



FRANKLIN

UNIVERSITY SWITZERLAND

ACADEMIC CATALOG
2016-2018

FRANKLIN UNIVERSITY SWITZERLAND

ACADEMIC CATALOG

2016-2018

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Franklin University does not discriminate in its admissions policies and practices on the basis of factors such as race, sex, sexual orientation, age, color, religion, or national origin.

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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."

Incorporated as a charitable organization in the State of Delaware, USA in 1970, Franklin earned accreditation as an Associate of Arts (AA) 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 knowledgeably 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 (Minor requirements count towards 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, page 13.)

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 with 60 credits or more earned must have declared their major. The student must be in good academic standing in order to declare a major and such declaration should be carried out by means of the form available in the Registrar's Office. Student will be able to access an online Academic Plan customized to their declared major(s) and minor(s) in order to monitor their 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. In order to register for the thesis the student must submit a completed Thesis Approval form to the Registrar. If, for extenuating reasons, a thesis is incomplete, the student may seek an Incomplete grade from their Thesis Advisor (see the Continuing Enrollment Policy and Incomplete Grades section of this catalog).

INTERNSHIP

Students have the option of completing an internship in many majors or as general elective credit. 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 *Internship Handbook* for a full description of Internship requirements.

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 a specific course in the disciplines 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, residence life, 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
- Fair Trade: Fighting Poverty or Shoppers' Guilt?
- Social Relations: The Power of Ideas and the Diffusion of Norms
- Sci Fi Film and Literature: Agents of Social Change
- Ethics and the Environment
- Globalization, Media, and Movements

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

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 Assistant to the Dean of Academic Affairs. 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, page 24)

GLOBAL RESPONSIBILITY

Students choose two courses from each Area of Knowledge (below) 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 them to communicate effectively and appropriately in a wide-range of cultural settings:

- 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 can often be fulfilled with courses in the major or minor. (For the most up-to-date list of Global Responsibility course, 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.

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 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 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 student's advisor.

In *Track 2*, students complete the first year in the language sequence (100-101) followed by three classes designated as cultural literacy courses.

As curriculum offerings expand, new courses may 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
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 242	Contemporary African Literature
LIT 243	On Being Human
LIT 253	Caribbean Literature
LIT 254	Introduction to Postcolonial Literatures
LIT 255T	Scotland, Story and Song
LIT 263	Contemporary Literature from South Asia
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

Notes:

- a.* A minimum grade of C is required in all ML Core classes in order to advance to the next level.
- b.* 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.
- c.* 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 of two advanced language courses to complete the ML Core. Advanced students of French, German, or Italian may, with department permission, also complete their requirement by taking ML 300 and ML 301 Swiss Language Mentoring I and II.

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, 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 Declaration of Academic Plan 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.

CERTIFICATE IN ENGLISH LANGUAGE TEACHING

The undergraduate English Language Teaching (ELT) certificate program integrates theory and practice, with an emphasis on hands-on classroom teaching experience in a variety of contexts. It prepares students for teaching in language schools and volunteer organizations, as well as for further graduate-level study. The Franklin University Switzerland Certificate in ELT can be used as proof of in-depth training with employers all over the world. Also, students successfully completing the Franklin ELT Certificate can qualify for Advanced Entry in the MA TESOL/TFL program of the Monterey Institute of International Studies (A Graduate School of Middlebury College).

Courses in the Franklin ELT Certificate Program include supervised lesson planning, teaching practice, observations of live lessons by experienced teachers and feedback. Students submit a portfolio of work including materials related to teaching practice and written materials. Teaching practice opportunities are made available through Franklin at local Lugano schools and universities, as well as international venues. Teaching experience in other international contexts may be utilized as practicums with proper professional supervision and only with prior approval.

Each of the following courses (3 credits):

ELT 102	Introduction to English Language Teaching
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Three of the following, one of which must be ELT 251 or ELT 252 (9 credits):

ELT 251	The English Language
ELT 252	World Englishes
ELT 277	English Language Teaching Practicum
ELT 498	English Language Teaching Internship

Students receive the Certificate in English Language Teaching upon successful completion of four courses (12 credits).

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 AYF program provides the opportunity to gain intensive academic preparation in university-level writing and offers an introduction to academic disciplines while earning university credits.

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

The AYF program is divided into two tracks, the **Bridge** track and the **Advanced** track. The Bridge track specifically prepares students for study in an English-speaking environment, whereas the Advanced track is designed for students who have followed a less traditional educational path to university studies. 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:

AYF 100	Exploring Academic Disciplines
EAP 125	Approaching the Academic Text
EAP 120	Introduction to Academic Writing I
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 would be 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.

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 Adviser 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 200	Psychology of Art
AHT 211	Collecting and the Art Market in the Age of Globalization
AHT 213	Art and Ideas: Exploring Vision
AHT 214	Live Art
AHT 215T	Art and Industry in England: 1800-2000
AHT 216	An Introduction to the History of Photography
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 256	Women in Art
AHT 280	Contemporary Art: From the New York School to the Present

AHT 301	Towards New Forms in Twentieth Century Art
AHT 307	Ancient Art and Archeology
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

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 235T	Greek Civilizations and Their Discontents
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 320	The Art of Persuasion: Social Influence in Theory 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

The Communication and Media Studies program aims to cultivate understanding of complex human communication processes, the role of media in our society and the world, and the ability to facilitate effective communication at the local, global, and global level.

At the theoretical level, students will learn theories of interpersonal communication; mass communication; intercultural communication; international media systems and issues; and the application of theories to various contexts/specific issues. At the practical level, students will develop effective information gathering and organizational skills; critical thinking and flexibility in making sense of information; effective writing skills; effective listening and speaking skills; a higher level of interpersonal and intercultural communication competence; and media literacy.

Students who have completed a major in Communication and Media Studies will be prepared to begin at an entry level in the professions of media industries, human resources, public relations and advocacy, marketing and advertising, and consulting. The program will also prepare students to move on to a graduate program in Communication and Media Studies, which will help continue their professional development in such areas as a media and public relations, marketing, media research, and organizational consulting.

MAJOR REQUIREMENTS (39 CREDITS)

Required Courses (18 credits)

COM 105	Introduction to Communication and Media Studies in the Global Context
COM 180	Public Speaking
COM 201	Fundamentals of Media Studies and Criticism
COM 202	Fundamentals of Interpersonal Communication
COM 203	Communication Research Methods

One of the following:

COM 301	Globalization and Media
COM 302	Intercultural Communication: Theory, Research, and Practice

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::

COM 300	History of Mediated Communication
COM 301	Globalization and Media
COM 302	Intercultural Communication: Theory, Research, and Practice
COM 310	Issues in Journalism
COM 320	The Art of Persuasion: Social Influence
COM 326	Digital Communication: Theory & Strategy
COM 327	Producing Digital Media: Communication and Media in Practice
COM 340	Argumentation and Media Ethics
COM 347	Organizational Communication
COM 350	Mediated Relationships
COM 352	Environmental Discourses
COM 365	Media Regulation and Policy
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
COM 499	Thesis in Communication and Media Studies

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

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 20 th 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
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
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 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. We seek to understand cultural phenomena and processes as they unfold under the pressure of historical, social and economic forces, paying particular attention to the manner in which power intersects with race, gender, and class.

Our approach is both theoretical and problem-based: we study for instance how collective memory is shaped in the wake of slavery or apartheid; we seek to understand the consequences of forced or voluntary mobility; we examine the cultural significance of cuisine; and we investigate the multiple ways in which law shapes cultural processes, and culture in turn affects the making of laws. In studying these various interplays we use theory as a resource that helps us see cultural nuances and ask questions that further our understanding of contemporary challenges. Inherent in our approach to comparative literary and cultural studies, then, 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 our endeavors. To hone these capabilities we begin our studies by reading literary texts with an eye not only to their internal structure and significance but also to the way in which stories permeate our life and can be read as cultural narratives. To this end, we also take our own role as readers very seriously. 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, we encourage students 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.

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
CLCS 230	Science/ Fiction: Envisioning the Possible
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 310	The Culture of Cities
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 200T	Switzerland Unplugged: A Cultural History, Part I
LC 210T	Switzerland Unplugged: A Cultural History, Part II

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

Upper-level Science Courses (6 credits)

Two of the following:

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 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
BUS 381	Sustainability and Innovation Management
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 341	International Economics
ECN 355	Political Economy: Theories and Issues
ENV 220	Nature Writing and Ecocriticism
ENV 297	<i>Faculty Fellows Program</i>
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 upper-level 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

Upper-level Science Courses (12 credits)

Four of the following:

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 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**	300-level mathematics course

Upper-level Humanities and Social Sciences (6 credits)

Two of the following:

AHT 361	The Visual Culture of Disaster
BUS 381	Sustainability and Innovation Management
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 297	<i>Faculty Fellows Summer Program</i>
ECN 303	Development Economics
ECN 330T	Neo-liberal India: Globalization and Development
ECN 341	International Economics
ECN 355	Political Economy: Theories and Issues
ENV 220	Nature Writing and Ecocriticism
ENV 297	<i>Faculty Fellows Summer Program</i>
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	Exile, Margins and Identity in Francophone Literature of North-African Origins
FRE 325	The Representation of the Shoah in French Literature and Cinema
FRE 350	French Civilization
FRE 370	Topics in French Literature
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 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 242 Contemporary African Literature

LIT 253 Caribbean Literature

POL 202 Government and Politics of Western Europe

Senior Capstone Requirement (6 Credits)

FRE 497 Senior Seminar in French Studies

FRE 499 French Senior Thesis

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 16 th 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
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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 370	Topics in History
SEM 372	A Media History of the First World War

Interdisciplinary Studies (12 credits)

Choose four additional courses from any 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 Head. 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 19 th Century

and

HIS 499	History Senior Thesis
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INTERNATIONAL BANKING AND FINANCE

The major in International Banking and Finance is designed to promote 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. Throughout the program special attention is given to the process of globalization of banking services and financial markets, the changes following the introduction of the Euro, and the causes of financial instability. This major provides the knowledge and skills for employment in the financial division of commercial and industrial businesses, or in the banking and financial services sector. 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

*** 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 prepares students to think critically about economic issues, with special emphasis on international and comparative matters. Greater economic integration and the process of “globalization” of economic and business affairs increasingly call for an international approach to economic education. The growing mobility of people and resources in a world of rapid technological progress in communications requires a greater knowledge and understanding of the differences among people and economic systems that persist even in a highly integrated world. In this spirit, the International Economics major gives students a solid background in the fundamentals of economic analysis, while adopting a pluralistic approach to economic education that exposes students to a wide spectrum of theories and systems of thought comprising the different facets of the discipline. Special emphasis is given to economic policy issues and economic institutions. Students are made aware of the institutional differences that exist across countries, of their evolution and reforms, through an appreciation of the institutionally based nature of the market system. In this context, the discipline of economics is presented as a logical, and yet practical and creative field.

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 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 emphasis in Political Economy provides an opportunity for students to focus on a set of courses that analyze the complex inter-relationships between economics and politics in an increasingly globalized world. Political economy, as an interdisciplinary field of study, explores 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, and models drawn from game theory applied to political institutions.

