

FRANKLIN COLLEGE SWITZERLAND



UNDERGRADUATE ACADEMIC CATALOG
2012 – 2014

FRANKLIN COLLEGE SWITZERLAND UNDERGRADUATE ACADEMIC CATALOG

2012 – 2014

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DIRECTIONS FOR CORRESPONDENCE

General Information about Franklin College Switzerland is available from the addresses on the previous page. Specific inquiries may be addressed to these offices:

ADMISSIONS OFFICE	(Tel: +41 91 986 36 13) Undergraduate admissions, scholarships, financial aid and loan plans, brochure, catalog, and application materials
STUDENT LIFE	(Tel: +41 91 986 53 26, Fax: +41 91 993 03 54) Undergraduate student activities, residence life and housing information and regulations, health and medical insurance, and permits to study in Switzerland
BURSAR'S OFFICE	(Tel: +41 91 986 36 23; Fax +41 91 986 36 42) Tuition and fees and account payments information
REGISTRAR'S OFFICE	(Tel: +41 91 986 36 67) Undergraduate transcripts, registration, student records, and general academic advising and planning
OFFICE OF ADVANCEMENT	(Tel: +41 91 986 36 07) Development and alumni
OFFICE OF MARKETING AND ENROLLMENT MANAGEMENT	(Tel: +41 91 986 36 09) Marketing and public relations

Visitors are always welcome. Tours of the campus can be arranged by appointment through the Admissions Office from Monday through Friday from 8:30 a.m. to 5:00 p.m.

ACCREDITATION

Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104-2680, USA. Tel: +1 (215) 662-5606 <http://www.msche.org/>. The Swiss University Conference (Schweizerische Universitätskonferenz, Sennweg 2, CH-3012 Berne, Tel. +41(0) 31 306 60 60 <http://www.cus.ch>) granted Swiss University accreditation to all major programs of study leading to the Franklin College Bachelor Arts degree in 2005. This accreditation applies to all major programs offered at that time. Franklin is currently under consideration for institutional accreditation as part of its scheduled 2012 review.

The information contained in this Academic Catalog was prepared on the basis of the information available at the time of publication. While every effort has been made to maintain current and accurate information, specific courses of study, programs, policies, procedures, activities, services, and facilities contained herein may be subject to change or withdrawal without notice and without liability at the discretion of the trustees, faculty, and administrative officers of the College. Current policies and procedures may be found on the Franklin College website at: <http://www.fc.edu/content/academics/>.

Franklin College 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, PHILOSOPHY AND MISSION

Named for Benjamin Franklin, the United States' first and most illustrious ambassador to Europe, Franklin College was founded in 1969 as a non-profit, independent post-secondary institution. Its Charter of Incorporation as a Swiss educational foundation bears the following preamble:

Franklin College is a non-profit organization dedicated to a new kind of international education, taking as its cornerstone Benjamin Franklin's vigorous support of a universal, intellectual interchange between the Old World and the New. Affirming the growing necessity for such exchanges between the nations of the Atlantic World bound by a common heritage and civilization, Franklin College aspires to contribute to the awareness of such common ties by bringing together both students and teachers of many nationalities and to foster that kind of interchange conducive to furthering the ideals of Western Man.

The college was incorporated as a charitable organization in the State of Delaware, USA in 1970, and recognized by the Internal Revenue Service as a tax-exempt corporation in 1971. Accreditation as an Associate of Arts (AA) degree-granting institution was awarded by the Middle States Association of Colleges and Schools in 1975. In 1986 Franklin introduced a four-year baccalaureate degree and in 1990 Franklin College had its accreditation reaffirmed by the Middle States Commission on Higher Education as a four-year baccalaureate degree-granting institution. This Middle States accreditation was reaffirmed most recently in 2010. Further, in 2005 all programs of study leading to the Franklin College Bachelor of Arts degree were awarded Swiss university accreditation by the Swiss University Conference / Schweizerische Universitätskonferenz and the Swiss Organization for Quality Assurance / Organ für Akkreditierung und Qualitätssicherung der Schweizerischen Hochschulen.

