Throughout the semester, students are expected to complete a broad variety of projects, individually and in form of group work, and bring them to a finished state. Possible areas of concentration may include digital branding, interaction design, digital formats, innovative design, campaign design and corporate promotion. (This course carries a fee for art supplies.)

Prerequisite: STA 200

STA 305 Higher Sculpture

The level of this course presupposes that students have already acquired some knowledge of historic and current tendencies in art which they will consider in relation to their own semester's work. The project (or projects) undertaken will be a continued exploration of sculptural methods using both additive and subtractive techniques aimed at producing well-conceived three dimensional works and experimentation with diverse materials. (This course carries a fee for art supplies.)

Prerequisite: STA 205

STA 306 Advanced Printmaking

A higher course aimed at further developing the basic printing skills learned in STA 206. Emphasis will be placed on developing individual projects, and more techniques of printmaking may be explored, for example, silkscreen or collagraph. (This course carries a fee for art supplies.)

STA 307 Advanced Digital Photography

A more advanced course where students who have completed STA 207 may take their work further. (This course carries a fee for art supplies.)

Prerequisite: STA 207

STA 311 Advanced Drawing

A higher course aimed at further developing the basic skills learned in STA 211. More emphasis will be placed on developing individual projects, exploring various media and investigating drawing and perception. (This course carries a fee for art supplies.)

Prerequisite: STA 211

STA 312 Advanced Watercolor Painting

A higher course aimed at further developing the basic skills learned in STA 212. More emphasis will be placed on developing individual projects and exploring watercolor-related media. (This course carries a fee for art supplies.)

Prerequisite: STA 212

STA 314 Drawing Related Media

A higher course aimed at further developing the basic skills learned in STA 114. More emphasis will be placed on developing individual projects. (This course carries a fee for art supplies.)

Prerequisite: STA 211 or STA 214

STA 315 Higher Painting

Continuation of the previous painting courses to more advanced levels.

(This course carries a fee for art supplies.)

Prerequisite: STA 215

STA 320 Heads and Bodies: the Human Head and Proportions in Art History, Theory and Practice (Advanced)

The human head is one of the most fascinating subjects in the history of art, and frequently perceived as one of the most difficult problems to tackle. The head is the basic unit of human proportions, and the key to human identity. This course will investigate the human head and human proportions in art - in painting and sculpture; in all periods and cultures. Through lectures and presentations, visits to museums or other places of interest and studio sessions, students will have the opportunity to study this subject in depth and to experiment with it using various techniques in the studio.

STA 330T Umbria: A Warm Refuge for Inspiration: Art, Music and Life in Umbria, the Heart of Italy

The best time to travel in Umbria is July, when everything that this distinctive territory of art and culture has to offer can be most fully appreciated: two internationally renowned music festivals, Umbria Jazz in Perugia and the Festival dei Due Mondi in Spoleto, the outdoors through an excursion in the Sibylline mountains, a hike along the Franciscan trail between Spoleto and Assisi or a bike ride through vestiges of ancient Rome around Campello di Clitunno, local festivals celebrating Italian food and local traditions, and last but not least, art from the age of the Etruscans (Perugia, Orvieto) through the contemporary era (architecture by Fuksas, the Burri Foundation, CIAC in Foligno, Arnaldo Pomodoro's Carapace 'living sculpture' winery at Montefalco. All of this and much more can be experienced in the best way – by being there. Finally, students will have the opportunity to live art fully by learning basic techniques of ceramics during a stay at a sculptor's home and studio at La Fratta Art House, near Deruta. After a week in Lugano, with introductory lectures and films on the region and its traditions, art and music, the next 2½ weeks will be spent in Umbria, alternating attendance at scheduled concerts and performances at Umbria Jazz and the Spoleto Festival with visits to nearby towns and villages to see art, architecture, museums and monuments, engage in outdoor activities or visit local industries (wine, olive oil, chocolate, ceramics). After Spoleto and Perugia, the group will move to La Fratta Art House, where they will live with an Italian artist's family. Most of this part of the course will be dedicated to learning basic techniques of handbuilding and clay modeling.

STA 331T Umbria: Sustaining Art in the Heart of Italy

The region of Umbria stakes its reputation on 'slow living' and sustainability. Located in the center of Italy, and also known as its 'green heart', it has one of the highest pro capita percentages of UNESCO World Heritage sites in the world. Preserving this heritage and continuing to keep age-old traditions alive have contributed to making sustainability a way of life, as in the title of the overview of 20 years of EU research into cultural heritage, "Preserving Our Heritage; Improving Our Environment". This course will provide a unique opportunity for students to study the area on site, concentrating on different ways in which this challenge has or has not been met, ranging from world famous performing arts festivals to ventures in sustainable living. At the same time, the course

features an intensive arts experience through visits to art cities, museums, areas of natural beauty, enological and gastronomical firms, as well as attendance at local seasonal fairs and festivals of music and the performing arts. There is a studio component of the course: STA 331T will be taken together with STA115/215/315 Painting, which will focus on projects and techniques particularly suited to sustainability themes.

Visual Communication Arts

VCA 120T Documentary and Street Photography on Location: Berlin and Munich

This course will investigate the particularities of both documentary and street photography through readings and studio projects. It will shed light on the history of photography; how the visual world communicates, studying the interaction of photography with other visual media; and will pay specific attention to the semiotic potential and challenges of photography. Students will engage in a project that relates to the location of the travel component of the class, documenting a subject of their choice. The travel destinations will be Berlin and Munich.

VCA 200 The Arts of Independent Publication

In an increasingly digital age, books have experienced a renaissance as a privileged channel of independent creative expression. This course takes this resurgence as a starting point to investigate the historical forms and contemporary opportunities offered by the book medium to artists, writers and activists. First, students will be introduced to the history of the printing revolution in Europe, the development of typography and their impact on intellectual and political history. Second, the course will look at the production of artists' books in the 19th and 20th century, in parallel with the advent of modernity, where numbered editions signalled a printing alternative to the rise of mass culture. Third, a strong emphasis is placed on exploring a range of models and opportunities offered by contemporary independent publishing. In that vein, the course will consider both material and virtual channels, taking into account the surge of digital technologies and their implications in both the return to the book as a physical object, and the connections the latter nurtures with its electronic parent. Students will look at the aesthetic, social and political remit of contemporary publishing practices, and will be asked to develop a personal publishing project.

Recommended prerequisite: AHT 102 or AHT 103 or COM 201 or LC 100

Academic Travel (1 Credit)

Below are examples of recently offered 1-credit Academic Travels.

TVL 218 Seville and andalusia: From Antiquity to the Present

This academic travel introduces students to the history, culture, politics, and arts of Spanish civilization of andalusia and southern Spain. Students will be based in Seville as they are introduced to the region and its cities including Grenada, Malaga, Cadiz, Cordoba, Marbella, Antequera, and Gibraltar. It is in this region the students will be introduced to the classical heritage of Spain: Roman, Visigothic, Moorish, and the Christian, Jewish, and Islamic dimensions of its past. The visit then proceeds to the coast to

Malaga and surrounding area. Throughout this entire program students will be introduced to the modern and traditional aspects of Spanish culture and politics with visits to historical sites and museums. In each city the Program Director, guides, and specialists, will lecture on particular, relevant topics.

TVL 234 Morocco: Listening to Morocco, Music between Tradition and Modernity

Jazz legend Randy Weston went to Morocco in the 1960s following a tip that jazz originated from Afro-Moroccan Gnawa. He hasn't returned home yet. Weston often speaks about preserving traditional music in Africa and shielding it from too many foreign influences. As an expressive form, music is a wonderful way of learning about how cultures negotiate the push and pull of traditions and modernity. In this academic travel, students will learn about how music in Morocco has evolved and survived through conquests, colonization, and globalization. The program will mainly consist of musical performances (Arabo-andalusian, Berber, Ahidous, Gnawa, Aïssawa, Ahidous, Gnawa fusion) in public and private places. Other activities include visits of Hassan II Mosque in Casablanca, Roman archeological site in Volubilis, Medina of Fes, Bahia Palace in Marrakesh, evening with students and professors from the Cross Cultural Learning Center in Rabat, music workshop in Meknes. (Knowledge of French recommended).