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 200T	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 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

** *By department permission.*

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INTERNATIONAL MANAGEMENT

The International Management major prepares Franklin graduates for international business and public sector careers in organizations ranging from family-run businesses to multinational corporations and from government administration to non-profit foundations. The major provides a comprehensive factual and analytical understanding of the global business environment and of the tools and techniques of each of the sub-disciplines of management. Students acquire a solid theoretical and practical foundation in economics and business analysis, strategic planning, marketing, accounting, finance, business forecasting and quantitative computer-based 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, and Advertising Account Manager.

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 285	Integrated Marketing Communications
BUS 286	Product and Services Management
BUS 357	Global Information Systems

BUS 373	International Entrepreneurship
BUS 374	Corporate Branding
BUS 379	Topics in International Management
BUS 381	Sustainability and Innovation Management
BUS 382	Global Sales Management
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 485	Global Research Strategies
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 285	Integrated Marketing Communications
BUS 286	Product and Services Management
BUS 357	Global Information Systems
BUS 373	International Entrepreneurship
BUS 374	Corporate Branding
BUS 379	Topics in International Management
BUS 381	Sustainability and Innovation Management
BUS 382	Global Sales Management
BUS 384	Global Marketing Strategies
BUS 385	Consumer Behavior in International Marketing
BUS 397	Business Intelligence
BUS 414	International Legal Environments
BUS 485	Global Research Strategies
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 357	Global Information Systems
BUS 373	International Entrepreneurship
BUS 374	Corporate Branding
BUS 379	Topics in International Management
BUS 381	Sustainability and Innovation Management
BUS 382	Global Sales Management
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 485	Global Research Strategies
BUS 498	International Management Internship (Marketing experience)
BUS 499	International Management Thesis (Topic involving Marketing)
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 may undertake interdisciplinary work in areas such as languages and 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
ECN 303	Development Economics
HIS 355	The World and the West in the Long 19th Century

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
COM 201	Fundamentals of Media Studies and Criticism
COM 301	Globalization and Media
COM 302	Intercultural Communication
COM 310	Issues in Journalism
COM 352	Environmental Discourses
CLCS 215T	Vienna 1900: A Modernist City
CLCS 248T	European Food Systems
CLCS 350	Culture and Human Rights
ECN 2xx	Any ECN course at 200-level or above
ENV 200T	Understanding Environmental Issues
ENV 230T	Perspectives on Freshwater Conservation
HIS 2xx	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.

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 300	Comparative Politics
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
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 241	Live Art
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: Friuli and Venice
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
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 202	Government and Politics of Western Europe
POL 223T	Italy: Politics, Culture and Society
STA 209	The Video Essay: From Conception to Projection
STA 279	The Video Essay and Photography on Location in Europe
STA 275T	Studies in Ceramics: Umbria
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 Literature major encourages students to go beyond national and disciplinary boundaries to study literatures in a comparative, transnational setting. This perspective not only traces historical literary developments across national, cultural, and linguistic boundaries, but also focuses on works of fiction and non-fiction, drama and poetry, prose and visual narrative. In this sense the work we do also asks about the meanings generated when literature is compared to other art forms such as film and digital media, and questions generated in other disciplinary inquiries such as philosophy, environmental studies and art history.

The academic program in Literature provides introductory courses that offer a foundational knowledge of literature as well as the tools to write and think critically across disciplines. Advanced courses are typically constructed thematically around topics that allow for the exploration of literary period and genres in literatures written in English and European languages. Literary area studies courses devoted to the Caribbean, Contemporary Africa, and South Asia, are also offered on a regular basis. The Literature major has a strong ally in Franklin's Modern Languages department; students are encouraged to integrate their upper-level courses in Italian, French and German literatures and cultures into their Literature major, and to study literary texts whenever possible in the original language.

MAJOR REQUIREMENTS (42 CREDITS)

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 literature offerings. At least two courses 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 242	Contemporary African Literature
LIT 243	On Being Human
LIT 253	Caribbean Literature
LIT 254	Introduction to Postcolonial Literatures and Theories
LIT 255T	Scotland, Story and Song
LIT 263	Contemporary Literature from South Asia
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
LC 200T	Switzerland Unplugged: A Cultural History, Part I
LC 210T	Switzerland Unplugged: A Cultural History, Part II

Electives (12 credits)

Choose four additional courses (12 credits) from any discipline at or above the 200-level of which at least one course must be at or above the 300-level and at least one must be taken from the offerings in CLCS. 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 Literature. 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.

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

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 make their choice in close consultation with their academic advisor. 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 Literature majors take at least one Academic Travel course with the LIT designation.

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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 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)

CLCS 215T	Vienna 1900: A Modernist City
CLCS 350	Culture and Human Rights
CLCS 371	Law and Culture
COM 201	Fundamentals of Media Studies and Criticism
COM 301	Globalization and Media
COM 310	Issues in Journalism
COM 352	Environmental Discourses
ENV 200T	Understanding Environmental Issues
ENV 230T	Perspectives on Freshwater Conservation
HIS xxx	Any HIS course at 200-level or above
LIT 243	On Being Human
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 conjunction with a Franklin partner institution. For students interested in an intensive laboratory experience, a semester abroad during the spring semester of the third year of study is strongly recommended. Selection of coursework and research experiences at the partner institution is completed in conjunction with the Franklin psychology advisor and approved by the Dean of Academic Affairs. The current partner institution is Southern Methodist University (SMU) in Dallas, Texas. Students may also choose to fulfill the requirement at another institution in close consultation with the psychology advisor.

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
AHT 371	Art in the Wake of the Arab Spring
BUS 353	International Management
BUS 410	Organizational Behavior and Leadership
CLCS 335	Hauntings
CLCS 360	Critical Race Studies in a Global Context
COM 320	The Art of Persuasion: Social Influences
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)

Two of the following:

- | | |
|---------|---|
| SJS 497 | Capstone: senior research seminar in NGO design |
| SJS 498 | Capstone: internship project * |

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

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 320	The Art of Persuasion: Social Influence in Theory 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 major 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 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 310	The Culture of Cities
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 320	The Art of Persuasion: Social Influence in Theory 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 180	Public Speaking
COM 201	Fundamentals of Media Studies and Criticism
COM 202	Fundamentals of Interpersonal Communication
COM 203	Communication Research Methods

One of the following:

COM 301	Globalization and Media
COM 302	Intercultural Communication: Theory, Research and Practice

Two COM courses at or above 300-level

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
CLCS 230	Science/ Fiction: Envisioning the Possible
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 310	The Culture of Cities
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 200T	Switzerland Unplugged: A Cultural History, Part I
LC 210T	Switzerland Unplugged: A Cultural History, Part II

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
ENV 330T	Neo-liberal India: Globalization and Development
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	Exile, Margins and Identity in Francophone Literature of North-African Origins
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 16 th 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 19 th Century

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.

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 302	Advanced Italian Conversation
ITA 350	Topics in Italian Cultural Studies
ITA 353	Italian Theater Workshop
ITA 360	Introduction to Italian Literature, Part I
ITA 361	Introduction to Italian Literature, Part II
ITA 374	Italian Cinema
ITA 375	Italian Film Adaptation: From the Page to the Screen
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

Not open to majors in CLCS.

MAJOR REQUIREMENTS (27 CREDITS)

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

Five 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 242	Contemporary African Literature
LIT 243	On Being Human
LIT 253	Caribbean Literature
LIT 254	Introduction to Postcolonial Literatures and Theories
LIT 255T	Scotland, Story and Song
LIT 263	Contemporary Literature from South Asia
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

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

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.

MANAGEMENT

Not open to minors in Marketing.

MAJOR REQUIREMENTS (36 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 (9 credits)

BUS 326	Managerial Finance
BUS 340	Management Science
BUS 353	Strategic Management Theory

Departmental Electives (9 credits)

Three 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 410	Organizational Behavior and Leadership
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
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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 may need to be completed.

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.

Note: Courses unique to the minor are counted as general electives towards the degree requirements.

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

Some courses require prerequisites not included in the minor.

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. *Note that some AHT courses have prerequisites not included in the minor.*

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 180	Public Speaking

Two of the following:

COM 201	Fundamentals of Media Studies and Criticism
COM 202	Fundamentals of Interpersonal Communication
COM 203	Communication Research Methods

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 or Literature 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 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 300	(Re)defining Masculinity
CLCS 310	The Culture of Cities
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

CREATIVE WRITING MINOR (18 CREDITS)

CRW 100	Introduction to Creative Writing
CRW 220	Creative Writing: Fiction
CRW 225	Creative Writing: Poetry
LC 100	The Stories We Live By

One of the following:

CRW 110T	Paris Protagonist: Lost in Translation
CRW 320	Advanced Creative Writing: Dramatic Writing
CRW 325	Advanced Creative Writing Workshop

One additional course from the 300-level offerings in Literature, CLCS or CRW.

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.

FRENCH MINOR (9 CREDITS)

Not open to French Studies majors.

FRE 301	Advanced French II
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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.

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):

AHT 256	Women in Art
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	Exile, Margins and Identity in Francophone Literature of North-African Origins
GER 374	Strangers in Paradise?: Historical and Cultural Texts on Immigration into Switzerland
ITA 372	Motherhood in Italian Women Writing
LIT 305	Home
STA 104	Introduction to Fashion Studies

Note: Courses may require prerequisites not included in the minor.

GERMANIC STUDIES MINOR (9 CREDITS)

GER 301	Advanced German II
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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
POL 202	Government and Politics of Western Europe

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 16 th 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.

INTERNATIONAL RELATIONS AND HUMAN RIGHTS MINOR (18 CREDITS)

Not open to majors in International Relations or Political Science or minors in International Relations or Political Science.

POL 101	Introduction to International Relations
POL 310	International Law
POL 321	International Organization
POL 398	Human Rights in International Law and Politics

Two of the following:

CLCS 350	Culture and Human Rights
CLCS 371	Law and Culture
HIS 325	Human Rights in History

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 or History and Literature majors.

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

Four 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 242	Contemporary African Literature
LIT 243	On Being Human
LIT 253	Caribbean Literature
LIT 254	Introduction to Postcolonial Literatures and Theories
LIT 255T	Scotland, Story and Song
LIT 263	Contemporary Literature from South Asia
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

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

Note: Courses may require prerequisites not included in the minor.

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 381	Sustainability and Innovation Management
BUS 382	Global Sales Management
BUS 385	Consumer Behavior in International Marketing
BUS 498	International Management Internship – Marketing experience
MAT 201	Introduction to Statistics

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.

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

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.

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 sustainability, 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
COM 320	The Art of Persuasion: Social Influence in Theory and Practice
FRE 324	Exile, Margins and Identity in Francophone Literature
LIT 243	On Being Human
STA 235	Sustainability and the studio

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

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

Environmental Sustainability

CLCS 248T	European Food Systems: You Are Where You Eat
ENV 200T	Understanding Environmental Issues
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
COM 220T	Symbolizing Scottish Folk
STA 331T	Umbria: Sustaining Art in Italy

COURSE DESCRIPTIONS

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

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

ACADEMIC LITERACIES

AYF 100 Exploring Academic Disciplines

This course introduces students to the fundamentals of a liberal arts education at Franklin and prepares them to make the most of the academic resources available. Organized according to a modular structure and featuring guest lectures by Franklin faculty, AYF 100 guides students in their transition to university life. The course is designed to help students explore various academic disciplines as well as the learning strategies required for a successful university experience. It provides students with a solid foundation in understanding college-level expectations and emphasizes strategies for independent learning. Required for students in the Academic Year at Franklin (AYF) program

EAP 120 Introduction to Academic Writing I

This course aims to help students improve their academic writing skills. 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 the basic conventions of evaluation and incorporation of outside resources. This course is taken in conjunction with EAP 125. A student who successfully completes EAP 120 (with a minimum final grade of C) must take EAP 130 the following semester.