As a liberal arts institution since its foundation, Franklin College has emphasized what it has designated the "international imperative" in higher education, regarding higher education as the experience of thinking internationally. Events in recent decades, from the fall of the Berlin Wall to 9/11 to the Iraq War, have given even greater urgency to the need for authentic international education. The emphasis, academic and social, on cross-cultural perspectives is designed to affect the direction and meaning of a student's college years, life and career. Accordingly, the College advocates that substantive international studies should be an integrated part of a college 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 College in the global environment of the twenty-first century.

The essence of a Franklin College education is the exposure of its students to cultures other than their own. The College's location, in the principal suburb of a vigorous

Swiss city that is part of the cultural milieu of northern Italy, assures a commingling of cultures in a quadri-lingual nation. Students and faculty are drawn from many lands, further strengthening international study and experience.

Moreover, Franklin College recognizes the need to have a student body representative from secondary schools which are based on a broad liberal arts curriculum, in North America and those from the more intensely focused schools of Europe, Asia, Africa and Latin America. Though students may be differently prepared, world conditions today are proving that they share a mutually beneficial common ground.

The North American student is generally prepared for a liberal education with the aim of developing career potentials and marketable skills. At the same time, an increasing number of students from other parts of the world are seeking alternatives to traditional forms of education and are attracted to flexible programs which blend the theoretical and the practical. Franklin answers these needs in two ways: it limits its baccalaureate majors to carefully selected fields where its strengths are greatest and where opportunities for a level of professional expertise can develop; and it makes a significant range of studies available in international management, international communications and related pre-professional fields.

A meaningful mission should be reflected in the achievement of graduates whose education and lives have been shaped by its intent. To an extraordinary degree, the College's many alumni have found that the international imperative at Franklin gives special meaning to their careers and lives.

In 1998 the Trustees of Franklin College defined the mission of Franklin College as a degree-granting institution in the following statement:

MISSION STATEMENT

The mission of Franklin College is to provide a multi-cultural and international academic environment within which students acquire the essential knowledge and critical, creative and analytical abilities necessary to attain success in their chosen careers and to live culturally enriched and rewarding lives.

LOCATION



Panoramic view of Lugano, courtesy of Lugano Turismo

Franklin College is located in the town of Sorengo, on a hillside immediately above Lugano, the principal city of Switzerland's southernmost, Italian-speaking canton of Ticino. Lugano is the canton's major medical, financial, commercial and cultural center. It is a sophisticated, medium-sized city having the resources that one might expect in the principal commercial and banking center of the canton of Ticino. There are two concert halls, a Cantonal Museum of Art and Architecture, a Museum of Modern Art, and a Museum of Non-European Cultures (Oceanic, African and Indonesian Art), all within easy walking distance from the center of town. Lugano boasts an elegant downtown area of shops, hotels, restaurants, churches, and banks in diverse architectural styles. A modern concert hall and convention center, located near the lakefront, hosts a variety of presentations throughout the year.

The city of Lugano is clean and safe, attracting visitors from around the world, many of them for internationally renowned events such as the International Chess Tournament, the Wine Harvest Festival and the International Jazz festivals. Over the years, Franklin students have had opportunities to see Mitslaw Rostropovich, Vladimir Ashkenazy, Ella Fitzgerald, Miles Davis, Dizzy Gillespie, Pat Metheny, Chick Corea, John Kenneth Galbraith, The London Symphony Orchestra, Jay McInerney, Ray Charles, Paco de Lucia, Juliette Greco, Rudolf Nureyev and Riccardo Muti, amongst others. The city supports a full symphony orchestra, two full-facility hospitals, a public library, and several museums.

A main European rail line connects Lugano with all of Italy to the south, via Milan, fifty miles away. To the north, the principal Swiss cities of Zürich and Basel make northern Europe easily accessible. Lugano is also connected to major European airports through Swiss and other commuter airlines. For all these reasons, Lugano attracts visitors from every part of the continent, making it a modestly sized but cosmopolitan area where French, German, and English are heard, in addition to the local Italian.