TVL 248 Andalusia: Bridging Cultures

Andalusia, a bridge between the Orient and the Occident, between time periods (Antiquity, Middle Ages, Renaissance ...), between architectural styles (umayyad, roman, gothic, baroque...), between tradition and modernity. It is this constant *mélange*, overlap, superposition, clash born out of the meeting of different civilizations that this Academic Travel to Andalusia would like to explore through the visits to three major cities, Sevilla, Cordoba and Granada along with other places off the beaten path. Postmodern ideas about identity, *metissage*, mobility will help students understand the different sites to be visited, whether it be mosques, castles, cathedrals, gardens etc. Among the UNESCO world heritage sites students will visit, in Granada they will see the Alhambra fortress and the Generalife, as well as the residential district of the Albaycín; in Sevilla, the Alcazar and the Giralda, and in Cordoba the great Mosque inside which was built a cathedral after the Reconquest. Outside these three main cities, the medieval fortress of Almodovar, the Renaissance Castle of La Calahorra, and Ronda, the birthplace of Pedro Romero, pioneer of modern bullfighting will provide further insights in the concepts listed above.

TVL 251 Botswana: Environmental Field Observations and Conservation Challenges

This Academic Travel is an environmental field trip with a focus on the wildlife of Botswana. Field trips include the Chobe River, the Okavango Delta, and Kalahari Desert. Accommodations will be a mix of tenting and lodges, with overland travel in 4x4 vehicles through national parks where we will have an opportunity to observe animals in their natural state, and to reflect on the challenges of wildlife conservation. We will also visit Victoria Falls in Zimbabwe, time permitting. This trip will provide the basis for a better understanding of conservation and sustainability issues in this region of Africa, as well as a focused analysis of this post-colonial case study. There will be a supplemental charge for this travel.

TVL 254 In the Wake of the Hapsburg Empire: Budapest-Vienna- Bratislava

This course explores the changing natures of borders and boundaries, linguistic, cultural, and historical, in several important cities of the region, including Budapest, Bratislava, and Vienna. In particular, students will explore the historical and cultural development of these cities in the wake of the erosion of the Hapsburg Empire. The course will provide an account of different manifestations of the aesthetics that emerged around the turn of the 19th century. It will show how the aesthetic discourse through arts and theater reflected on the collapse of a highly idealized political system that had granted century-long stability. The end of the Empire ignited among intellectuals a feeling of fear for the transition from an old conception of the world into modernity. As a reaction to this feeling, artists exhibited a tendency to aestheticize reality, which became particularly manifest in fin-de- siecle Vienna. The course will explain the emergence of this tendency by discussing the influence of Sigmund Freud's psychoanalytical discourse on the arts. Visits to museums, sites of relevance, and theater will help students understand the different ways in which each of these cities has developed over time, emphasizing both the radical differences that distinguish these cities from each other and the interdisciplinary synergies that connect them to each other during the last decades of existence of the Hapsburg Empire.

TVL 257 Barcelona & Catalonia: An Independent Region?

Before a unified Spain existed, the Catalan State with the capital city of Barcelona dominated the cultural and economic life of the Western Mediterranean in the later Middle Ages. Throughout the ensuing centuries of Spanish New World exploration and global empire, the Napoleonic Wars, and the 20th-Century Civil War, Barcelona has retained its unique physical appearance, culture, and attitude. Beginning with the preparations for the very successful 1992 Summer Olympics, the modern rebirth of Barcelona has intensified the political issue of possible Catalan independence within the EU, even as the region currently contributes a disproportionately large share of Spanish GDP, employment, exports, and innovation in many business and artistic fields. Students will develop a comprehensive sense of the political, economic, and cultural reality of modern Barcelona and Catalonia as it has evolved over the past eight centuries. Activities include lectures at a local partner university, numerous professional visits to corporations and government agencies, and broad exposure to the cultural history of the Catalan region.

TVL 286 London: Finance and Culture

Even in the era of electronic communication and technology-based deal-making, modern London still rather easily qualifies as the world epicenter of banking, finance, insurance, risk and property management, commodity markets, and foreign currency trading. It is no accident that Greenwich Mean Time defines the trading and business day around the globe. The strategic goal of the trip will be to comprehend the vitality of the key financial institutions themselves - how they function, what the people actually do, and how the individual firms set strategy in the marketplace. But the tactical approach will be to experience on a daily basis many of the diversions and historical attributes that the region offers, to include the Stock Exchange, the Bank of England, Lloyds Insurance, The Joint Underwriting Association, Deutsche Bank, Citigroup Smith Barney, etc. But students will also experience the theaters, museums, literary markers, historical sights and just plain diversions that make greater London the place of endless discovery that all knowledgeable visitors return for repeatedly.

TVL 298 South Africa: Culture, Resource Conservation and the Challenges of Development

This Academic Travel course to South Africa will focus on the challenges of economic and political development, as well as related issues of wildlife and natural resource conservation. The group will meet with business, academic and community groups in Cape Town, the Stellenbosch wine country, and the University of the Western Cape. The class will also study sustainable wildlife management at the Gondwana Game Reserve near Mossel Bay to evaluate conservation programs, the benefits and disadvantages of ecotourism, and the future of Africa's natural habitats. Practical field work will be conducted at the reserve as well as a safari game drive. Visits to Cape Town's environs will expose students to the ecological diversity of the region as well as to the modern and traditional life of this important African nation.

TVL 299 Istria and Belgrade: History, Politics, Culture and Traditions

The purposes of this interdisciplinary travel program to Istria and Belgrade are twofold. The first part of the trip introduces students to the historical, political and multicultural dimensions of Istria and Croatia from different perspectives. Students are introduced to the historical origins, architecture and the developing tourist industry of Istria as well as the political and cultural life of Istria and Croatia. Related topics include analyses of the economic transition currently in evidence in Croatia as well as the Croatian educational system. The second part of the trip exposes students to the rich historical and cultural dimensions of Belgrade, the former capital of Yugoslavia and currently the capital of Serbia. Salient aspects of Serbia are stressed, to include its economic, demographic, cultural, linguistic, and political milieu as well as current transitional changes in this post socialistic country. Students will gain on-site experience which goes far beyond the information which can be found in the print media or on the Internet. Meetings with government representatives and private business managers, interviews with ordinary people and visits to the refugee camp are planned. The itinerary will center on Pula, Opatia, Brioni, Postojna, Motovun and Belgrade.

TVL 328 Malawi and Mozambique

This academic travel experience to Malawi and Mozambique focuses on sustainable development, cultural heritage, local community enterprise and natural resource conservation. In addition to understanding the history and culture of these diverse countries, special emphasis will be devoted to exploring the feasibility of sustainable development in the broader context of development pressures. Students will visit Freedom Gardens of Lilongwe (a demonstration project in food security), a number of demonstration projects in sustainable development in Mozambique, and explore the Island of Mozambique, the capital of colonial Portuguese East Africa. Opportunities for game viewing in Malawi's Liwonde National Park will also be included in this academic travel. Accommodations will be in safari tents or backpacker lodges.

TVL 329 Thailand: Community Building and Service Learning

This travel aims to develop students' intercultural consciousnesses and expose them to traditional non-western concepts of community building. Specifically the travel aims to 1) expose students to an East Asian culture, 2) allow students to experience first hand the socio-economic culture of Thai villagers and, 3) offer students an opportunity to immerse themselves in a small village community of approximately 100 people who

only speak the local Thai dialect. This trip is a collaboration with the Sainam Foundation and takes place in a remote village in north-eastern Thailand. Students will work side-by-side with villagers on designated projects involving local harvests, land clearing, farm work, and English teaching. Students considering this trip should take into account the basic accommodation provided.

TVL 339 The Baltics: Observing Economic and Cultural Transition

The Baltic Countries have shifted between Russian and Western European influence areas for centuries. In 1940 they were annexed by the Soviet Union and spent the next 50 years under a Communist regime. Independence and the radical changes that began in 1991 have created tremendous challenges and opportunities for these countries. The focus of this trip is to try to understand the history of the Baltic Countries and the changes taking place today. The group will visit their western-oriented capitals: Vilnius, Riga and Tallinn. Lectures, meetings with local students, and visits to their spectacular Old Towns will provide the basis for understanding their recent history and present situation. In addition students will visit Minsk (Belarus) or Helsinki (Finland), for a brief introduction to another important player in the region and some discussion of their intra-regional relations.

TVL 358 Georgia: Observing Social and Economic Transition

Georgia was an independent kingdom in the Middle Ages. It came under Russian influence at the beginning of the 19th Century and briefly declared independence during the Russian Revolution. In the early 1920s it was annexed by the Soviet Union and was a Soviet republic until its breakup. Independence and the radical changes that began in 1991 have created tremendous challenges and opportunities for this country. The focus of this academic travel is to try to understand the history of Georgia, and the changes taking place today. The group will visit the capital, Tbilisi, as well as other significant towns. Lectures, meetings with local officials and visits to cultural landmarks will provide the basis for understanding the recent history and present situation.