EAP 125 Academic Reading and Vocabulary

The aim of this course is to help students improve their analysis and comprehension of academic texts, and to develop strategies for efficient intake, processing and interpretation of information. Special emphasis is placed on notetaking strategies and on the critical analysis of texts. This course is taken in conjunction with EAP 120

EAP 130 Introduction to Academic Writing II

This course is designed to help students further develop the critical thinking and writing skills so important in academic writing. It looks at best practices for research and use of information, including evaluation and effective incorporation of outside sources through paraphrases, summary, and correct citation formats, and addresses the development of structure and expression in academic writing and techniques for effectively sharing information in both written and oral forms. Upon successful completion of EAP 130 (with a minimum final grade of C), students must take WTG 100 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 writing-intensive 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.)

ARCHEOLOGY

ARC 200 Practicum in Archaeology

Each summer, students are immersed in the practical and theoretical aspects of field archaeology at the Etruscan site at Poggio Civitate (Murlo) near Siena, Italy. Under the supervision of a staff of professional archaeologists, students participate in the actual excavation, documentation, and conservation of archaeological material. The program includes readings and lectures about Etruscan civilization and about the Murlo site itself plus: analysis, conservation, cataloguing, photography, and other related tasks.

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 214 Live Art

The course title 'Live Art' can be read in two ways: as an adjective, for example, as in 'Live Music' or 'Live Aid', 'Live' gives the sensation of a performance, to be witnessed or experienced live; or as an imperative like 'Live your life' or 'Live for the moment', it invites the student to experience art, let art be the teacher, to realize that art and life are inseparable. Such activities as drawing and/or making works of art in various media, studying from life/real art in museums or exhibits, and going to see art in Lugano and the vicinity focus on the Ticino's place in European intellectual and cultural history, and enable students to discover art in an entirely different, out-of-the classroom way. A supplementary fee is required for studio materials, museum entrance and public transportation.

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 will consider 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. It will also 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. It 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 the course aims to further the students' knowledge of artistic developments in England and Britain during the period, while stressing these developments' 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 256 Women in Art

The course will consider the topic from two distinct perspectives: the representation of women in art and successful woman painters, sculptors, and architects. Clarifying and explaining the original purposes of female representations, beginning with pre-historic fertility figures, the course will focus on some of the most important images of women created in the history of art. A division between a representation's physical and spiritual intent will be explored as well as its original social purpose and later misinterpretations in popular culture. Concepts of power, beauty, and idealism, of goodness and malevolence, of motherhood, saintliness and prostitution, of prophecy and witchcraft, of war and protection - all of which are closely associated with the power of the female image - will be part of the discussions. From the other side, the course will look at powerful women creators, from Artemisia Gentileschi to Zaha Hadid, the challenges they face(d) and superb works they produce(d).

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 analysed 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 320 Anthropologies of Art

The course is taught in collaboration with the Museo delle Culture Extraeuropee 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 peoples 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 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 361 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.

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 497 Art History Senior Project

Senior or capstone project in Art History to be coordinated with the Department Chair.

AHT 498 Art History Internship

Internship experience working for a business or organization related to a student's Art History major to be coordinated with the student's academic advisor, and the Department Chair.

AHT 499 Art History Thesis

Thesis proposals to be coordinated with Department Chair and academic advisor.

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. Course includes occasional afternoon laboratory sessions.

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 includes both lecture and laboratory sessions. (Students can only earn credit for either SCI 100, SCI 106 or BIO 102.)

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 that may take place outside of the regularly scheduled course period.

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 or SCI 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. (This writing-intensive course counts towards the Academic Writing requirements.)

Prerequisite: MAT 103 and (BIO 101 or BIO 102 or BIO 103). Recommended: MAT 201

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 Lecture and (BIO 101 or BIO 102)

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 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.

Recommended prerequisite: 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 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

This computer based course covers statistical estimation theory as applied to dynamic and volatile business systems. It addresses sampling distributions, population parameter estimation, hypothesis testing, statistical quality control, statistical model building, multiple regression analysis, Box-Jenkins autoregressive models, seasonal models and dynamic forecasting. Ultimately students are asked to write a research paper: "Dynamic Statistical Modeling in Business and Economics using Web based Resources".
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 and MAT 201 and ((ECN 101 and ECN 100) or BUS 135)

BUS 340 Management Science

This course is an introduction to quantitative decision making. Problems covered include production scheduling, transportation problems, project management, media selection, optimum decision strategies, portfolio construction and inventory management. Theoretical methods include linear programming, integer linear programming, sensitivity analysis and complex decision trees. Case problems based on the software "Management Scientist" stress real world applications. Students are asked to write a research paper based on the real data analysis.

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 and DBMS - FoxPro, 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. Students will complete a six-week-long project related to system analysis and design.)

Prerequisite: BUS 135. Recommended: CPT 105 and 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

Students are introduced to issues in the branding of goods and services in this course. Topics include signaling theory, customer-based brand equity, brand development strategies (including sponsorship), and brand image/ brand personality. The course focuses on how consumers use brands in the consumption decision, how companies track and measure marketplace changes in brand image, and the role of branding when developing a corporate culture.

Prerequisite: BUS 136 (May be taken concurrently)

BUS 381 Sustainability and Innovation Management

As a fundamental driver of competitiveness for firms in a wide variety of sectors, the management of innovation is one of the most challenging aspects of contemporary business. Environmental sustainability is also a concern of managers and is closely linked to the challenges of innovation. The objective of this course is to help managers deal with the issues surrounding both sustainability and innovation. The course has an international focus since innovation development and diffusion are essentially international activities that involve companies selling products and services abroad. Students will explore some of the major challenges related to sustainability and innovation, such as the management of company and environmental resources, product development and new product diffusion, industry dynamics, green marketing and innovation systems. Case studies are used extensively in the course in order to help students apply the conceptual frameworks presented to real-world business challenges.

Prerequisite: ECN 101

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 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. 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.

Prerequisite: BUS 136, BUS 353 and MAT 201. Recommended: BUS 326

BUS 410 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. (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 415 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.

Prerequisite: BUS 306, BUS 326 and BUS 353

BUS 416 Innovation Management

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 the course in order to help students apply the conceptual frameworks presented to real-world business challenges.

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 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 353, BUS 326 and BUS 410

BUS 485 Global Research Strategies

This course focuses on new developments and trends in research methodology. The class also reviews standard topics, such as the use of surveys and statistical research, secondary data research, organization of research, sample size and basic statistics. Additionally, the course covers the creation of effective methods of research, including chi-square analysis, Factor Analysis, ANOVA and MANOVA. Students learn about experiments, observations, focus groups, telephone surveys, mail surveys and panel data. A large component of the class involves the creation of a good survey, including its organization, question development, use of scales, coding and tabulation and writing of a clear and concise research report.

Prerequisite: BUS 136, BUS 306 and MAT 201. Recommended: BUS 385.

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.

BUS 499 International Management Thesis

The International Management Thesis is a written research project that is chosen in a student's primary field of study, such as Management, Finance, Marketing, Quantitative Methods or Management Information Systems, and is intended to demonstrate the ability to do mature work within the field of study.

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 200 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.

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. This course includes a ten-day trip to Vienna with 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

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 235T Greek Civilizations and Their Discontents

This travel course will focus on the co-existence and forced movement of populations between present-day Turkey and Greece while grappling with notions of human rights as inscribed in the ancient ideas of citizenship and polis. The travel will trace a parallel trajectory in the ancient and modern worlds: moving from Athens to

Thessaloniki, students will study the histories of cultural co-existence and the moments of violent dissolution in the modern world; the class will also visit ancient sites such as Corinth and Mycenae on the Peloponnese; Delphi; the ancient city of Vergina, whose modern instantiation became the home of Greeks who were expelled from Turkey during the population exchange in 1922; and Philippi, abandoned to the Ottoman empire in the 14th century. Throughout this course, students will study notions of human rights, forced migration, and the tensions inherent in encounters between East and West. Students will read a broad array of texts, ranging from historical accounts to human rights treatises and philosophical texts, novels and plays.

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 241 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. 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 dominated. 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.

The course may count toward the French studies major in consultation with the professor of this course and coordinator of the French studies program.

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 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. This course complements ENV 220 Ecocritical Approaches to Literature. Recommended prerequisite: LC 110 or ENV 220

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 is taken in conjunction with GER 371T.) *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 as a German language credit, students must have completed GER 300 with a C, or have obtained the instructor's permission.*

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: CLCS 200

CLCS 310 The Culture of Cities

Ever since its formation in the nineteenth century the metropolis has functioned as a multivalent metaphor for the experiences of "modern" life. Portrayed at once as a space of disruption and of stability, of danger and of creativity, the city has as found a place in the modernist and postmodernist imagination that reflects how a people's surroundings influence thought pattern and social practices. At the same time of course the needs of ever-evolving groups of inhabitants form the shape cities take. Taking Zurich as the case study, students will ask how overlapping and interacting slices of urban culture, ranging from the material (buildings, squares, streets and bridges), to the symbolic (narratives, myths and legends), and the performative (music, theater and film) shape our urban experience.

Prerequisite: LC 100 and 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 super-model 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: LC 110 or CLCS 200

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 360W Critical Race Studies in 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. We will examine the practice of race 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. (This writing-intensive course counts towards the Academic Writing requirements). 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). In this course, 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 or COM 202)

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 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. . (Additional fee: 200chf to cover transportation and related activities in Milan)

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, etc).

Prerequisite: COM 105, COM 202 and COM 203

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, workshopping 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 320 The Art of Persuasion: Social Influence in Theory and Practice

Persuasion is a critical part of our everyday lives. Whether in the context of our interpersonal relationships, interaction with media, involvement in politics or professional duties, our success and happiness is often dependent upon the ability to both produce and understand persuasive messages across varied contexts. In spite of the overwhelming faith in communication to solve social, professional, and personal problems, communication and persuasion are often given abstract and incomplete treatment. This course provides a detailed exploration of theories of persuasion with an eye toward practice. In this vein, this course will illuminate theories of persuasion by having students apply them to issues, problems, and tasks they find both personally and professionally interesting. This is an ideal course for students seeking practical experience crafting persuasive messages and ideas for careers in public relations, advertising, journalism, politics, business, and social activism, to name just a few. This course is based in the belief that persuasion doesn't just "get you what you want," if done well, it also improves business, community, and lives by aligning interests in mutually productive ways.

Prerequisite: COM 105 and (COM 201 or COM 202)

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 340 Argumentation and Media Ethics

This course explores the complex contours of media ethics from an argumentation perspective. In the course, students will learn what constitutes argumentation, the structural components of arguments, and the cultural dynamics of argument spheres, fields, and strategies. With this skill set, students will investigate and articulate positions on various issues in media ethics, especially as they are complicated by our increasingly global and digital media scape.