The attractive location of Franklin College makes it an ideal place for students of Europe and the world beyond, for Switzerland presents much more of significant interest than its celebrated cheeses, chocolates, watches, and banks. In his book *Why Switzerland?* University of Pennsylvania historian and member of Franklin's Board of Trustees, Jonathan Steinberg observes:

Switzerland is a useful place to look at...European problems. It is small enough to be studied conveniently, odd enough to be an abbreviation for the whole of European life and advanced enough to be fully integrated into all the trends... In looking at the way the Swiss cope with mass culture, modern transportation, technological change, inflation, urbanization, population growth, secularization, environmental pollution and violence by extremist groups, we can see in a small arena what faces Europe in the large one.

The College is a twenty minute walk from the center of Lugano. Within an hour or so by car or train are Milan and Como. As the commercial center of Northern Italy, Milan offers extensive opportunities to learn about international markets, trade, investments, and marketing. The city houses treasures such as Leonardo da Vinci's "Last Supper," Michelangelo's "Pietà Rondanini," and works by Raphael, Tintoretto, Van Dyke and other masters. The magnificent Gothic Cathedral, the Duomo, is located near the Galleria, a nineteenth century engineering marvel, and one of the few remaining covered galleries of its size in Europe. Students learning about the reshaping of Europe after the French Revolution can stand where Napoleon stood when he assumed the crown of Italy in 1805. They can also listen to opera at the world-renowned La Scala Opera House.

Students wishing to explore further afield can drive in just over four hours to either Florence or Venice. A little farther and you can find yourself in Strasbourg, Nice, Innsbruck and Geneva. In a full day, the radius of exploration can extend to Munich, Vienna, Paris or Rome. The travel possibilities are extraordinary and Franklin takes advantage of them, particularly, in its Academic Travel Program. In the Fall of 1989, students studying the disintegration of the Soviet satellite nations were in Berlin when the infamous Wall came down. In the following year, Franklin students were able to interview Soviet citizens in Russia about their views on Perestroika. Other important cities our students have visited while on academic travel are Prague, Athens, London, Paris, Madrid, Lisbon, New York, Istanbul, Mombassa, Tokyo, Hong Kong and Beijing.

CAMPUS

The campus includes the Kaletsch Campus to the south that features a private villa typical for the southern Swiss region, with an auditorium, a library and a separate classroom wing. At the entrance to the wooded park surrounding the Kaletsch campus is the student center with art studios, the cafeteria and a student lounge. The grounds are secluded from city traffic and offer a view of Lugano, the lakefront of Castagnola, and the foothills of the Swiss Alps beyond.

The North Campus is a ten minute walk from the Kaletsch Campus and features a classical villa housing administrative offices; the Lowerre Academic Center that includes the Fowler Library, Faber-Lowerre Graphic Design Lab, classrooms and faculty offices; the Pascal Tone Athletic Center; the soccer field; and the DaVinci Residence.



Kaletsch Campus

RESIDENTIAL LIFE

The College considers student residence life an integral part of the educational process. The College's Residence Life program is designed to foster community living, personal responsibility and academic success during a student's studies at Franklin. It affords students the opportunity to experience the challenges and rewards inherent in living abroad and becoming part of a new community. Most of the residences at Franklin College offer furnished rooms and apartments (except for bed linens, towels, and kitchen supplies), many of which come with kitchenettes. A pillow and duvet (comforter) may be leased from the school for the year. A meal plan at the College dining facilities is available to all students, and required of first year students. This adds to the convenience of Franklin's residence life program.

Franklin College is a residential college and requires all single, new incoming students not residing with their parents or legal guardians to live in the College residences. Those living within commuting distance from home, or non-traditional students, may receive authorization to live off campus with parental permission. Current students wanting to reside off campus may lease apartments on their own in the local community if they are at least 20 years of age, or have at least 60 semester hours completed and a minimum grade point average of 3.0. Additionally, students requesting permission to live off-campus must be in good disciplinary standing. Parental permission must be submitted in writing to the Dean of Student Life and Engagement who must grant approval. Please see the Franklin College Student Life Handbook for more detailed information on policies and procedures or refer to: <http://www.fc.edu/content/life-at-franklin/res-life-housing>.