ACADEMIC SUPPORT

Libraries

The David R. Grace Library (Kaletsch Campus) and the Fowler Library (Fowler Learning Commons, Lowerre Academic Center) provide students, faculty, and the community at Franklin University Switzerland with books, periodicals, DVDs, and electronic resources, as well as assistance in the use of these resources, and the physical space in which to study. The Grace Library holds an English-language collection of approximately 36,000 volumes, and print periodicals. The Fowler Library houses materials in French, German, Italian, Portuguese, Russian, and Spanish, as well as science, mathematics, technology, and health materials. The library service subscribes to many full-text databases covering the full range of disciplines.

The libraries are open approximately 100 hours per week when classes are in session, and keep extended hours during midterm and final exam weeks. Students may also set up access and borrowing privileges at the local university library in Lugano.

Further details of library opening hours and resources can be found at www.fus.edu/library

The Writing and Learning Center

In accordance with the mission of the university, the Writing and Learning Center (WLC) provides an inclusive space for students of all levels and cultural backgrounds to learn how to make the most of their academic experience. It offers tutorials, workshops, class visits and resources that support students in developing lifelong skills in writing, languages, quantitative reasoning, and career preparation. The WLC fosters student success by helping students become active writers and engaged learners at every stage in their college career. We take a holistic approach to academic support, facilitating learning opportunities among students, professors, advisors, librarians, and student life professionals, including helping students connect with peers about courses and academic life at Franklin. Specifically, support is offered in the following areas:

Writing: As all writers benefit from sharing works-in-progress with an intelligent reader, the WLC organizes tutorials on a one-on-one basis at any moment of the writing process, from understanding an assignment to citing sources.

Learning: In addition to writing tutorials, students can also meet one-on-one with a trained tutor to work on a wide variety of college and study skills, including note taking techniques, time management skills, oral presentation strategies, and exam preparation.

Language Tutoring: Students meet with language tutors in groups to work on vocabulary, grammar, and conversation in Italian, French and German.

Academic Leadership Opportunities: The WLC supervises the Academic Mentor program for First Year Seminars and offers Life-Long Learning Scholarships with training opportunities for its own tutors.

For more information and updates, see www.fus.edu/writing-and-learning-center or contact the Director of the Writing and Learning Center, Professor Gardiner at agardiner@fus.edu

Accessibility Services

Overview of Services

Franklin University Switzerland is committed to providing reasonable accommodations in its academic and co-curricular programs to students with disabilities. The Office of Accessibility Services helps foster success by coordinating need-specific accommodations and by offering additional support for students who qualify. In a small community of lifelong learners, Franklin University Switzerland routinely offers individualized, student-centered assistance in the spirit of the Americans with Disabilities Act (Title III), and Section 504 of the United States Rehabilitation Act.

How to Request Accommodations

The process of obtaining accommodations at the university level is generally different from that typically found at secondary schools. At a university, it is the student's responsibility to seek disability-related accommodations and services, and to disclose a disability in order for the university to make reasonable accommodations.

If you think you may need accommodations, or have had them in the past and would like to continue receiving them, start the process by contacting accessibility.services@fus.edu. The Office of Accessibility Services will set up a meeting with you to discuss your individual situation. Bring to this meeting any documentation that you have about your disability. Primary documentation is typically produced by a qualified evaluator, has been written within the past four years, and includes information about your challenges within an academic setting as well as recommendations for accommodations.

Accommodations at Franklin University Switzerland are determined on a case-by-case basis, depending on the nature of the disability, the student's own concerns, and the content of the documentation provided. All information is handled with strict confidentiality. For further information or clarification of the process, contact accessibility.services@fus.edu

ACADEMIC POLICIES AND PROCEDURES

This section provides details regarding the academic policies and procedures that guide students in the completion of their degree requirements. In addition to the information in this and other sections of the Academic Catalog, students should refer to specific information available through the Franklin University website www.fus.edu, the office of the Registrar, and Franklin's student portal MyFranklin.

Academic Calendar

The academic year at Franklin University consists of two sixteen-week semesters. Each semester includes a final exam period and a two-week travel period during which students participate in the faculty-led travel portion of their Academic Travel classes. Two optional 4-week summer sessions are offered, usually in the months of June and July. For specific dates, see www.fus.edu/registrar/academic-calendar

Academic Advising

Each student is assigned an academic advisor, usually a full-time faculty member, upon arrival at Franklin. The academic advisor's role is to assist students in developing educational plans that are compatible with their life goals and to help students take responsibility for their own education. In this on-going process, the advisor helps coordinate a student's learning through curriculum planning and review of the student's academic progress, and by referring students to campus resources as the need arises.

To ensure that this interaction takes place between advisors and their advisees, the advisor's signature or on-line approval is required during important moments in the student's academic career, including course registration, course changes, and declaration of academic program. However, the final responsibility for selecting courses and meeting degree requirements belongs to the student. When a student declares a major, the student is automatically reassigned to an advisor in that academic area. If the student's advisor is already in that academic area, the advisor is confirmed.

New Student Registration

Registration is completed during Orientation Week and the first week of each semester. The office of the Registrar will enroll new students prior to arrival, taking preference selections and space availability into consideration, for some courses including: First Year Seminar, Modern Language, and Academic Travel courses.

Returning Student Registration

Returning students may register for courses for the coming semester during the registration period following Academic Travel. Students who have an outstanding balance in the current semester will not be permitted to register for courses in the coming term. Students register according to the following priority order: Dean's List Seniors, Seniors, Dean's List Juniors, Juniors, Study-Abroad, Dean's List Sophomores, Sophomores, and Dean's List Freshmen, and Freshmen. Course registration for returning students will be cancelled if the student fails to pay tuition and fees for the semester by the stated deadline. Students with 60 credits or more earned (including credits from transfer or advanced standing) must have declared their major to be able to register for courses in a subsequent semester or summer session.

Change of Registration

Students may change their course registration online via Self-Service without penalty up until the published Course Change (drop/add) deadline. Academic Travel may have an earlier Course Change deadline than regular classes.

Continuing Enrollment

If a student meets the criteria for a grade of Incomplete (see Incomplete Policy), the student may be allowed up to a four-month period after the end of a semester to complete coursework and would not incur for that period a Continuing Enrollment fee. Students granted an extension for completing coursework or a thesis beyond an initial four-month period and who are not currently registered during the extended deadline period will be assessed a Continuing Enrollment fee. This allows the student to utilize University resources needed to fulfill the unfinished coursework.

Course Credits and Residency Requirement

The academic credit at Franklin is equivalent to one semester credit (or two ECTS credits). Most Franklin University courses carry three semester credits. The Bachelor of Arts degree program requires 120 credits to graduate; the Associate of Arts degree program requires 60 credits to graduate. Students planning to complete degree requirements at Franklin should note that a minimum of 60 credits (at least 30 in the major) towards the Bachelor of Arts degree or 30 credits towards the Associate of Arts degree must be completed at Franklin University.

Course Load

Each student must register for and maintain a full-time course load (4 or 5 regular three-credit courses) each semester for academic, financial aid, and student permit purposes. Exceptions may be made for graduating students in their last semester or for those who can claim other extenuating documented circumstances. Students must petition the Dean of Academic Affairs for permission to drop below full-time status. Part-time status can be allowed for persons with Swiss nationality or holders of a Swiss “C” resident permit. It is strongly recommended that students on academic probation (cumulative GPA below 2.0) register for only four courses. With the permission of the Dean of Academic Affairs, students maintaining a minimum cumulative GPA of 3.0 will be allowed to register for six courses, for an additional course fee.

Course Prerequisites

In many courses, the content builds on knowledge and skills from previous courses. Prerequisites for these courses are indicated in the section on course descriptions. A student can register for such courses without the prerequisite only with permission from the instructor or, if the instructor is not teaching at Franklin in the current term, the department chair. A student can pre-register for such courses if the student will meet the prerequisites prior to the beginning of the term. A student without prerequisites or Instructor Permission will be automatically dropped from a course prior to the beginning of the term unless proof of completion of the prerequisite has been received by the office of the Registrar.

Independent Study

Students may petition the Dean of Academic Affairs to take an existing course as an independent study course from an individual faculty member provided they meet the following criteria:

1. The student has applied to graduate and the Registrar can confirm that degree completion is estimated to be within the academic year; and
2. The course required to complete degree requirements (or an adequate course substitute) is not being offered/scheduled by the University within the academic year in which the student would otherwise complete all degree requirements.