Prerequisite: COM 105 and (COM 201 or COM 202)

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, COM 202 and COM 203

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, COM 202 and COM 203

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 of the semester, 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 365 Media Regulation and Policy

New media and the processes of globalization have profoundly altered the landscape of media regulation and policy. In an effort to better understand this new terrain, this course explores the major media systems, policy issues, legal frameworks and political institutions that govern global media policy with special attention to the growing impact of NGOs and IGOs. In addition to learning about these processes, students will leave this course with the ability to interpret and produce media policy.

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 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.

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. Internships must be coordinated in advance with the Department Chair and the academic advisor.

COM 499 Senior Thesis in Communication and Media Studies

Communication and Media Studies thesis proposal to be coordinated with the Department Chairs.

COMPUTING

CPT 105 Introduction to Computing

This introductory course explores the fundamentals of personal computing essentials for students. The structure of the course utilizes both classroom lectures and computer classroom labs. A hands-on component will emphasize state of the art, personal computer productivity applications such as Microsoft Word, Excel, Power Point, elements of Microsoft Access, and basic website construction. The course also discusses how computers work, how to safeguard your computer and your data, elements of networking including cloud computing, and current events related to computing. This course assumes no prior knowledge of or experience in 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.

Prerequisite: CPT 105

CREATIVE WRITING

CRW 100T Introduction to Creative Writing: Inventing Switzerland

This course presents an introduction to creative writing through a variety of genres, including poetry, prose, fiction and travel writing. By paying close attention to literary models and original student writing, this class asks that participants reflect on the relationship between reading and writing, between voice and context. Students will compile a portfolio that includes short pieces in a variety of genres and present them for critique in weekly workshops both on and off campus. This course features an important travel component, and will focus in particular on the stories we tell about Switzerland and its heroes and heroines. What are the narratives that characterize the land of cheese and chocolate? How have these tales been shaped by myths of Switzerland past and present? Examples will include important literary and cultural figures in French-speaking Switzerland (Jean-Jacques Rousseau, Madame de Staël, CF Ramuz, Blaise Cendrars) as well as Swiss travelers (Ella Maillart, Nicolas Bouvier) and iconic Swiss figures from Chevrolet to le Corbusier.

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 creative writing 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 that underscores this course 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 translation 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 enrolling in this course may expect dual-language editions of French literary sources and French films with English subtitles (when possible).

CRW 220 Creative Writing: Fiction

This creative writing course will focus on short forms of fiction. We will study masters of the genre, such as Joyce, Carver, Kinkaid and Cisneros, break their writing down into its component narrative parts, and use the insights gained in this exercise to create original forms of short fiction. We will pay particular emphasis on beginnings and endings, tension, character development, pacing and dialogue. Half of the course will take the form of workshops during which students perform in-class exercises based on readings, discuss and hone their own short story while offering constructive critiques of classmates' work. The joint outcome of the class will be a short anthology of vivid, surprising and original short stories.

Prerequisite: CRW 100

CRW 225 Creative Writing: Poetry

In studying a number of poetic forms, such as the limerick, the haiku, the ballad, and the sonnet, and reading and analyzing examples of each, students learn to use meter, rhythm, and stanzaic pattern to form their own poems. Like the other creative writing courses at Franklin, this course has two distinct goals: the analysis of poetry written by others and the production of the student's own work in small and

intense workshop settings. The final product will be a booklet of poems created by the class participants.

Prerequisite: CRW 100

CRW 320 Advanced Creative Writing: Dramatic Writing

A writing workshop that allows students to explore drama, stage writing and screen-writing. Taught by experts in the fields of theatre and/or film, students have the opportunity to familiarize themselves with techniques and strategies of dramatic writing by studying other practitioners, to explore different voices, and to write their own monologues, dialogues, theatre pieces or screenplays.

Prerequisite: CRW 220

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 220

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. Together with ECN 101, it provides the necessary prerequisites for any other upper-level course in economics. The course is a program requirement for the majors in International Banking and Finance, International Economics, International Relations, International Management, and Environmental Science. It is also a prerequisite for Economics as a combined major as well as a minor. 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. Together with ECN 100, it provides the necessary prerequisites for any other upper-level course in economics. It is a program requirement for

the majors in International Banking and Finance, International Economics, International Management, International Relations, and Environmental Science. It is also a prerequisite for Economics as a combined major as well as a minor. 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 labor 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 fulfils 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 fulfils 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, 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 (Min Grade: C)

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. (With professor permission, students may take this course with no ECN 256 prerequisite.)

Prerequisite: ECN 100, ECN 101 and ECN 256

ECN 350 Industrial Organization in the European Union

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. We 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.

Prerequisite: ECN 100, ECN 101 and BUS 326. Recommended: ECN 225, ECN 256, MAT 200

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, ECN 101 and MAT 201

ECN 490 Senior Research Project in International Economics

Research proposals are to be coordinated with the Department Chair

ECN 492 Internship in International Economics

Internship experiences are to be coordinated in advance with the Department Chair.

ECN 494 Internship in International Banking and Finance

Internship experiences are to be coordinated in advance with the Department Chair.

ECN 495 Senior Research Project in International Banking and Finance

Research proposals are to be coordinated with the Department Chair.

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 Chair permission.

ENGLISH LANGUAGE TEACHING

ELT 102 Introduction to English Language Teaching

Students in this course develop the fundamental skills and knowledge for teaching English as a foreign language. In addition to course lectures and discussions on language pedagogy, students practice teaching to non-native speakers of different proficiency levels. Students begin with small segments of a lesson and work up towards an entire lesson, their teaching is observed and they are given feedback and assessment. Students consider learning styles, factors affecting learning, teacher roles, classroom management, skills areas (reading, writing, listening, speaking) and other aspects of English language teaching. The emphasis throughout is on classroom teaching techniques and decision-making using communicative approaches.

ELT 251 The English Language

The purpose of this course is to increase the awareness of the English language on the part of students interested in teaching English to speakers of other languages. Students are introduced to pedagogical grammars and other linguistic descriptions of English, including study of the sound system of English. The course includes a thorough and systematic review of the grammatical systems of the language itself, and students practice presenting and explaining those structures as clearly as possible. They also gain experience in writing practice exercises, and in parsing and analyzing authentic English texts to make plain their structure and their syntax. The course also considers the levels of competence through which learners of the language generally pass, and the practical descriptions of these that are widely used such as the Common European Framework of Reference.

ELT 252W World Englishes

This course forms part of the ELT Certificate, but is also accessible to students who are interested in discovering more about the role English plays in the world today and its place in international communication. Students will research and discuss topics such as Kachru's circles of English, linguistic and cultural imperialism, English as a gateway language, and its post-colonial role in language death. Furthermore, students will delve into the native vs. non- native speaker debate, as well as exploring the use of English as a Lingua Franca and the position of English as an International Language. This will involve in-depth reading of authors such as Crystal, Kachru, Phillipson and Pennycook, and students will explore issues raised in research classes as they develop an understanding of the social, cultural and political ramifications behind the usage of different Englishes. (This writing-intensive course counts towards the Academic Writing requirements.)

Prerequisite: WTG 100 or WTG 200

ELT 277 Practicum in English Language Teaching

This practicum provides experience in teaching English as a second language. Practicum students engage in reflective teaching, further developing their institutional skills and their knowledge of important aspects of English language pedagogy. The course includes supervised lesson planning, teaching practice, feedback on teaching, peer observation, observation of professional teachers and consultation time. Students reflect on their experience in classroom discussions and through systematic self-assessment posts after each lesson. The practicum course will address lesson planning, assessment, classroom management, materials development, presentation and teaching of grammar, vocabulary and other language items, error correction, and the teaching and learning of specific language skills (spoken production, spoken interaction, listening, reading and writing). In addition to regular observed teaching practice, participants are given guidance in planning the syllabus, selecting materials, and tailoring the course to the needs of the learners. Note: ELT 277 can be repeated once for credit.

Prerequisite: ELT 102. Recommended ELT 251 or ELT 252

ENVIRONMENTAL STUDIES

ENV 200T Understanding Environmental Issues: Iceland

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. Students who have already taken SCI 110 must obtain permission to enroll.

ENV 220W Ecocritical Approaches to Literature

This interdisciplinary, writing-intensive course will introduce 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. (This writing-intensive course counts towards the Academic Writing requirements.)

Prerequisite: LC 100 or LC 110

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.

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: (BIO 101 or BIO 102 or BIO 103 or GEO 101) and MAT 201

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 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 included.

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: BIO 101 and (BIO 102 or BIO 103) and MAT 201

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.

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

ENV 498 Internship in Environmental Studies

This course provides credit for a professional experience in the environmental field in a public, private, or non-profit organization anywhere in the world. Throughout the internship period, the student should ensure close on-site supervision. Students should follow guidelines laid out in Franklin's Internship Handbook and the ENV 498 syllabus.

ENV 499 Senior Research Project in Environmental Studies

The research project is an opportunity for the student to pursue independent research or a professional project on a topic related to the student's course of study. Depending on the student's career path, the research can be classified either as a research project or a thesis.

FRENCH STUDIES

FRE 100 Introductory French, Part I

The beginning courses stress the understanding and speaking of the language. As students progress through elementary conversation, more grammar study is introduced, and reading and composition skills are developed.

FRE 101 Introductory French, Part II

The beginning courses stress the understanding and speaking of the language. As students progress through elementary conversation, more grammar study is introduced, and reading and composition skills are developed.

Prerequisite: FRE 100 Min Grade: C

FRE 200 Intermediate French, Part I

For students with one year of language study. The course presents short readings inviting conversation and a review and expansion of written command of basic grammatical structures. Communicative and meaningful use of the language is stressed.

Prerequisite: FRE 101 Min Grade: C

FRE 201 Intermediate French, Part II

For students with one year of language study. The course presents short readings inviting conversation and a review and expansion of written command of basic grammatical structures. Communicative and meaningful use of the language is stressed.

Prerequisite: FRE 200 Min Grade: 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 sequence 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: FRE 201 Min Grade: 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 sequence 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: FRE 300 Min Grade: 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 Min Grade: 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 Min Grade: 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. We 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 Exile, Margins and Identity in Francophone Literature of North-African Origins

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 give 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. As a complement to the readings, students will see 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, French geography, French politics and French culture in order to have students understand twentieth- and twenty-first century France. 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.

FIRST YEAR SEMINAR

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

First Year Seminar topics change year to year. Consult the Schedule of Classes for current seminar offerings.

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.

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 was 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

The beginning courses stress the understanding and speaking of the language. As students progress through elementary conversation, more grammar study is introduced and reading and composition skills are developed.

GER 101 Introductory German, Part II

The beginning courses stress the understanding and speaking of the language. As students progress through elementary conversation, more grammar study is introduced and reading and composition skills are developed.

Prerequisite: GER 100 Min Grade: C

GER 200 Intermediate German, Part I

The sequence completes and expands upon students' command of the structural foundation of the language. Communicative and meaningful use of the language is stressed through interactive activities using short texts, scripting and videotaping of presentations, etc.

Prerequisite: GER 101 Min Grade: C

GER 201 Intermediate German, Part II

The sequence completes and expands upon students' command of the structural foundation of the language. Communicative and meaningful use of the language is stressed through interactive activities using short texts, scripting and videotaping of presentations, etc.