FRANKLIN COLLEGE RESIDENCES

The residences are located within walking distance from the campus. They vary in size from single, double, and triple rooms and studio apartments to multiple occupancy suites. All residences are smoke free. Trained student Resident Assistants (RAs) serve as resources to students in the residences. They work to build community within the residences while promoting social responsibility and academic success. RAs live in the residences and serve as role models, assisting and advising students in obtaining the most from their Franklin College experience.



Panera Residence

Every effort is made to ensure incoming students receive their preferred housing on campus. However, space in residences may be limited depending on demand. Specific roommate requests will be honored where possible, although requests must be in writing and mutual among all roommates, and received from each individual roommate before requests will be granted. The Office of Student Life reserves the right to make room and residence assignments. Housing assignments for new students are made in order of the receipt of housing application and date of deposit. Upon assuming occupancy, students pay a damage deposit and sign an inventory describing the general condition of the apartment and its furnishings. At the conclusion of the agreement, the student's deposit is charged for the cost of any repairs or damages to the apartment, its furnishings, and common living areas, due to misuse or vandalism by occupants or guests. Fees may be assessed for cleaning and removal of property from residences.

The Housing Agreement to live in the College residence is for both Fall and Spring semesters (with the exception of one semester study-abroad students). Franklin College does not release students from housing contracts mid-year unless the student chooses to leave the College or is dismissed for academic or disciplinary reasons. The residence agreement is a legally binding document, and any violations of this contract will be grounds for disciplinary action.

RESOURCES

LIBRARIES

The David R. Grace Library in the Kaletsch Campus, and the Fowler Library in the Lowerre Academic Center, are the two libraries providing the students, faculty, and community at Franklin College Switzerland with books, periodicals, audiovisual, and electronic resources. The Grace Library is housed in a recently built library wing, currently holding a collection of approximately 36,000 volumes, over 100 periodical titles in print, and a variety of multi-media materials. The mostly English-language collection has been selectively developed with particular regard to the curricular needs of the College. It occupies four open-stack rooms, above which is the Reading Room and Reference area at ground floor level. There is also a special reference collection of English-language books about Japan and Japanese culture. The serials collection features a substantial number of titles about Europe and the European Union, and titles from European national banks.

The Fowler Library houses materials in French, German, Italian, Portuguese, Russian, and Spanish, as well as the science, mathematics, technology, and health materials. These materials support our Modern Languages and Environmental Studies majors as well as general study needs. The collections consist of approximately 4,500 volumes and multi-media materials. The library occupies a large, open space overlooking the North Campus Villa, incorporating a flexible dividing wall that creates a database research instruction room with a projector, screen, and eight computers.



The David R. Grace Library

In addition to the print and AV collections, the library service subscribes to many indexes and full-text databases including: ProQuest resources, EBSCO host resources, Lexis-Nexis Academic Universe, JSTOR and Project MUSE. Library research instruction sessions are conducted as requested and is an embedded component of the First Year Seminar.

The libraries are open approximately 100 hours per week when classes are in session, and keep extended hours during midterm and exam weeks. Thesis-writing students, and other students on request, are granted access and borrowing privileges by the local university library in Lugano. Interlibrary loan is available to all Franklin College students through the Swiss interlibrary loan agreement.

Details of library opening hours, resources and policies can be found at <http://www.fc.edu/content/academics/library>.

THE WRITING AND LEARNING CENTER

The Writing and Learning Center (WLC) offers tutorials, workshops, class visits and resources that support students in developing life-long skills in writing and learning. The WLC fosters student success by coordinating accommodations for students with learning differences, in addition to providing academic leadership opportunities for students seeking new challenges.