Independent study courses are only permitted based on the criteria above and with the faculty member’s consent. Such courses are normally restricted to full-time faculty during the academic year (August – May). Payment for this type of course is included in the student’s regular full-time tuition provided that the full course load is no more than five courses per semester; otherwise the independent study will be charged as a course at the part-time rate. Generally a student should enroll for no more than one independent study course in a given semester. A petition for an independent study course must be submitted to the Dean of Academic Affairs for approval before the Course Change deadline.

Auditing a Course

Juniors and Seniors may audit one course per semester, during the regular academic year, with the permission of the relevant faculty member. Students must formally register as an auditor before the end of the Course Change (add/drop) period. Courses taken as an audit do not carry credit and the audit grade designation does not count in the grade point average. Students may not change from an audit to a regular grade, or vice versa, after the Course Change deadline. A full-time student (enrolled in either four or five courses in any given semester) may audit one course in their time at Franklin without charge. Additional audits carry a fee and the same fee applies to part-time students auditing a course. Auditing Academic Travel courses is not permitted.

Attendance and Participation Policy

Each faculty member will set a total number of absences tolerated before absences begin to affect a student's participation and final course grade. This number of total absences allowed includes absences due to illness. The faculty member's specific policy will be announced at the beginning of each course and included in the course syllabus. A student who, for no valid reason, remains absent from campus or from classes for an excessive length of time during a semester may be required to withdraw from the University.

Non-compliance with the class attendance policy for Academic Travel will result in removal from the travel portion of the course and a failing grade for the class.

Transfer Credit Evaluation

Students may transfer up to a maximum of 60 credit hours for the B.A. and 30 for the A.A. degree. The applicability of credits towards major requirements is determined by the Registrar in consultation with relevant Department chairs. After the period of initial enrollment, a student may transfer a maximum of 30 credits to Franklin University as long as he/she does not exceed the 60 credit total transfer maximum for the B.A. or the 30 credit maximum for the A.A.

Credits may be transferred for courses taken at other regionally accredited American institutions, provided that a grade of C or better has been achieved. Credit may also be transferred for courses or exams taken at non-American institutions, provided that the university is recognized by government educational authorities within the country, and the student received a passing grade equivalent to at least a C in the American system. The transfer courses must be equivalent in content to those offered at Franklin. In cases where Franklin University does not offer a comparable course, credit may be given on an elective or undistributed basis. For the determination of transfer credits, Franklin may require submission of course descriptions, syllabi or copies of student work. Grades are not transferred; only credits are recorded. All documents and credentials are submitted with the understanding that they become a permanent part of the student's academic record and the property of Franklin University Switzerland.

The University reserves the right not to accept advanced standing credit or transfer credit when official documentation sent directly from the examination agency or transfer institution to the University has not been received within a year of the student's matriculation at Franklin.

Advanced Standing

A student may be granted advanced standing at Franklin for college or university-level study successfully completed in secondary school. The applicability of credits towards major requirements is determined by the Registrar in consultation with relevant Academic Departments. A maximum of 30 credits toward the B.A. degree and 15 credits toward the A.A. degree may be awarded through Advanced Standing.

- Advanced Placement Examinations of the College Board: Three to six credits awarded for Advanced Placement Examinations with scores of 4 or 5. A maximum of 18 credits may be awarded. Advanced placement credit in English is awarded for courses in literature, but not in English composition.
- High school students who have passed college/university level courses taken on the campus of a regionally accredited college or university, with a grade of C or better.
- International Baccalaureate: Six credits for each higher level (HL) passed with scores of 5 or above. Three additional elective credits will be awarded for successful completion of the International Baccalaureate diploma. A maximum of 21 credits may be awarded.
- French Baccalaureate: six credits will be awarded for coefficients of 4 and above and minimum scores of 10. A maximum of 30 credits may be awarded.
- From other non-US institutions: credit to be determined by individual transcript evaluation. German Abitur, Swiss and Italian Maturità and similar European entry certificates may be awarded credit for a passing grade in each principal examination for a maximum of 30 semester credits. British A Level passes are awarded 9 credits for each A Level pass with grades of A, B or C; AS level passes may be awarded 3 credits each. A maximum of 30 credits may be awarded.

The University reserves the right not to accept advanced standing credit or transfer credit when official documentation sent directly from the examination agency or transfer institution to the University has not been received within a year of the student's matriculation at Franklin.

WITHDRAWAL AND LEAVE POLICIES

Withdrawal from a Course

Students may change their course registration online without penalty up until the published Course Change (add/drop). Students may voluntarily withdraw from a course at any time up to the published withdrawal deadline provided it does not affect their full-time status. (Consult the University Academic Calendar for withdrawal deadlines.) A student who withdraws from a course will receive a W on his or her transcript which will not affect the grade point average. There are no refunds of tuition for withdrawals. Only in extraordinary circumstances can a student drop below active enrollment in at least four regular (3) credit courses with the permission of the Dean of Academic Affairs.

Note: Academic Travel Course Change (add/drop) dates may be different than those for regular courses.

Administrative Course Withdrawal

Non-compliance with the attendance policy specified in the syllabus of a course may result in the student being asked to withdraw from the course by the professor in consultation with the Dean of Academic Affairs. Students should understand that absences totaling three weeks of a course (or its equivalent in a summer session) may be grounds for a failing grade or administrative withdrawal. Students who are required to withdraw must submit the signed Course withdrawal form to the Registrar's office by the published withdrawal deadline in order to receive a grade of W as long as they remain registered in a minimum of four regular (3) credit courses. A student will receive an F when the student has already withdrawn from another course or would otherwise fall below full-time status with the administrative withdrawal or does not submit the Course withdrawal form by the published deadline. A student will receive an F for administrative withdrawals after the withdrawal deadline.

Late Arrivals

During the Fall and Spring semesters, any student who is found to be absent for the entire first week of classes in a given course will be considered to have forfeited his or her place in the course and may be dropped from the course at the instructor's request, in consultation with the Dean of Academic Affairs. A late withdrawal fee will be assessed.

A student who has not arrived on campus or who has not attended a class for the entire first two weeks of classes during a fall or spring semester will be withdrawn from the University for that semester with grades of W in all courses. Students should consult summer session registration and academic policy material for information on deadlines for summer courses, which include penalties for late withdrawals and refund policy.

Leave of Absence Requests

Students in good academic and disciplinary standing may apply for a Leave of Absence. A Leave of Absence can be granted for one or two semesters in which a student can take time off from academics or pursue studies at another institution. Students who wish to request a Leave of Absence must complete a Leave of Absence Request form, available from the Registrar. The form, completed with all required signatures, must be submitted to the Registrar's office prior to the end of the semester preceding the requested Leave of Absence period. Students who are granted a Leave of Absence may return to their studies at Franklin University within the requested time period without formally reapplying to the University. Students returning from a Leave of Absence continue with the same academic core and degree requirements they were subject to when they left the University.

Students who wish to return to Franklin University at the end of their Leave of Absence must notify the office of Admissions and the Registrar of their intention to return in writing by March 15 for the Fall semester and by October 15 for the Spring semester. Students who also wish to apply for financial or merit aid renewal must notify the office of Admissions in writing of their intention by March 15 for the Fall semester and by October 15 for the Spring semester. An enrollment confirmation deposit is required for a Leave of Absence. The deposit will be put towards the student's tuition in the semester in which he or she returns. The deposit is non-refundable in the case the student decides not to return to Franklin University within two semesters.

Voluntary Withdrawal from the University

In order to withdraw from the University before the end of a given semester, the student must complete a University withdrawal form available from the Registrar. Written permission for withdrawal from the University must also be received from the individual who signed the Statement of Financial Responsibility. On the date of receipt of these two documents, the withdrawal will be considered effective and the amount of refund will be determined (see Refund Policy). If a student does not complete official withdrawal procedures, failing grades will be recorded on his/her transcript for that semester. Students who intend to withdraw from the University upon completion of a semester are not required to obtain parent's permission, but should complete a Non-Returning Student form available from the Registrar.

Involuntary Withdrawal from the University (Disciplinary Dismissal)

Franklin University Switzerland is committed to the well-being and safety of its community members and the integrity of its learning environment. The University may seek the involuntary withdrawal of a student if there is sufficient evidence that the student is engaging in or is likely to engage in behaviors that present a real danger of substantial harm to self or others, or seriously disrupts the learning environment and/or activities

of the campus community. The refund policy (see Refund Policy section) applies to involuntary withdrawals from the University. Please refer to the Student Life Handbook on the Franklin University website for more information on the grounds for an involuntary withdrawal as well as the full procedures.