Prerequisite: GER 200 Min Grade: 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 Min Grade: 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 Min Grade: 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 “Ostalgia”, 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. There is also an option to take it as a CLCS course, also without prerequisites. To take it for German language credit, students must have completed GER 300 with at least 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 Lecture (May be taken concurrently)

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*.

Prerequisite: GER 300

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.

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 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 pre-conditions 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

This course examines those aspects of the history of the Jews in Europe that may be useful in throwing light on what is considered one of the most heinous crimes ever committed in human history, the genocide practiced against the Jews by Nazi Germany in the period of Nazi power. The historic development of anti-Semitism and other forms of racism in Europe from Roman times to the twentieth century are also studied. The class considers how genocide was put into practice by the perpetrators and their collaborators and how they organized the modern industry of mass murder. The fates of other groups that were given similar treatment are also studied as are the effects on the survivors and the rest of the world. Several documentary films and feature films are shown.

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. As an Academic Travel course, it 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 neighbour, 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 295 The Crusades and Crusading in the Middle Ages

This course is intended to give you a solid introduction to the history and historiography of the crusading movement of the Middle Ages. In this class we will examine both the major crusading expeditions as well as the concept of Holy war as it developed prior to and following the calling of the First Crusade by Pope Urban II at the Council of Clermont in 1095. Assigned readings will cover the social and military history of the crusading expeditions as well as the intellectual background to the ideology, but the sources we will be examining also allow us insight into the experience of crusading by the participants, the massacres of Jews by the crusading armies, and the reactions to the crusaders by Byzantine and Muslim populations. Attention will also be given to the problem of defining a crusade and how the crusading era helped to set the stage for later (and indeed modern) relations between the

West and the Middle East. By the conclusion of the semester students should have a solid grasp of the principal events, personalities, and texts from the main crusading era (1095-1291).

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 between 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 351 Nationalism and Ethnic Conflict in Europe and the Middle East

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.

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 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 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; and contemporary legacies of the British Empire in the settler colonial world. (This writing-intensive course counts towards the Academic Writing requirements.)

HIS 410 The Cold War (Capstone)

Students in their Senior year who wish to graduate with a Major in History (stand alone or combined) 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 previously earned credit for HIS 310 or HIS 210 may not enroll and earn credit for HIS 410.)

HIS 430 East Asia and the Pacific, 1904-2012: Empires, Revolutions, and Modernity (Capstone)

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 their Senior Thesis.

(Students who have previously 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) 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 previously earned credit for HIS 351 may not enroll and earn credit for HIS 451.)

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) 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 previously earned credit for HIS 355 in a previous year may not enroll and earn credit for HIS 455.)

HIS 499 History Senior Thesis

Senior Thesis proposals are to be coordinated with the Department Chair.

INTERNSHIP

INT 498 Internship Elective

This course involves an alternative internship experience to those included within majors. The internship can be with a program, company, non-governmental organization, etc. anywhere in the world. Throughout the internship period, students should ensure close on site supervision. Each intern must submit a detailed written report or other equivalent product at the end of the internship period, which will be evaluated critically by the intern's Franklin Advisor and the University's Internship Coordinator. (This internship may be repeated for a total of up to 6 credits with the approval of the Dean of Academic Affairs)

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 may include visits to Ravenna, Arezzo and Florence, Urbino, Padua, Vicenza and Mantua.

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. (Offered in Alternate Years)

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 entirely in English.

IS 276 The Italian Short Story

This course, conducted entirely 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. Local Swiss writers, and related questions of Ticinese identity, may also be introduced.

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 insistent 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 Ginzburg's *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 and Hybridity

This course offers an innovative look at Italian filmmakers, novelists, journalists, television actors, philosophers, photographers, translators, singers, even caricaturists, who refused to be defined by one category of artistry and, instead, viewed 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 cultural cross-fertilization and hybridity. Franca Rame and Dario Fo, Pier Paolo Pasolini, Federico Fellini, Dacia Maraini, Umberto Eco, Ferzan Ozpetek: these are just a few of the Italian cultural figures to whom students will be introduced. There is a significant creative writing component to this class which asks students to venture into multi-media assignments (merging digital photography with fiction writing, for example; or exploring the concept of liminality in both music and the prose poem).

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. Subsequently, 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 310 Italian Myths and Counter Myths in 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 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.

IS 498 Internship in Italian Studies

Internship experience related to a student's Italian Studies major to be coordinated with the student's academic advisor, and the Department Chair.

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 Min Grade: 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 Min Grade: 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 with native speakers. 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 specialisation; 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 Min Grade: 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 Min Grade: 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 Min Grade: 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 Min Grade: 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: 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 Stael, 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 Rous-

seau'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 200T/LC 210T Switzerland Unplugged: A Cultural History, Part I and Part II

LC 200T and LC 210T are to be taken together. Switzerland Unplugged is a somewhat different take on Franklin's Academic Travel: it is a six-credit summer program that consists of two consecutive classes each divided into three modules that each deal with distinct aspects of Swiss culture, ranging from the birth and continued fame of such product as chocolate, cheese and watches, to the political and cultural conceptualization of neutrality and direct democracy and the tense relationship between the august Swiss humanitarian tradition and the controversial refugee policies of late and finally to the edgy art, music and literature scenes found in the larger cities north of the San Gottardo. Campus will be the city of Zurich with all of its exciting possibilities, and the travel portion consists of four three-day trips to different sites in Switzerland, ranging from the Bundeshaus in Bern to a trip down the river Aare, from an open-air concert in Geneva to a remote hut in the Swiss alps, and from the Beyeler museum in Basel to a refugee camp in Chiasso. The aim of our studies and travels will be to look at Swiss culture up close and to uncover and understand some of the contradictions that make it work.

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).

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

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

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 242 Contemporary African Literature

This course is a study of fiction, drama, and poetry from Africa. The course will focus on contemporary literature and its main concern will be the work of the postcolonial African writer. The continent of Africa includes diverse peoples, cultures, languages, customs, economic circumstances, and responses to colonialism. With such diversity comes a broad wealth of literary production. Thus students will read texts from various countries and from different cultural or gender perspectives. Although the subject of study is literature, the class will adopt an interdisciplinary approach, understanding literary works as products of cultural, historical, social, and political circumstances. Students' understanding of each text will be complemented by a study of its context. Throughout the semester, the class will explore such themes as the relation of English-language writing to indigenous languages, to orality, and to audience, as well as images of pre-colonial Africa, and the issues of creating art in a world of suffering and of de-colonizing the narrative of history. At the end of the term, students will be expected to have gained insight into contemporary African literary tradition and will have been introduced to literary criticism of African literature.

Prerequisite: LC 100 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 253 Caribbean Literature

This multicultural course focuses on contemporary Caribbean writers. There will be excursions into Caribbean history, the origins of the Caribbean people, Caribbeanness, Caribbean literary criticism (Glissant), gender roles in the Caribbean, etc. The course understands the Caribbean in a very large sense and will accentuate connections to North America, Colombia, and Venezuela. Authors likely to be included: Maryse Condé, Simone Schwartz-Bart, Alejo Carpentier, Jacques Roumain, Edwidge Danticat, Gabriel García Márquez, J.S. Alexis, et. al.

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 familiarize 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 decolonization, question the links between colonialism and globalization, 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. Throughout the course, 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 263 Contemporary Literature from South Asia

South Asia boasts a rich and diverse cultural history. It encompasses some of the world's oldest civilizations, is home to many of the world's major religions, and has produced literature in various forms and many different languages for centuries. This course is limited to a study of works written in English during the twentieth century. Despite the fact that English-language literature is only produced (and read) by a minority in South Asia, it has gained a reputation as some of the best, most innovative writing in the world. The course takes as its subject English-language authors from across the subcontinent. These authors, who come from disparate geographical regions and religious backgrounds and who speak various mother tongues, illustrate the multiplicity of the region. Students will explore the role that literature has played in imagining the creation of modern nation states and remembering traditional communities. They will consider texts in the contexts of their times, taking into account influential historical events such as the independence movements, partition of India, and creation of Pakistan and Bangladesh, and social issues such as caste and the effects of colonialism.

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 100 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 254

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. Throughout this course, 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 350 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, thus developing an understanding of contemporary Britain’s artistic and cultural history. While the modernist 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, despite this, the literature from this period is not necessary insular or parochial, but rather depicts the emergence of a complex and contested national identity as the island developed from within its own borders to become a more and more culturally diverse territory. Students will examine how regional identities conflicted or overlapped 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 United Kingdom, including Scottish Nationalism; and will explore the growing impact of diverse immigrant communities on the national characters. Readings from fiction and poetry will thus be complemented with an awareness of other materials of cultural history. The course’s emphasis will not be on British literature, art, and culture as a homogenous or singular

body, but rather as a varied and sometimes contentious conglomeration. The course reading list may include works by: Elizabeth Bowen, Sam Selvon, Ian McEwan, Edwin Muir, Julian Barnes, Zadie Smith, Irvine Welsh, and Ali Smith. 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: LC 100 and LIT 254

MATHEMATICS

MAT 102 Intermediate Algebra (0 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 Placement Test

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, since Excel will be used heavily for analysis and modeling. (Not open to students who have completed MAT 199). Prerequisite: MAT 102 or Placement Test

MAT 107 Ideas in Mathematics

This course discusses some of the fundamental, 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 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 Placement Test

MAT 109 Introduction to Game Theory

This course is an elementary introduction to Game Theory focusing on how to analyze situations and make rational decisions based on 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 Placement Test

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, Meran. 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 Min Grade: C or Placement Test Mathematics 67.00

MAT 201 Introduction to Statistics

Basic concepts of descriptive statistics, such as random variables, random sampling, histograms, central tendency measures, variance and standard deviation, probability rules, and correlation coefficients, are presented in this course. The

most important probability distributions, binomial and normal, are introduced. Inferential statistics and sampling distributions are briefly covered in order to introduce statistical model building and linear regression analysis.

Prerequisite: MAT 103 or Placement Test

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 Placement Test

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.

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.)

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

This lecture and travel 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. The travel section of the class will vary depending on the destination for the semester.

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 cannot also earn credit for POL 201.*

Recommended prerequisite: POL 100 or POL 101

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. Special attention will be directed toward a comparative approach to the politics of Mexico, Brazil, and Argentina.

Recommended prerequisite: POL 100 or POL 101

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.

Recommended prerequisite: POL 100 or POL 101

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.

Recommended prerequisite: POL 100 or POL 101

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. Lectures, meetings with local leaders, and visits to their spectacular Old Towns will provide the basis for understanding their recent history and present situation.

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 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.

Recommended prerequisite: POL 100 or POL 101

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 Koreans. 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 Botswana, Malawi and Zambia (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. This three-week summer Academic Travel course is conducted entirely in Africa.

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.

Recommended 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.) *Formerly POL 400. Students who have previously earned credit for POL 400 cannot earn credit for POL 300.*

Prerequisite: POL 101

POL 302 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. *Formerly POL 102. Students cannot earn credit for both POL 102 and POL 302.*

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 among 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.