In accordance with the mission of the college, the WLC provides an atmosphere where students of all cultural and educational backgrounds can learn how to make the most of their Franklin College academic experience. The Center's primary goal is to help students become active writers and engaged learners during every stage in their college career. Thanks to a holistic approach to academic support, the WLC facilitates learning opportunities between students, professors, advisors, librarians, and student life professionals. Specifically, support is offered in the following areas:

WRITING

Because all writers benefit from sharing works-in-progress with an intelligent reader, the Franklin College Writing and Learning Center offers writing tutorials. By making an appointment or dropping-in during open hours, a student can have a one-on-one conversation with a writing tutor at any stage in his or her writing process. Students often drop-in to:

- Analyze an assignment
- Clarify writing requirements of an unfamiliar genre or discipline
- Brainstorm paper ideas
- Develop a thesis statement
- Organize an essay or research paper
- Identify mechanical errors
- Practice proofreading and editing strategies
- Cite sources in MLA, APA or Chicago Style with assistance

- Receive feedback on professional resumes and cover letters
- Receive guidance in writing graduate school applications

LEARNING

In addition to taking advantage of writing tutorials offered by the WLC, students can also meet one-on-one with a trained tutor to work on a wide variety of college and study skills. Specifically, students can meet with us to:

- Discuss the American college system
- Practice note taking techniques
- Improve time management skills
- Learn exam preparation strategies
- Build vocabulary within a major field of interest
- Practice oral presentations and speeches
- Review Powerpoint slides
- Find resources for discipline-specific tutoring

ACADEMIC LEADERSHIP OPPORTUNITIES

The Writing and Learning Center supervises the Academic Mentor program for First Year Seminars and the Writing Scholars program.

ACCOMMODATIONS AND TESTING FOR LEARNING DISABILITIES

As part of its mission, the Writing and Learning Center also coordinates accommodations for students with documented disabilities, including learning disabilities. Within the limits of its resources, the WLC is committed to helping students of all abilities succeed and will help students organize certain accommodations for their classes. These accommodations focus on exams and include extra exam time, the use of a computer for exams, and taking exams in a distraction-free environment.

To take advantage of the right to these accommodations, a student should meet with the Director of the Learning Center and provide a comprehensive written report of his or her disability by a qualified evaluator. A qualified evaluator can include licensed educational psychologists, clinical psychologists, learning disabilities specialists and speech and language pathologists. The evaluating signature, name, title and qualifications must be clearly indicated on the report, which must be on letterhead with the evaluator's address and phone information. The report should include specific information about the student's functional limitations within an academic setting and specific recommendations for accommodations or exemptions. It should also include intake history and specify what kind of testing was conducted to determine that the student is disabled.

The testing must be comprehensive, using statistically valid and reliable instruments, standardized with age-appropriate norms. Testing must also have been conducted within three years of the initial request for accommodations. Students who wish to request accommodations should therefore provide documentation in a timely fashion. For students who do not have sufficient documentation, or who have not yet undergone an appropriate assessment, the Learning Center offers testing services for a psycho-

educational evaluation to determine whether a student may be eligible for accommodation services. The cost of these evaluations will be billed directly to the student and/or to his/her family. Students should bear in mind that a full evaluation requires 1-2 weeks to complete; students are therefore encouraged to make an appointment for the initial interview as early as possible.

DISCIPLINE-SPECIFIC TUTORIALS

A student with academic difficulties in a specific course is expected to arrange for his or her tutorial assistance privately. A student seeking a tutor is encouraged to consult the professor of the course. He or she may also consult a Writing and Learning Center professional for advice on how to find a tutor or advertise for one. Payment for private tutorials is not included in the student's tuition and must be arranged with the individual tutor. No course credit is given for tutorials.

The Writing and Learning Center provides support that is individualized, interpersonal, culturally sensitive, and maintains the highest standards of academic integrity. It is bound by the Franklin College Code of Conduct.

COMPUTER RESOURCES

Although students are encouraged to bring their own laptop computers, the College provides IT resources that are available to all students. Public access computers are available on both Kaletsch and North Campuses and the student lounge (The Falcon's Nest). The main Computer Laboratory is located next to the Grace Library and houses 22 workstations and a laser printer. The Grace Library and study room also host several similar stations including provisions where students can scan documents and write data to CDs or DVDs. Except for weekends and some holidays, the Lab and Grace Library computers are available between 08:30 a.m. and 01:00 a.m.