Application for Re-Admission

Former Franklin University students who have withdrawn or otherwise not returned to the University, with the exception of students on an approved Leave of Absence, may apply for readmission to the University, following the procedures and deadlines described under Study-Aboard and Transfer Students. In no case can a former Franklin University student transfer to Franklin University more than 30 credits after the period of initial enrollment.

Students who have been academically dismissed from Franklin University may reapply for admission once they have successfully met the conditions for re-admission outlined in their dismissal letter. Students reapply through the office of Admissions. Once the student's application file is complete, the Committee on Admissions and Academic Standards will conduct an official review. It should be noted that while a student may have been dismissed for academic insufficiency, the review process will include all areas of student life and a student's previous behavior and disciplinary record will be among the factors taken into consideration. Application for readmission for the Fall semester must be received by June 15 and by November 1 for the Spring semester.

Late Withdrawal

Withdrawals from the University between semesters for returning students must be communicated in writing. A withdrawal is considered late when it is received after the payment deadline specified for each semester. A late withdrawal fee will be assessed in such cases. (See Tuition Payment and Policies section.)

GRADES AND GRADING POLICY

Grading Policy

The grade point average (GPA) is calculated on a scale from 4 to 0, with equivalent letter grades (A to F) being recorded on the student's permanent record.

Grade	GPA Points	Performance
A	4.0	Excellent
A–	3.7	
B+	3.3	Good
B	3.0	
B–	2.7	
C+	2.3	Satisfactory
C	2.0	
C–	1.7	
D+	1.3	Unsatisfactory
D	1.0	
D–	0.7	
F	0.0	Failure
W		Withdrawal
I		Incomplete
AU		Audit
TR		Transfer or Advanced Standing

Mid-Term Grades

Following the Academic Travel period, students receive mid-term grades. Mid-term grades are unofficial and reflect only the student's progress in a course at the middle of the semester. These grades do not necessarily represent half of the final grade and are not calculated into the semester grade point average. In order to determine how specific requirements are weighed in calculating the final grade, students should consult the course syllabus or ask their professor.

Incomplete Course Grade

A grade of I (Incomplete) may be assigned to students whose coursework has been satisfactory, but due to illness or extenuating circumstances are unable to complete the course. In order for students to be eligible for an I grade they must have completed at least 60% of the total required coursework (or made adequate progress in a senior thesis) with a grade of C or better. Students must provide their professor with information or documents that substantiate their reason for requesting an I grade and additional time to complete the coursework prior to the final grade deadline. The faculty member makes the final decision as to whether to grant an I grade; sets a deadline for the remaining coursework to be completed (not to exceed one year); provides this information to the student; and submits a signed Incomplete Grade Form to the office of the Registrar.

If the remaining required coursework is not completed by the deadline set by the faculty member, a grade of F may be assigned. Students may request an extension of the faculty member's original completion deadline, not to exceed a total time period of one year. If the coursework has not been completed and the faculty member has not submitted a new grade the I grade will revert to a permanent F with the expiration of the one-year time period after the end of the semester in which the course was taken.

Students granted an extension for completing final degree coursework (including thesis) and who are no longer registered during the extended period will also have a total maximum of one year to complete the work before the I grade changes to a permanent F. After this change the student would have to re-register for the class in order to complete degree requirements.

Students granted an extension for completing coursework (or a thesis) beyond an initial four-month time period and who are not currently registered during the extended deadline period will be assessed a Continuing Enrollment fee.

Repeating a Course

A student who has received below a C in any course may repeat that course. When the course is repeated at Franklin University the original grade remains on the student's transcript, credit for the original course will be voided, and the student's cumulative GPA will reflect the grade of the second attempt. The grade received for the second attempt will be binding. If a failed course is repeated at another institution, the original grade remains unchanged. Because of the cumulative nature of the study of mathematics, it is strongly recommended that students repeat any courses in these fields for which they achieved grades of D+ or below. Likewise, because of the cumulative nature of language study, students must receive a C or better in language courses in order to proceed to the next level. For English for Academic Purposes courses, students must pass EAP 120 and EAP 125 courses with a C grade or better to proceed to EAP 130, otherwise the courses must be repeated.

Final Grades

Students can review their final grades via the MyFranklin student portal following the end of the semester. Students will be notified by email when the students has exhibited exceptional academic performance and has been named to the Dean's List or if he/she has demonstrated academic difficulty and is placed on probation or academic warning.

Students may also grant their parent or guardian access to their student portal to see grades and other information. More details at www.fus.edu/registrar/shared-access-for-parents.

Right to Appeal Final Course Grades

A student can appeal for a course grade change if the student feels that s/he can demonstrate either bias or prejudice or that the grade was given in an arbitrary or capricious fashion. The appeal must be in writing to the Dean of Academic Affairs and must be submitted within two weeks of the issuing of the final course grade. In order for the appeal to be considered, the student must first contact the instructor of the course to request a break-down of how the grade was determined (or calculated). The student must include with his or her appeal the correspondence with the instructor. Based on the student's written appeal, the Dean of Academic Affairs can decide to dismiss the appeal, to investigate further or to instruct the Registrar's office to change the student's final grade. The decision of the Dean of Academic Affairs is final.

Transcripts

Official transcripts are available through the Registrar's office. Students must make a request either via their MyFranklin online account or by submitting a signed Transcript Request form, available online or from the Registrar's office. Transcripts can be sent by regular mail or electronically via a secure system for no charge. They can also be sent via express mail for an additional fee. Transcripts will not be released if the student has an outstanding financial obligation to the University. The University does not take responsibility for the receipt of the transcript. See www.fus.edu/registrar/ordering-transcripts

Student Privacy

Franklin University is in compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA). The policy permits students to review their educational records and prohibits the disclosure of those records to a third party without the written consent of the student. All information belongs to the student and cannot be released without the permission of the student, except to the extent that FERPA authorizes disclosure without consent, and in specific cases such as legally binding court orders.

Franklin University may distribute the following information in appropriate situations without the student's permission under the definition of Directory Information: student's name, photograph, address, telephone number, email address, date and place of birth, class level, major, minor, enrollment status, class rosters, dates of attendance, degrees and awards received, previous educational agencies or institutions attended by the student, and participation in officially recognized campus activities.

The full Franklin University FERPA policy can be found at:

www.fus.edu/registrar/student-privacy-ferpa/privacy-policy-for-student-records

ACADEMIC STANDING

Dean's List

A student who achieves a semester grade point average of 3.5 or above will be named to the Dean's List. In order to qualify, a student must have completed a minimum of five courses of 3 credits each (15 credits). The student will be informed of the honor by letter, and it will also be recorded on his/her transcript. Dean's List students are given priority in registration for courses, Academic Travel and housing placement requests.

Academic Warning, Probation, and Dismissal

A student will be placed on Academic Warning if the semester grade point average falls below 2.0 but the cumulative GPA remains above 2.0.

If, at the end of a semester, a student's cumulative grade point average is below 2.0, the student will be placed on Academic Probation for the following semester, which will be recorded on the permanent record. After one semester on Academic Probation without noticeable improvement, the student may be subject to dismissal from the University. The academic dismissal will be recorded on the student's permanent record. Probationary status initiated in any semester will continue through the end of the following semester of regular enrollment. Summer grades will not affect probationary status for the Fall.

Any instance in which a student's cumulative GPA drops below 2.0 for a third semester (for example: the student has already been placed on probation twice) will make the student subject to immediate Dismissal. In addition, exceptionally poor academic performance in any given semester may be grounds for immediate dismissal, without the semester of Probation status. Dismissals for inadequate academic performance for first-year students will normally take place in May, after completion of the Spring semester. All actions of dismissal will be taken at the discretion of the Committee on Admissions and Academic Standards and the Dean of Academic Affairs.

A student who is dismissed from the University must satisfactorily complete one or two semesters (12-30 credits) at another regionally accredited institution before applying for re-admission to Franklin University. The number of semesters required is specified in the student's letter of dismissal

Appeal Process Against Dismissal

A student who has been academically dismissed from the University may appeal the decision. That appeal should include explanatory information and any new evidence not previously considered by the Committee on Admissions and Academic Standards. It must be in writing, addressed to the Chair of the Committee, and submitted within two weeks of the date on the notification of dismissal. A student will not be allowed to register

for regular or summer session courses while an appeal is in progress. Where an appeal is submitted, the Chair of the Committee will review the student's academic record, taking into account any relevant material contained in the letter of appeal and make a further recommendation to the Dean of Academic Affairs or his/her delegate. The decision of the Dean of Academic Affairs based upon this final recommendation will be binding.