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 376W 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. (This writing-intensive course counts towards the Academic Writing requirements.) *Formerly POL 276. Students who have previously earned credit for POL 276 cannot earn credit for POL 376.*

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. *Formerly POL 277. Students cannot earn credit for both POL 277 and POL 377.*

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. *Formerly POL 278. Students cannot credit for both POL 278 and POL 378.*

POL 398W 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, unparalleled in history in scope and horror, aroused worldwide indignation and 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 as it has developed since the Second World War. The course 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 to the problems of enforcement and application of human rights law both on a national and international level 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 (terrorism, civil wars, new areas of expansion of human rights, such as international environmental law or the distribution of energy resources or water and the question of humanitarian intervention). (This writing-intensive course counts towards the Academic Writing requirements.)

Prerequisite: POL 100 and POL 101

POL 401 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 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.

POL 499 Senior Thesis

Senior Thesis proposals are to be coordinated through the Department Chair.

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 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 or PSY 101

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)

PSY 499 Senior Thesis in Psychology

Psychology thesis proposal to be coordinated with the Department Chair and faculty advisor.

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).

SJS 297 Cultural Anthropology: Global Connections, Local Lives

Appreciating cultural diversity, analyzing global forces affecting peoples around the world, learning lessons about sustainability from small-scale societies, and valuing alternative world views and ways of solving human problems—these all underpin the field of cultural anthropology. In this class, students look at linkages between global forces and local lives, and explore similarities and differences in ways of producing food, constructing families, understanding gender, making political decisions, and raising children.

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. (This course carries a nominal fee for art supplies)

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. The course carries a fee for art supplies.

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. *The course carries a fee for art supplies.*

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. *The course carries a fee for art supplies.*

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. *The 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. *The 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. *The 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 computer supplies.*

STA 205 Intermediate Sculpture

Continued exploration of basic sculptural methods, the students choose something that has particularly caught and absorbed their interest from the information touched on in 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, if they prefer, 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. Throughout the course 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) Conceptualizing 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 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 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 or organizing an exhibition or event. There is a course fee to cover materials and travel expenses.

Prerequisite: AHT 102 or AHT 103 or SJS 100, and one additional 100-level STA course.

STA 275T Studies in Ceramics: Umbria

This course combines art history and studio work on site in Umbria. Students will be given the opportunity to understand the complete process of producing terracotta objects, from the first planning /designing phases, through basic modeling techniques to more complicated processes like firing and glazing, eventually including printing processes used in glazing, or the production of large-scale collective works. Studio sessions will incorporate lectures on artists and art movements, as well as visits to local venues. The on-campus lectures will prepare students and help them understand the artists and art movements of this distinctive region of Italy, extending from the age of the Etruscans as seen in the modern cities of Perugia and Orvieto, to the present, as represented by Fuksas' church in San Paolo, CIAC in Foligno, Arnaldo Pomodoro's Carapace 'living sculpture' winery at Montefalco, and the Burri Foundation in Città di Castello. Students will have the opportunity to do in-depth work in clay modeling, ceramics and related glazing and printing 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 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 computer 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)

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.

Prerequisite: STA 220

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.

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. STA 331T will be taken together with the studio component STA115/215/315 Painting, which will focus on projects and techniques particularly suited to sustainability themes.

THEATER

THR 150 Drama Production

This course presents a general overview of drama production. Participation in one or more of the many dimensions of the student drama production is an integral part of this course. Students will read and study the play for any given term. In addition, students will read and familiarize themselves with other critical material relevant

to the production. Students will spend time both in the classroom and in the theater preparing for the semester's production.

VISUAL COMMUNICATION ARTS

VCA 120T Documentary and Street Photography on Location

Documentary and Street Photography on Location 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.

VCA 495 Senior Project in Visual Communication Arts

Senior projects are to be coordinated with the Department Chair and the academic advisor. *The course carries a fee for art supplies.*

VCA 497 Visual Communication Arts Internship

Internships are to be coordinated with the Department Chair and the academic advisor.

VCA 499 Visual Communication Arts Thesis

VCA thesis proposals to be coordinated with the Department Chair and the academic advisor.

ACADEMIC TRAVEL (1 CREDIT)

Below are examples of recently offered 1-credit Academic Travels.

TVL 234 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 Grenada 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 Khama Rhino Sanctuary, the Okavango Delta, the Moremi Wildlife Reserve, and the Nata Bird Sanctuary. Students will tent camp in the bush as we travel in 4x4 vehicles through game 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 camp in indigenous Bushmen huts at Planet Baobab in the Makgadikgadi Salt Pans, as well as visit Victoria Falls in Zimbabwe. This trip will provide the basis for a better understanding of conservation and sustainability issues in this region of Africa.

TVL 251 In the Wake of the Hapsburg Empire: Vienna-Bratislava-Budapest

This course explores the changing natures of borders and boundaries, linguistic, cultural, and historical, in several important cities of the region, including Vienna, Bratislava, and Budapest. Students will explore the historical and cultural development of these cities in the wake of the erosion of the Hapsburg Empire. The course provides an historically informed account of different manifestations of the aesthetics that emerged around the turn of the 19th century, and shows 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 explains 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 are a main focus and help students understand the different ways in which these cities have 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 physical 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 classes and 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 including, for instance, medieval architecture and religion, modernism in literature, and artists such as Gaudí, Picasso, and Miró.

TVL 277 Turkey: The Old and the New

Clichés about Turkey's unique cultural and geopolitical status abound. Is it part of Europe or part of Asia? Is it an Islamic republic or a European-style democracy? An original member of NATO, Turkey is today still only reluctantly embraced by the European Union, with full membership far from a certainty. The focus of the trip will be upon developing an understanding of why all the disparate and even paradoxical descriptions contain a kernel of truth. Modern Turkey has evolved from a unique historic blend of Greco-Roman culture, Byzantine dominance, and Ottoman politics, culture and religion, all of which were brought into the modern age by the political will of Atatürk starting in the 1920's. Destinations include Istanbul's innumerable historical and cultural shrines along with the modern corporate and university environment; Ankara, selected by Atatürk in the center of the peninsula to be the heart of the new Turkish politics; and the South Mediterranean coast (Antalya/Alanya) with a focus upon Greco-Roman and medieval history, as well as modern-day tourism and agriculture. Readings will include an Ottoman history and a biography of Atatürk.

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. Students will also experience the theaters, museums, 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 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 two-fold. 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. The travel includes meetings with government representatives and private business managers, interviews with ordinary people and visits to the refugee camp, and the itinerary centers on Pula, Opatia, Brioni, Postojna, Motovun and Belgrade.

TVL 304 Cyprus: History, Culture, and Society

Students will be introduced to millenarian civilizations of Cyprus and will become acquainted with the Turkish and Greek cultural components on the island. This travel program will focus on the history, culture, politics, and arts of this island and its final evolution from a British colony, to a divided and segmented republic with membership in the European Union. Politics permitting, students will be visiting the main urban centers on both sides of the divide such as Larnaka, Limassol, Nicosia, and Famagusta. A particular focus will be placed on the synthesis of civilizations that have come to influence the cultural and physical landscape of the area. Emphasis will be put on salient aspects of Classical Greek civilization, its symbiosis

with Roman rule, and the evolution of Byzantine imperial domination, Orthodox Christianity and Crusader rule, through Venetian hegemony, and Ottoman- Islamic control. Students will also be introduced to the modern dynamic elements of the island, shaped by a British presence that lasted almost ninety years and still persists to this day. The final aim of this academic travel is to gain an insight into the multifaceted historical identity of the Cypriot population.

TVL 311 Malawi: Sustainable Agriculture

This Academic and Service Travel experience to Malawi focuses on sustainable agriculture and natural resource conservation. In addition to understanding the history and culture of Malawi, special emphasis will be devoted to exploring the feasibility of sustainable agriculture in the context of development pressures and dependency theory. A small group of students will have the opportunity to study the importance of sustainable development in the context of subsistence farming and the pressures on natural resource conservation that characterize the region. Students will visit the University of Malawi, Freedom Gardens (a demonstration project in food security), and explore Lake Malawi by a 22 meter vessel where visits to local villages and NGOs will provide hands-on service work in sustainable development. Opportunities for game viewing in Liwonde National Park may also be included.

TVL 329 Thailand: Village Culture and Service Learning

This Academic Travel is designed to 1) expose students to an East-Asian culture, 2) allow students to discover and experience firsthand the socio-economic culture of Thai villagers and 3) offer students a method of using their resources to directly benefit the village people. The travel is in collaboration with the Sainam Foundation and takes place in a remote Thai village, Bad Naudom in the province of Surin, in the eastern part of the country. Students are placed in local houses and, depending upon the status of the foundation projects, do community service work for eight full days which could include: helping to construct houses; clearing land for construction; working the local harvest and the organic farm; kitchen and cooking. Through the Foundation, students work with the SAINAM village school and the surrounding village schools to plan English language classes and outdoor activities. Students will be expected to complete the service learning component of the course which may include manual labor.

TVL 357 Felix Austria: A Journey Along the Danube River

The Danube River, spanning from the Bavarian hills through Austro-Hungary and the Balkans to the Black Sea, has been for centuries a vital crucible of middle-European cultures. In recent years, its institutional and cultural relevance has been acknowledged by the foundation of a European Danube Academy/. During the travel, the Danube River becomes a vector for reviving and understanding the history and culture of the so-called Felix Austria, an epoch characterized by the idealization of the Habsburg Empire as a harmonic totality and by a hedonistic view of life. Besides exploring the myth of Felix Austria on a water journey from Linz to the city of Vienna, which was the epicenter of this world, along the way students will also visit Innsbruck and Salzburg.

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, audiovisual materials, and electronic resources. The Grace Library holds an English-language collection of approximately 36,000 volumes, print periodicals in several languages, and a variety of multimedia materials. The Fowler Library houses materials in French, German, Italian, Portuguese, Russian, and Spanish, as well as the science, mathematics, technology, and health materials. In addition to the print and AV collections, the library service subscribes to many full-text databases including: ProQuest resources, EBSCO resources, Lexis-Nexis Academic Universe, JSTOR and Project MUSE.

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.

Details of library opening hours, resources and policies can be found at www.fus.edu/academic-support/library.

THE WRITING AND LEARNING CENTER

The Writing and Learning Center (WLC), part of the Fowler Learning Commons, provides one-stop academic support to the Franklin community at large. For students, it offers individual tutorials and workshops that promote life-long learning skills in writing, learning, foreign-language acquisition, and career-related writing. For students with documented learning differences, the WLC fosters success by coordinating accommodations and by organizing additional academic support. Staff members in the WLC also work closely with the Office of Student Life to promote career-related writing skills and various leadership opportunities through the Academic Mentor Program and the university's Life Long Learning Scholarship awards. For faculty, the WLC offers class visits, workshops, and individual consultations to support writing and learning in both the undergraduate and graduate curriculum.

More information is available at www.fus.edu/academic-support/writing-center.

ACCESSIBILITY SERVICES

Franklin University Switzerland provides reasonable accommodations in its academically related programs to students who have documented disabilities, including learning disabilities. Typically, these accommodations include extra exam time, the use of a computer for exams and the taking of exams in a distraction-free environment. Other accommodations may be offered on a case-by-case basis.

To obtain the right to these accommodations, a student must first officially register his or her disability with the Accessibility Coordinator and provide appropriate documentation. This meeting should be organized in a timely fashion once the student arrives on campus. The Accessibility Coordinator will evaluate the documentation and based on that assessment make recommendations to the WLC for extra learning support and suitable accommodations.