Graduation and Commencement

Franklin University Switzerland confers the Associate of Arts and Bachelor of Arts degrees in December, May, and August. Students officially graduate and may receive their diploma on the degree conferral date following the completion of all degree requirements. In order to be eligible to graduate, students must have: declared their Academic Program (or major); submitted an Application for Graduation by October 15th for the following May and August graduation or March 1st for December graduation; completed an approved Graduation Evaluation; and fulfilled all of the requirements for an Associate of Arts or Bachelor of Arts degree.

A Graduation Application fee will be invoiced at the time of application. A late fee will be assessed for Graduation Applications received after the deadlines. These fees apply to both the Graduation Application for the Associate of Arts (AA) and for the Bachelor of Arts (BA) degrees. For more details, see www.fus.edu/online-payment/deposits-and-fees

Completion of the Bachelor of Arts degree requirements include, but are not limited to, the following: All Core, Modern Language, Academic Travel, Academic Writing, Major, Minor, and Elective courses required by students' declared academic plans. In addition, students must have at least 120 credits, meet residency requirements by having at least 60 credits earned at Franklin of which at least 30 credits must be in the major, a minimum grade point average (GPA) of 2.0 in courses in the major, a minimum GPA of 2.0 in courses in the minor, and a final cumulative GPA of 2.0 or higher.

Students who have completed all requirements for the degrees of Bachelor of Arts may participate in the Commencement ceremony held in May each year. Candidates for the Bachelor of Arts degree may participate in the Commencement ceremony if they have 3 courses (9 credits) or fewer remaining to complete degree requirements. Students must be enrolled or have submitted a Transfer Credit Approval form for completion by the end of Summer sessions or no later than 31 August following Commencement. Diplomas will be issued and degrees conferred at the next conferral date following the receipt of all grades and the completion of all degree requirements.

Graduation with Distinction

Students who complete their degree requirements in the range of cumulative grade point averages noted below will receive their diploma noting their distinguished achievement:

summa cum laude	3.900 – 4.000
magna cum laude	3.700 – 3.899
cum laude	3.500 – 3.699

Distinctions noted in the Commencement ceremony and program will be based on the previous semester's grade point average. Diplomas are issued only once all grades have been received and degree requirements completed; therefore, formal distinction earned is based on the final cumulative grade point average.

Graduation with Honors

Eligible students who have completed all of the Honors Program requirements will be presented upon conferral of their degree with an Honors Program Certificate. official transcripts also acknowledge students who are Honors Program graduates.

ACADEMIC DISHONESTY: STATEMENT ON CHEATING AND PLAGIARISM

A student whose actions are deemed by the University to be out of sympathy with the ideals, objectives or the spirit of good conduct as fostered by the University and Swiss community, may be placed on Disciplinary Probation or become subject to dismissal from the University. Cheating and plagiarism are dishonest actions that run counter to the University ideals. Furthermore, cheating reflects negatively on one's personal integrity and is unjust to other students.

Consequently, the University has adopted the following code:

- When an examination is in progress, all unauthorized books, notes, papers, notebooks, and phones must be left outside the classroom, or, where this is not feasible, left beneath the student's seat unopened.
- Students will be asked to distribute themselves around the room during an exam so as to leave the widest possible space between them.
- During the examination only the blank paper required for the examination and a pencil, pen or other tools as permitted by individual instructors may be on the desk.
- Should an instructor see written crib notes in evidence or see a student consult a cell phone during an exam, the presumption will be that the student has cheated on that exam.
- If a student must leave the classroom during an examination due to physical duress, the student must turn in the exam and will not be allowed to return during the examination period. No make-up examination will be administered.
- It is within the prerogative of the instructor to take a student's paper during an exam and to ask that student to take an oral exam, or another exam, at the instructor's discretion.
- A student found cheating will be reported to the Dean of Academic Affairs. A second offense, in the same or any other course, will result in dismissal from the University.
- A student found cheating on an exam will be given an "F" for that examination. If it is a final examination, the student may be given an "F" for the course.
- A student whose paper or assignment has clearly been plagiarized will receive an "F" for that paper. Notification will be sent to the Dean of Academic Affairs. A second offense, in the same or any other course, will result in dismissal from the University.

Cases of academic dishonesty may be handled by the instructor in whose course the violation occurred if the matter is a result of student ignorance or is a first offense. The instructor will assess the severity of the violation and impose an appropriate penalty. In the event of a repetition of dishonesty, the matter will be referred to the Dean of Academic Affairs, and the student will risk dismissal from the University.

GRADUATE STUDIES

Master of Science in International Management (MSIM)

The M.S. in International Management is a 12-month cohort program designed to develop responsible, collaborative, and innovative global leaders of companies and organizations. The program of study and practice creatively integrates management and business concepts with international and professional experiences. The program includes a year-long leadership development experience, academic travel, and a practical field experience which begins in the Spring semester and is completed during a four-week intensive course from mid-May to mid-June.

Cohort Model

MSIM students come to the program with diverse professional backgrounds, cultures and educational experiences—some with a prior business degree, some with a degree in liberal arts or sciences. Students are enrolled as a group in most courses and modules. As a cohort, they progress through the courses necessary to gain knowledge and understanding of the functional areas of management and the skills that they will need to be effective and responsible managers and leaders. The cohort program requires students to learn from each other as well as from their coursework as they learn to manage the complex challenges faced by business and society in the 21st century.

3+1 and 4+1 Program

In collaboration with the Franklin University undergraduate program, FUS students who apply and are accepted to the MSIM or MSIM.e program during their junior year will have the following opportunities for integration into the master's program during their senior year:

- A structured transition between academic and professional education
- Academic Travel at the graduate level
- Professional and Leadership development
- Coaching
- Teambuilding
- Corporate visits
- Speakers and workshops

For more information, fill out the inquiry form at:

www.fus.edu/academic-programs/graduate-programs/master-of-science-in-international-management

MSIM Program of Study

Core Courses (49 Credits)

MGT 510	International Management (4 credits)
MGT 511	Digital Communication Strategies (2 credits)
MGT 513	Technology and Business Processes (2 credits)
MGT 520	The Role of Ethics in the Modern Corporation (2 credits)
MGT 525	Project Management (2 credits)
MGT 531	Global Issues and Responsible Leadership (4 credits)
MGT 535	International Business Economics (2 credits)
MGT 540	Business Law (2 credits)
MGT 541	Consumer Behavior in Global Markets (4 credits)
MGT 543	Theory and Practice of Leading Social Impact Organizations (3 credits)
MGT 545	Managerial Finance (3 credits)
MGT 550	Innovation Management (2 credits)
MGT 580	Social Entrepreneurship: Academic Travel (2 credits)
MGT 600	Career Strategies (1 credit)
MGT 602	Practical Experience (4 credits)
MGT 599	Independent Study/Internship (3 credits) (Optional for additional credit)

Electives (6 Credits)

Selected upper-division electives chosen from the undergraduate course offerings in consultation with the program director. Students take one elective each semester.

MSIM Courses

MGT 510 International Management (4 credits)

The goal of this course is to familiarize managers with the field of international business, management, and operations. In this course you will review, critically consider and discuss a variety of contemporary issues in international management. Students will learn about the manager's role within the dynamic global environment of business management by exploring the political, legal, technological, competitive, and cultural factors that affect organizations today. The course covers strategic management, entrepreneurship, organization culture, development, and change, conflict management, and organization communications.

MGT 511 Digital Communication Strategies (2 credits)

In this course, students learn how to structure and design an effective dialogue with consumers using an interdisciplinary mix of techniques (from linguistics to engineering) to create a digital customer experience that maximizes conversion rates. In addition to exploring digital communication theories, digital design, and business strategy, students in this class learn to plan and design effective eCommerce strategies, from websites to landing pages; manage all aspects of online projects including content, design, and tools; and design the user experience, commonly known as interaction design. Finally, students make practical use of their knowledge by working in teams to conceptualize and implement professional projects effectively.