Students who do not have sufficient documentation, or who have not yet undergone psycho-educational testing should meet with the Accessibility Coordinator and/or the Director of the Writing and Learning Center to discuss an appropriate course of action. For further information about disabilities, contact: Ann Gardiner, Director of the Writing and Learning Center at agardiner@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." Forms and their related instructions available from the Office of the Registrar e.g. Declaration of Academic Program, Course Withdrawal, Planned Transfer Credit, Request for Leave of Absence, also contain information on policies and procedures in Academic Affairs and are an integral part of this University Catalog. Forms can be found at: www.fus.edu/academic-support/helpful-forms.

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/academic-support/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. At the same time, the final responsibility for selecting courses and meeting degree requirements is the student's. 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 pre-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 credits. The Bachelor of Arts degree program requires 120 credits to graduate (or 125 if completing requirements under a previous Catalog); 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 Switzerland.

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 Chair of the Department. 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 at 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.

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 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

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.

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 withdrawn from the University.

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. For information on withdrawal from Academic Travel courses, see page 14.

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 requested 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.

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 (see Appendix B). 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.

INVOLUNTARY WITHDRAWAL FROM THE UNIVERSITY

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 applies to involuntary withdrawals from the University. Please refer to the Student Life Handbook or to the Franklin University web site for more information on the grounds for an involuntary withdrawal as well as the full procedures.

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.

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 re-apply 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.

REFUND POLICY

Tuition and University fees are refunded as follows in case of withdrawal from the University:

- 60% refund from New Student Registration day through the last day of the published Course Change (add/drop) period (i.e. until the first Friday of classes)
- 40% from the day following the end of the published Course Change (add/drop) period to the end of the second week (i.e. until the second Friday of classes)
- 20% from the third week to the end of the fourth week (i.e. until fourth Friday of classes)

The official date of withdrawal is the day the Registrar receives written notification from the student's parents or guardian, by mail, telegram or fax. All merit and financial aid awards will be forfeited. No refunds will be made in case of a student's suspension or dismissal for disciplinary or academic reasons. There is no refund for Academic Travel supplements after the end of the published Academic Travel Course Change (Add/Drop) period (which may be different from the regular Course Change deadline). Students who (for any reason) withdraw from an Academic Travel after the Course Change deadline, are still required to pay the supplement fee. Refunds of account credit balances are made four months after the end of the student's final semester.

LATE WITHDRAWAL FEE

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. Payment will be refunded in full for withdrawals received before the specified withdrawal deadlines.

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 within a four-month period for the remaining coursework to be completed; 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. In any case, if the coursework has not been completed and the faculty member has not submitted a new grade or granted a deadline extension the I grade will revert to an F with the expiration of the four-month time period after the end of the semester in which the course was taken.

Students may request an extension of the faculty member's original completion deadline for up to a maximum of four-months following the same procedures above. If the coursework has not been completed and the faculty member has not submitted a new grade, the I grade will revert to a final grade of F with the expiration of the extended deadline time period.

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, and parents/guardians, 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 and instructions can be found at www.fus.edu/academic-support/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.

STUDENT PRIVACY

Franklin University is in compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended. The policy adopted by the University 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 with the exception of parents or guardians of dependent students with whom the University reserves the right to communicate. All information belongs to the student and cannot be released without the permission of the student except in specific cases such as legally binding court orders.

As a small private university Franklin relies on a close relationship with the parents and guardians of enrolled students. Therefore, the University routinely corresponds with parents and designated individuals regarding the progress of students. This relationship is forged by students when they accept admission to Franklin University Switzerland and accept financial support when parents or guardians sign either the Financial Responsibility form, effectively claiming students as financial dependents during the admissions process and/or the Declaration form issued by Student Life when students apply for a Swiss visa.

Franklin University may also 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.

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 (see Application for Readmission). 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; obtained an approved Graduation Evaluation; and completed 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 approved Planned Transfer Credit for completion by the end of Summer sessions or no later than 31 August following Commencement. Actual 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 out of sympathy with the ideals, objectives and spirit of the University. Furthermore, cheating reflects negatively on one's personal integrity and is unjust to those students who have studied.

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 experience which begins after the completion of the coursework in late spring.

Franklin University Switzerland is a signatory to the Principles for Responsible Management Education (PRME). The PRME are inspired by internationally accepted values such as the principles of the United Nations Global Compact. The MSIM curriculum and program were designed to develop a new generation of business leaders capable of managing the complex challenges faced by business and society in the 21st century.

COHORT MODEL

All students follow a fully-planned curriculum. 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 courses and modules in various subjects. Evaluation will be based for each individual on his or her overall performance in each course. The faculty will be aware of the material covered in all courses and modules, enabling each professor to tailor course content into a coherent whole.

Students 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 courses, practical experience, academic travel, and experiential seminars and workshops are strategically integrated in a way that helps students to acquire skills in the following areas:

- Cultural Intelligence
- Personal Responsibility
- Effective Communication
- Critical and Creative Thinking
- Adaptability and Flexibility
- Self Reflection
- Capacity for Uncertainty
- Collaborative Mindset
- Global Mindset
- Innovative Mindset

MSIM PROGRAM OF STUDY (42-45 CREDITS)

MGT 500	Leadership Development Through Action Learning (2 credits)
MGT 501	Leadership Development Through Action Learning (2 credits)

FOUNDATION COURSES

MGT 502	Marketing Management (1 credit)
MGT 503	Economic Literacy (1 credit)
MGT 504	Financial Accounting (1 credit)
MGT 509	Quantitative Methods in Economics & Finance (2 credits)
MGT 510	International Management (1 credit)

CORE COURSES

MGT 520	The Role of Ethics in the Modern Corporation (2 credits)
MGT 525	Project Management (2 credits)
MGT 530	Challenges in the New Global Marketplace (2 credits)
MGT 535	International Business Economics (2 credits)
MGT 540	International Legal Environments (2 credits)
MGT 545	Financial Management (2 credits)
MGT 550	Innovation Management (2 credits)
MGT 555	Seminar in Individual and Social Responsibility (2 credits)
MGT 560	Global Entrepreneurship (2 credits)
MGT 565	Cross-Cultural Negotiations (2 credits)
MGT 570	UN Global Compact: Theory and Practice (2 credits)
MGT 575	Global Strategic Management (2 credits)
MGT 580	Academic Travel (2 credits)
MGT 600	Career Strategies (2 credits)
MGT 601	Practical Experience Planning (1 credit)
MGT 602	Practical Experience (3 credits)
MGT 599	Independent Study (3 credits) (<i>Optional for additional credit</i>)

MSIM CONCENTRATION IN EBUSINESS AND ECOMMERCE (MSIM.e, 16-19 CREDITS)

Embedding an eBusiness and eCommerce concentration in the MS in International Management program is uniquely valuable. This concentration offers a comprehensive multidisciplinary approach to eBusiness and eCommerce management for students who want theoretical knowledge and practical skills to immediately join eBusiness and eCommerce teams. People with core competencies in eBusiness and eCommerce are in great demand and will continue to be so for many years to come.

The MSIM.e concentration builds on the MSIM degree, preparing students to blend their management skills with strategies for managing technology. Employers need people who can manage successful digital strategies, not only in eCommerce companies, but also in more traditional organizations. Graduates with an MSIM.e degree are able to plan, create, develop and manage strategies employing digital technology efficiently inside their organizations both locally and globally.

The **16-19 credits** required for the concentration in eBusiness and eCommerce strategically replace certain courses in the MSIM curriculum.

EBC 510	eBusiness and eCommerce: Data and Models (1 credit)
EBC 511	Digital Communication Strategies (1 credit)
EBC 512	Digital Advertising (2 credits)
EBC 513	Technology and Business Processes (2 credits)
EBC 525	Project Management (2 credits)
EBC 550	Innovation Management (2 credits)
EBC 600	Career Strategies (2 credits)
EBC 601	Practical Experience Planning (1 credit)
EBC 602	Practical Experience (3 credits)
EBC 599	Independent Study (3 credits) (<i>Optional for additional credit</i>)

3+1 AND 4+1 PROGRAM

In collaboration with the Franklin University Switzerland 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 CURRICULUM

MGT 500 Leadership Development through Action Learning Part 1 (2 credits)

Responsible Leadership Development is the cornerstone of the MS in International Management. This year-long seminar was designed in consultation with experts in leadership development, and executive coaches who work with leaders of Fortune 100 companies. The program includes: pre- and post-assessments, behavioral simulations, case studies, reflection papers, team building exercises, and other transformative learning experiences. These experiences are designed to provide students with insights into their personalities, leadership styles, and values. The Leadership Development through Action Learning program begins in the Fall semester with a one-week personal and professional development seminar. The seminar requires students to complete a series of leadership and personality assessments and to participate in an intensive self-leadership workshop. Students will be required to develop a professional and personal plan using the self-knowledge gained in the workshop. This plan will be discussed one on one with a leadership coach during the year. There will be individual and team leadership experiences and assignments throughout the academic year.

MGT 501 Leadership Development through Action Learning Part 2 (2 credits)

The Leadership Development through Action Learning program in the Spring semester is focused on responsible leadership and concludes with a three-day leadership simulation. This course gives students the opportunity to continue to reflect on how they have grown and are growing as a person and a leader during the year. Executive coaches facilitate the simulation and provide both individual and group feedback.

FOUNDATION COURSES

Weeks 2-7 of the MSIM program are dedicated to the study of Business Fundamentals. This is designed to provide students with basic overall business acumen. Students will gain a better understanding of the key functional areas of business, including frameworks, models, and concepts and how each function contributes to organizational success.

MGT 502 Marketing Management (1 credit)

This module examines three dimensions of marketing management: process, content and context. Organizations must proceed through a number of steps to decide upon and then implement a strategy. How they do this is the process element of strategic marketing. The content dimension, by contrast, consists of the specific decision choices that companies make in order to fulfill their objectives. Finally, the context dimension refers to the challenges and opportunities presented by the different organizational and environmental contexts in which strategies are developed.

MGT 503 Economic Literacy (1 credit)

This module is designed to provide students with the opportunity to attain a deeper understanding and working knowledge of some key economic concepts. Topics include scarcity, opportunity cost, marginal costs and benefits, demand, supply and market price.

MGT 504 Financial Accounting (1 credit)

This module provides 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.

MGT 509 Quantitative Methods in Economics and Finance (2 credits)

The course is designed to provide entering graduate students with a basic knowledge of mathematical and statistical techniques which will be applied throughout the remainder of the MSIM course curriculum. While doing this, key concepts in economics and finance, such as present value calculations and the associated mechanics of discounted cash flow analysis in the context of risk and uncertainty. The methods of empirical investigation that will be presented include basic regression analysis and hypothesis testing, involving Excel spreadsheets and related tools. Main practical applications will be in the context of capital budgeting and demand analysis. Cases will be used to illustrate the value of data analysis to support effective and successful decision making.

MGT 510 International Management (1 credit)

The goal of this course is to familiarize managers with the field of international business, management, and operations. 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 the underlying theories of international business, environmental factors affecting international activities, and the strategic management of business functional operations in an international context.

CORE COURSES**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 530 Challenges in the New Global Marketplace (2 credits)

In this course the fundamentals of marketing management will be extended to explore some of the major challenges faced by companies as they compete in the new global marketplace. The program begins by examining the processes through which brands and products enter new international markets. These processes involve decisions concerning both entry strategy and organizational structure. Issues concerning social marketing and, in particular, the marketing of green products will then be discussed. Finally, because an increasing number of young graduates choose to work in either services or their own business, marketing in the context of entrepreneurship and services industries will be explored. The course will use a combination of texts and case work to show the concepts in action.

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 International Legal Environments (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 to: familiarize the students with legal language and concepts, increase the understanding of the legal system and how it functions, and to develop the student's appreciation of

the international legal environment in which organizations must operate, to expose students to legal reasoning. Some topics include common law and civil law legal 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 545 Financial Management (2 credits)

This course examines the financial dimension of managerial decisions and corporate strategy. Students will study the fundamentals of modern financial analysis. Topics such as: the trade-off between risk and return; capital structure, corporate financing and dividend policy, the valuation of real and financial assets, project and company valuation. Risk management and financial derivatives will be introduced. Students will learn the basics of the valuation of stocks, bonds, forwards, futures and options and study ways to incorporate risk into corporate valuation models. To do this students will learn about mean-variance optimization, portfolio theory and basic asset pricing models such as the CAPM. The results of recent empirical research and theory will be discussed and will be accompanied by case studies. At the end of the course students will be able to acknowledge the financial challenges faced by international business managers and to show how financial theory can be used to solve practical problems.

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 the course in order to help students apply the conceptual frameworks presented to real-world business challenges.

MGT 555 Seminar in Individual and Social Responsibility (2 credits)

This course is a two-week intensive seminar on a current topic related to individual and social responsibility. The professor and the theme of the seminar will vary from year to year. Topics might include: Global Reporting Initiative, Sustainable Economic Development, ISO 26000, Love, Money and Virtue, Shrinking Role of Government, Responsible Investment, Labor and Human Rights, and Environmental Sustainability.

MGT 560 Global Entrepreneurship (2 credits)

This course provides the students with a broad overview of entrepreneurship. Its primary focus will be on starting, financing and managing a company; however the skills learned will also be of use for people wanting to drive change as an employee within an existing company. The course includes theoretical studies and considerable practical information based on the instructors' hands-on experiences as founding entrepreneurs and investors. Students will be required to apply the concepts by developing a business concept and plan that they will present to potential investors.

MGT 565 Cross-Cultural Negotiations (2 credits)

Successful practitioners possess and apply a blend of perceptual, persuasive, analytical, and interpersonal skills to negotiate across cultures. This course is designed to improve your negotiating decision-making capabilities across many cultures. Students will understand the theory, processes, and practices of negotiation, conflict resolution, and relationship management so that they can be more effective negotiators in a wide variety of situations. Ethical issues related to negotiation as well as appropriate conduct in multicultural business contexts will be explored through cases, experiential exercises, and complex negotiations scenarios.

MGT 570 UN Global Compact: Theory and Practice (2 credits)

This course introduces the UN Global Compact Management Model that provides companies with the steps to integrate the ten principles of the UN Global Compact into their strategies and operations. Companies that are members of the UN Global Compact commit to respect and promote universal human rights, implement decent work practices, reduce environmental impact, and ensure zero incidences of corruption within their operations and spheres of influence. The course is a series of seminars given by faculty who are experts in Human Rights, Labor, the Environment, and Anti-Corruption.

MGT 575 Global Strategic Management (2 credits)

To succeed in the future, managers must develop the resources and capabilities to gain and sustain advantage in competitive markets both traditional and emerging. The way in which organizations attempt to develop such competitive advantage constitutes the essence of their strategy. This course focuses on business-unit and corporate level strategy formulation and implementation. Through readings, lecture, case analyses, and class discussions, students will learn the "Strategy Process Cycle," a modern approach to strategically managing a global enterprise. The readings and cases are presented from a senior management point of view and students are expected to demonstrate a cross-functional perspective for thinking strategically.

MGT 580 Academic Travel (2 credits)

As a fully integrated part of the MSIM curriculum students will spend two weeks of travel led by a faculty member who is an expert in the course theme and has

particular knowledge or experience of a given country or area. Each year the Academic Travel course will be developed to complement and support the interests of the incoming cohort.

MGT 599 Independent Study (3 credits)

The Independent Study is for students wishing to graduate with 45 credits (90 ECTS) rather than 42 credits or students who have been exempted from taking 3 credits of coursework because of extensive knowledge or experience in the course material. The Independent Study may be Application-Based or Research-Based. The student must identify a topic of interest, find a faculty member who will be the advisor for the Independent Study, submit a concise, written proposal to the advisor for approval before submitting the Independent Study Request and Agreement Form for final approval by the Director of Graduate Studies.

Application-Based Independent Study: Student addresses a complex, real-world, unstructured challenge or opportunity faced by an organization. He or she identifies a specific problem, chooses a goal or goals to serve as the performance standard for alternatives addressing the problem, evaluates all viable alternatives, and outlines a recommended course of action complete with implementation plan, timeline, resource requirements, anticipated outcomes, and risks and contingent actions.

Research-Based Independent Study: Student conducts independent research related to a topic of academic and/or professional interest and creates a Harvard-style teaching case to illustrate the concepts in question or an academic paper that demonstrates the student's ability to do mature work within the field of study.

MGT 600 Career Strategies (2 credits)

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 601 Practical Experience Planning (1 credit)

An independent study during which students propose their choice for fulfilling the required work experience component of the program: either an internship, an entrepreneurial venture or a consultancy project. Practical Experience proposals must be approved by the Career Consultant and the Director of Graduate Studies prior to beginning work.

MGT 602 Practical Experience (3 credits Spring/Summer)

In the Practical Experience course, students carry out the approved practical experience proposal that they developed in MGT 601. Students follow the timeline they set out for themselves, providing weekly reports and other deliverables according to the due dates defined in their proposal. Students request a university supervisor to follow their progress: the MGT 602 Instructor, a professor or a coach.

The practical experience is conducted over a period of eight weeks, ending on or before the first week of August as specified in the course schedule. Students take personal responsibility to follow their proposal closely and involve their supervisor as needed. Any changes in the approved timeline are communicated to the supervisor and the Instructor prior to the dates in question. Copies of all reports and deliverables are provided to the supervisor and the Instructor throughout the course.

MSIM ECOMMERCE AND EBUSINESS CONCENTRATION

EBC 510 eBusiness and eCommerce: Data and Models (1 credit)

The impact of the digital revolution on organizations continues to evolve, extending beyond data centers and IT departments into strategies and operational priorities. This course provides students with an understanding of the information economy, focusing in particular on how to use analytical data to support eBusiness and on cross-border eCommerce, internationalization, consumer behavior, and user experiences. Students analyze new business models that have emerged from the digital economy, some completely new, and others evolutions or adaptations of existing models. These include the predominant eBusiness models, such as the affiliate, subscription, infomediary and advertising models. Students apply what they learn in this course in a final group project.

EBC 511 Digital Communication Strategies (1 credit)

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.

EBC 512 Digital Advertising (2 credits)

This course focuses on how to drive traffic and maximize conversion from Pay-Per-Click (PPC) campaigns, such as those run with Google Adwords, the global leader in online advertising. Google's search engine dominates the Internet across the world, and its content partner network comprises about 80% of available websites. Any online player and especially an eCommerce manager must therefore be able to master Google's advertising program.

The course presents key aspects of building a successful campaign, and strategies for optimizing online advertising performance according to specific business objectives. Students conduct a group project to further develop and practice skills learned in class.

Upon successful completion of this course, students have the skills necessary to obtain a Google Adwords Certification, which provides them with a strategic advantage when seeking employment.

EBC 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). In addition, 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

EBC 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 an e-Business project and develop a project plan.

EBC 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 online 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 in e-Business and e-Commerce, including topics specifically related to the e-business competitive dynamics, strategic choice, product development, and technology sourcing in the organizational context. Case studies are used extensively in the course in order to help students apply the conceptual frameworks presented to real-world business challenges.

EBC 599 Independent Study (3 credits)

The Independent Study is for students wishing to graduate with 45 credits (90 ECTS) rather than 42 credits or students who have been exempted from taking 3 credits of coursework because of extensive knowledge or experience in the course material. The Independent Study may be Application-Based or Research-Based. The student must identify a topic of interest, find a faculty member who will be the advisor for the Independent Study, submit a concise, written proposal to the advisor for approval before submitting the Independent Study Request and Agreement Form for final approval by the Director of Graduate Studies.

Application-Based Independent Study: Student addresses a complex, real-world, unstructured challenge or opportunity faced by an organization. He or she identifies a specific problem, chooses a goal or goals to serve as the performance standard for alternatives addressing the problem, evaluates all viable alternatives, and outlines a recommended course of action complete with implementation plan, timeline, resource requirements, anticipated outcomes, and risks and contingent actions.

Research-Based Independent Study: Student conducts independent research related to a topic of academic and/or professional interest and creates a Harvard-style teaching case to illustrate the concepts in question or an academic paper that demonstrates the student's ability to do mature work within the field of study.

EBC 600 Career Strategies (2 credits)

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.

EBC 601 Practical Experience Planning (1 credit) An independent study during which students propose their choice for fulfilling the required work experience component of the Concentration in e-Business and e-Commerce Concentration : either an internship, an entrepreneurial venture or a consultancy project. Practical Experience proposals must be approved by the Career Consultant, the Academic Advisor of the EBC Concentration, and the Director of Graduate Studies prior to beginning work.

EBC 602 Practical Experience (Spring/Summer 3 credits)

In the e-Business and e-Commerce Practical Experience course, students carry out the approved practical experience proposal that they developed in EBC 601. Students follow the timeline they set out for themselves, providing weekly reports and other deliverables according to the due dates defined in their proposal. Students request a university supervisor to follow their progress: the EBC Academic Advisor. The practical experience is conducted over a period of eight weeks, ending on or before the first week of August as specified in the course schedule. Students take personal responsibility to follow their proposal closely and involve their

supervisor as needed. Any changes in the approved timeline are communicated to the supervisor and the Instructor prior to the dates in question. Copies of all reports and deliverables are provided to the supervisor and the EBC Academic Advisor during the course.

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. 42 credits at 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. Continued absences will affect the final grade and missing more than **20%** of the total number of class meeting hours will result in an automatic grade of F. If a student is seriously ill and require hospitalization they must notify the instructor as soon as possible so that there can be a discussion about how to make up any missed work.

If a student knows that they will not be in class on the date when a written assignment is due they must let the instructor know in advance. Otherwise, late papers will be accepted only with documented evidence of a serious and last minute medical problem.

RESPECTING OTHERS

Graduate Studies has a strict tardiness policy: arriving late or leaving early is disruptive and disrespectful of others in the class. Being late or leaving early will negatively affect the student's final grade. The time missed will be included in the overall calculation of attendance as 20% of the course. For example, in a two hour course that meets for 30 hours students cannot miss more than 6 hours of the course.

- a. *Policy for Late Submissions:* Assignments are due by the date and time assigned by the professor whether or not you attend class. It is your responsibility to keep track of deadlines and due dates. Assignments submitted after the deadline will be considered late and the penalties associated with missing the deadline will be applied.
- b. *Class Work:* Assignments (written or oral) must be completed at the assigned time. There is no make-up work for class assignments, exercises, and homework unless authorized by the instructor.

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 communities. 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 approved, the student must pay a fee of 1500 CHF by 15 June.
- 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."

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