MGT 513 Technology and Business Processes (2 credits)

From eCommerce to traditional supply chains, technology is a key element to successfully managing business processes in a modern enterprise. This course provides a concise and complete overview of the basic instruments and techniques required to model, implement, and maintain business process solutions based on logistics technology and enterprise resource planning (ERP). Students learn to identify key components of enterprise software architecture, to identify and model key business processes that require technological support, to understand which software solutions are available and the pros and cons of each, and to define a technological strategy that can tackle a typical supply chain scenario (eCommerce). Students are introduced to the real-world ERP, Odoo, formerly OpenERP, and have the opportunity to interact with eBusiness professionals that face highly demanding logistics problems, learning from their practical experience.

MGT 520 The Role of Ethics in the Modern Corporation (2 credits)

This course explores the increasing amount of academic literature regarding the role of ethics in the modern corporation. Starting with the foundational principles of moral theory and sources of ethical principles, the course quickly branches into the applied field of ethics in business practice, looking particularly at how ethics, as perceived by the various stakeholder groups, are sustained in the corporate environment via intrinsic and extrinsic feedback. Students will have the opportunity to research an issue of their choosing and present a major paper demonstrating the varying degrees and means that ethical principles are infused and reinforced in corporate practices today, and how they influence decisions that managers are faced with routinely.

MGT 525 Project Management (2 credits)

This course examines the concepts and applied techniques for effective management of both long-term programs and projects. Project management principles and methodology are provided with special focus on planning, budgeting, controlling, and coordinating individual and group efforts. Key topics of focus include overview of modern project management, organization strategy, financial reporting, motivating and managing people, scheduling resources, project risk analysis, and work breakdown structures. Students will be required to define a project and develop a project plan.

MGT 531 Global Issues and Responsible Leadership (4 credits)

This course focuses on the responsible leadership of the individual in the context of Corporate Social Sustainability and the United Nations 2030 Agenda. The course is dialogue and action-based and students will be challenged to think critically, strategically, creatively, collaboratively, and compassionately. Through case studies, reflection papers, a team project, and other transformative learning experiences, students gain insights into their personalities, leadership styles, and values. With this self-knowledge students will be able to apply the mechanisms by which to successfully engage in social issues. Projects will be based on stakeholder models in Corporate Social Responsibility and Social Movements.

MGT 535 International Business Economics (2 credits)

This course illustrates how economic analysis can help to guide the successful decision-making of managers. It provides students with an understanding of the microeconomic concepts they will need, while stressing, from a methodological point of view, on game theory. The focus on game theory provides a natural link between strategic management and economics. From the international perspective, topics such as the foundations of international macroeconomics, international trade and increasing returns to scale are introduced. The course will also consider new, post-crisis paradigms and highlight the limitations of mainstream economics or decision theory. At the end of course students are introduced to some of the findings of the relatively recent field of behavioral economics. This will include what economists have to say with respect to social interaction, altruism, trust and virtues and social business.

MGT 540 Business Law (2 credits)

This course acquaints students with the fundamental concepts and principles of business law. The purpose of the course is to give students a critical understanding of legal reasoning. Specifically, the objectives of the course are: familiarize the students with legal language and concepts, increase understanding of various legal systems and how they function, to develop the student's appreciation of the legal environments in which organizations operate, and to expose students to legal reasoning. Topics include common law and civil law systems, the main features of the national legal structures (jurisdictions, sources of law, role of judges, and lawyers), contract law, and the different forms of business organizations.

MGT 541 Consumer Behavior in Global Markets (4 credits)

In today's globalized markets, differences in customer values, behaviors and perceptions exert a powerful impact on product acceptance. This specialist course examines current global marketing issues and aims to provide the skills that you will need in order to stay at the forefront of this discipline throughout your career. Students' studies will extend their awareness of the complex, dynamic and sometimes hostile international business environment. They will learn specific psychosocial models such as the Fishbein multi-attribute model, TRA, PBC, and VALS which will allow them to gain actionable customer insights in global markets. The course will also explore more qualitative techniques such as ZMET, IAT as well as Newly Developed Neuro-marketing methods which provide a deeper examination and exploitation of implicit or unconscious consumer's processes.

MGT 543 Theory and Practice of Leading Social Impact Organizations (3 credits)

Managerial challenges for non-profits are often more complex than those in the private sector: leaders need to navigate and address the needs of multiple stakeholders while balancing core values with effective delivery of activities. This course examines the context, issues, and skills associated with the leadership and management of high impact, international organizations. Students will gain an understanding of civil society and the nonprofit sector; strategic planning; collaboration and partnerships; and adaptive leadership in the social sector. Through the presentation of case studies, assignments, readings, class guests, and interactive workshops, students will work up to a pro-bono consulting project with a Swiss-based non-profit or an independent feasibility study for starting a mission driven organization.

MGT 545 Managerial Finance (3 credits)

This course examines the principles and practices of fund management in organizations. Attention is given to managerial financial decisions in a global market setting concerning such questions as how to obtain an adequate supply of capital and credit, and how to evaluate alternative sources of funds and their costs. Topics include the management of assets and liabilities, working capital management, capital budgeting, equity versus debt financing, capital structure, and financial forecasting.

MGT 550 Innovation Management (2 credits)

The management of innovation is one of the most important and challenging aspects of contemporary business. Innovation is a fundamental driver of competitiveness for firms in a wide variety of sectors. Efficiency, productivity and sustainability are the concern of managers in all organizations. The objective of this course is to help managers deal with the issues surrounding innovation. The course has an international focus since innovation development and diffusion are essentially international activities that involve companies selling products and services abroad or working with foreign suppliers and partners. Students are provided with a set of tools to assess a firm's innovative capabilities and identify how they may be leveraged or improved. Students also explore recent advances in the academic literature on innovation management, including topics related to competitive dynamics, strategic choice, product development, technology sourcing and organizational context. Case studies are used extensively in order to help students apply the conceptual frameworks presented to real-world business challenges.

MGT 580 Social Entrepreneurship: Academic Travel (2 credits)

MSIM students participate in Franklin's signature program, Academic Travel, and have the opportunity to travel to Madrid and Barcelona, Spain as part of the regular Master's degree curriculum during the spring semester. In Spain they will learn about design thinking, team building, and social innovation, and will attend interactive workshops around key themes including impact investing, microfinance, corporate social responsibility, social entrepreneurship, and environmental sustainability. They also explore the social, economic, and political context of Spain to better understand the landscape of where they live and work.

MGT 600 Career Strategies (1 credit)

A foundation course which focuses on effectively communicating strengths and skills through professional documents (CV and Cover letter), using social media to enhance networking, honing research strategies and practicing business acumen when interacting with experienced professionals.

MGT 602 Practical Experience (4 credits)

In the Practical Experience course, student teams will work with an international corporation or organization on a consulting project. The project is a strategic, organizational, or operational consultancy project which addresses the real needs of the client. The team will use the tools, techniques, and knowledge that they obtained during the academic year to provide the client with a professional end product. Teams will be assigned to a client mid-way through the Fall semester.

Each team will be supervised by an expert faculty member or practitioner. At the beginning of the spring semester, student teams, with support from the supervisor, and in consultation with the client, will develop a project plan that includes clearly defined deliverables. The bulk of the work on the practical experience is conducted over a period of four weeks, ending with the final presentation and the submission of a comprehensive report to the clients. Students will take personal responsibility for their performance and that of their team.

Graduate Academic Policies

Grading Policy

Letter Grade	Percentage Range
A	94% - 100%
A–	90% - 93%
B+	87% - 89%
B	84% - 86%
B–	80% - 83%
C+	77% - 79%
C	74% - 76%
Fail	Below 73%

The criteria for numeric grades are as follows:

- A: **Outstanding.** The student displayed exceptional grasp of the material, frequently with evidence of intellectual insight and original thought.
- B: **Excellent.** Work demonstrated a thorough grasp of the material with occasional errors and omissions. Assignments were thoroughly and completely done, with careful attention to detail and clarity and with evidence of intellectual insight.
- B- or C: **Acceptable:** The quality of work was acceptable, meeting minimal course standards, but was not exceptional. Performance on examinations and other assignments was satisfactory and demonstrated that the student was keeping up with the material and attending to detail.

Below C: **Unacceptable** for graduate credit

- I: **Incomplete**
A grade of I (Incomplete) may be assigned to students whose course work has been satisfactory, but due to illness or extenuating circumstances are unable to complete the course. In order for students to be eligible for an I grade they must have completed at least 60% of the total required course work with a grade of B- or better. Students must provide their instructor with documented information

that substantiates their reason for requesting an I grade. The instructor makes the final decision as to whether to grant an I grade; sets a deadline for the remaining course work to be completed within a six week period; submits a signed Incomplete form to the Director of Graduate Studies for approval.

Graduate students will not receive credit for a course with a grade below C. 45 credits with a minimum of cumulative grade point average (GPA) of 3.0 are required to complete the program. Students below this standard at the end of the Fall semester will be evaluated on a case by case basis to determine if successful completion of the program is possible.

Attendance Policy

Students are expected to attend all classes.

Electronic Devices in the Classroom

The use of cell phones, tablets or other mobile communication devices is disruptive, and is therefore prohibited during class. Computer use during class is allowed only when directly requested by the instructor. Students in violation of this policy will be asked to leave for the remainder of the class period and be marked absent.

Software Applications

The following software applications are required for this course:

- Outlook web application for email. Students must have an active FUS email account. All course-related communication is via Moodle and through FUS email. A student's FUS email can be accessed from any computer.
- Moodle is the Learning Management System for class discussions, announcements, posting of assignments and course materials. Students can access Moodle through the MyFranklin student portal.
- MS office software for assignments and course materials: Word, Excel, and Powerpoint.

Correspondence and Access to Course Information

All course information including assignments, syllabi and correspondence are available directly via Moodle. All course-related communication, correspondence with the course instructor, and course announcements via Moodle will use the FUS email. It is the student's responsibility to frequently check both Moodle and their FUS email for changes, additions or general information about coursework.

On Cheating and Plagiarism

We are all here to share knowledge – our own, that of our colleagues and instructors, and that which we gain from other scholars, past and present. It is incumbent upon us all to recognize the sources of our information, whether it is in class discussion or in written work. By the same token, written assignments and exams are designed to provide feedback to you and your instructors as to the degree of success achieved in the exchange of information. Failure to acknowledge sources, and the use of unauthorized information sources, are both contradictory to the ideals of the Franklin University and Swiss commu-

nities. Any deemed plagiarism or attempted deception in a written paper or on an exam will be cause for Disciplinary Probation or even removal from the MSIM program. It is within the prerogative of the instructor to take a student's paper during an exam and to ask that student to take an oral exam, or another exam, at the instructor's choice. A student found cheating on an exam may be given an "F" for the examination and, if it is a final examination, will fail the course. Notification of cheating or plagiarism will be sent to the Director of Graduate Studies by the instructor. A second offense in that, or any other course, may result in dismissal from the program.

Graduation and Commencement

Franklin University Switzerland confers the Master of Science degree in August. Graduate students who have completed all MS degree requirements, except for the Practical Experience, may participate in the Commencement ceremony held in May. Once a student has successfully completed the Practical Experience requirement, the student will officially graduate and receive his/her diploma on August 31.

Graduation Deferment

In the event that a student is not able to complete their Practical Experience requirement by the August deadline for graduation, the following procedure will be followed:

- Student will submit for approval a request for deferment.
- The request must be approved by the Director of Graduate Studies.
- If granted, the student must pay a fee of CHF 2,000 by August 1st.
- If approved, the final date for completion will be the December deadline for graduation.
- If the student does not complete the requirement by the December deadline, he/she will not be awarded the MSIM degree.

Graduation with Distinction

A student who earns a GPA of 3.6 or higher will graduate with honors, which will be indicated on the final transcript as "with Distinction."

ADDITIONAL INFORMATION

Tuition Payment and Policies

The information on these pages contains a complete guide to Franklin's financial policies and procedures. Please direct specific inquiries to bursar@fus.edu.

Tuition and Fees

Tuition for undergraduate degree programs are based on full-time registration of 12 to 15 credits per semester. Students taking more than 15 credits (excluding 1-credit Academic Travel and On-Campus Seminar) will be charged additional tuition on a per-credit basis. Academic travel is included in full-time tuition for travel in Europe. Students choosing a travel destination other than Europe will be charged an additional fee.

University fees cover student visas, access to technology resources, library expenses, and most extra-curricular activities. A portion of the fee is managed by the Student Government Association.

Tuition Payments

Tuition is paid by semester. Returning students will be sent a billing statement to their Franklin email account each semester after they are registered for courses. New students will also be emailed a billing statement to their private and Franklin email addresses after making a tuition deposit.

Students are required to pay tuition and fees in full before published deadlines, as posted on www.fus.edu. Students who deposit after May 1, or who have not received a statement 10 days before the payment due dates above should contact the Bursar's office immediately at bursar@fus.edu.

Statements can also be accessed on the MyFranklin Self-Service portal, Franklin's online student records system.

In order to attend classes, students must have paid all tuition and fee balances, have completed and accepted student loans, or have a signed and approved payment plan in place. Official transcripts, diplomas, enrolment confirmation letters, and other official documents will not be released to students with outstanding balances.

Late Payment Fines

If tuition balances are not paid in full by the appropriate due date, an initial fine of 200 CHF/USD will be applied. Additional late payment fines of 100 CHF/USD per month will be charged on a monthly basis until full payment has been received. A payment extension may be granted by contacting the office of the Bursar before July 1 for fall semester, or December 1 for spring semester.

Refunds

Tuition and fees are refunded on a pro-rated basis for students who withdraw:

- 60% refund from the first day of new student registration through the last day of the published add/drop period
- 40% from the first day after the add/drop period until Friday of the second full week of classes
- 20% from the third full week of classes until Friday of the fourth week of classes.

Once the Registrar receives written notification from the student's parents or guardian, the official date of the withdrawal is determined. All merit and financial aid awards are then forfeited. No refunds are made in case of suspension or dismissal due disciplinary or academic reasons. There are no refunds for Academic Travel supplements after the end of published (add/drop) date for academic travel. Please note that Academic Travel courses have special add/drop dates. There is also no refund if students do not participate in Academic Travel in a given semester.

There is no refund for residence charges after the student checks into the residence. Refunds of account credit balances are made four months after the end of the student's final semester.

Withdrawals between semesters for returning students must be communicated in writing. A withdrawal is considered late when it is received after the payment deadline specified for each semester. A late withdrawal fee will be assessed in such cases (375 CHF/USD). Payments will be refunded in full for withdrawals received before the specified withdrawal deadlines.

Additional Payment Policies

Health Insurance in Switzerland

All residents of Switzerland, including students, who are in the country for more than 30 days are required by law to purchase Swiss medical insurance. Franklin provides coverage through Swica, a Swiss insurance company, and bills students directly for this service on their accounts.

Swica health insurance requires a deductible of CHF 500. This means that student must pay the first 500 CHF of a medical bill. Franklin receives the medical bills and posts these to students' accounts.

Meal Plans

All new first-time students are required to purchase a meal card plan for their first two semesters at Franklin. Balances on meal plans cannot be rolled over from semester to semester.

Second-year students who have completed 30 credits are required to purchase a partial meal plan for their third and fourth semesters at Franklin.

Students who have completed more than 60 credits (junior/senior status) are not required to purchase a meal plan.

Transfer students are also responsible for purchasing a full or partial meal plan based on the status of credits transferred to Franklin, and credits earned as a Franklin student.

Students attending summer semester are not required to purchase a meal card plan.

On-Campus Residency

Franklin requires all students to live on campus in a residence hall. Returning students wanting to live off campus must submit a written request to the Dean of Student Life and Engagement. Students who live with their families within commuting distance may request to live off-campus by contacting the Dean of Student Life and Engagement.

All new students are charged a standard housing rate until housing allocations are completed. Housing costs may be adjusted after students enter their residences and housing rosters are finalized. Housing balances may be carried forward to the next semester, or refunded. Refunds may be made by request and will be wire-transferred for U.S. students, or mailed to a home address.

Damage/Cleaning Deposit

Students living in University housing are charged a damage deposit each semester. The deposit is credited to the student's account at the end of each academic year or after the student's last semester at the University, upon approval of the office of Student Life if no damage or cleaning charges are incurred.

Contact Information

General information Tel +41 91 9863613
Email: info@fus.edu
Undergraduate and graduate admissions, information and application materials, scholarships, financial aid and loan plans.

Office of Student Life Tel +41 91 986 5329
Undergraduate student activities, residence life and housing information and regulations, health and medical insurance, and permits to study in Switzerland

Bursar Tel +41 91 986 3623
Email bursar@fus.edu
Tuition, fees and account payment information

Registrar Tel: +41 91 986 3667
Email: registrar@fus.edu
Transcripts, registration and student records, general academic advising and planning.

Financial Aid Tel: +41 91 9863613
Email: finaid@fus.edu
Financial aid and scholarships

Libraries Email: library@fus.edu

Writing and Learning Center Email: wlcenter@fus.edu
Academic support and tutoring services.
Accommodations

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