The Electronic Classrooms on both campuses and the Biology lab are also outfitted with networked workstations and color laser printers. In the Lowerre Academic Center on the North Campus, computing resources are also available to students in the Writing, Learning and Career Center, the Fowler Library, via the print station, and in the Faber-Lowerre Graphics Design Lab which features iMacs, a color laser printer, a high resolution scanner and large-format color plotter. Finally, in every classroom, networked laptop computers (including tablets in a few rooms) are an integral part of the multimedia resources available to professors for formal instructions as well as student presentations

For network access - each student is given a domain account, a college “@student.fc.edu” email address, and storage space on the network for personal files and personal web pages. Email and cloud storage are provided by Microsoft's live@EDU services where each account includes gigabytes of space for email, a “skydrive”, and office live web-based collaboration applications. These accounts do not expire and can be used to join the Franklin students' facebook network as well as the “final destination” for the alumni email forward after graduation. The campus-wide

network is available to any student possessing compatible wireless-networking devices and a valid domain password. In addition to the access in all residences (student rooms and common spaces), students are also able to use the network anywhere on both campuses in proximity to a wireless hotspots. Public areas covered by wireless signals include: all classrooms, the computer lab, library, and study room, both dining halls, and the auditorium as well as outside in close proximity to the buildings. To access the wireless network, students need to make sure their laptop computers are compatible with the wireless 802.11.b/g/n protocol. Students living off campus may use the proxy server to access the library's paid subscription databases and services.

Of course, some students may prefer the use of a desktop computer; in this regard, the only things to remember are that desktops would require either a wireless USB adapter or PC card to connect to the Internet and possibly transformer to use the significantly higher 230 volts used here in Switzerland. While most laptop computers can easily switch to use this higher voltage, it is usually not automatic for desktops, and therefore manual intervention is required to make the change. This can simply be a switch on the power supply at the back of the computer. Individuals should consult their user-manual to see if they can change their voltage or if the converter is required.



Lowrie Academic Center, North Campus

CLASSROOMS

Instructional resources available in all classrooms housed in the main villa on Kaletsch Campus and in the Lowerre Academic Center on the North Campus include: networked laptops, data and transparency projectors, televisions, VHS, DVD, and cassette players, and computer audio.

AUDITORIUM

The Auditorium is designed as a multi-purpose facility. It features writing-desk seats, a stage, and complete audio and visual installations. Accordingly, the Auditorium is used for guest lectures, conferences and seminars, films, theater productions and concerts, in addition to serving as a lecture room for classes requiring large venue audio-visual support.

ART STUDIO

The Nichols Foundation Art Studio, adjacent to the Student Center, is divided into two spaces for painting and sculpture courses.

DINING FACILITIES

DINING OPTIONS

From regional and international specialties to vegetarian cuisine, Franklin's dining services in the North Campus Dining Hall and the Grotto serve a large variety of healthy, tasty and fresh food options using local, fair trade and sustainable products. While cash and credit cards are accepted at all Franklin dining centers, the Falcon Card [<http://www.fc.edu/falcon-card>] is the best way to ensure both convenience and lower costs for students dining on-campus.

THE NORTH CAMPUS DINING HALL

The North Campus Dining Hall is a great place to meet between classes at the North Campus Lowerre Academic Center, whether to study with friends or just grab a quick coffee on the go. It is a cafeteria-style dining room offering a wide variety of local and international cuisine. All food that is served in the North Campus Dining Hall is freshly prepared every day.

THE GROTTTO

The Grotto, FC's "grab and go" eatery, located on the Kaletsch Campus is a place to rejuvenate in a relaxing laid-back atmosphere. At the Grotto, you can use your meal debit card plan, cash or credit card to purchase coffee, drinks, snacks and a wide variety of other food items, including burgers, veggie burgers, salads, pastas, wraps and a daily full meal special

The Grotto is available for special programming and evening events as requested and scheduled by student clubs. The Grotto offers staging, lighting and sound systems to

accommodate dances, karaoke, bingo, poetry readings and any other events organized by members of the Franklin Community.

For more information about dining options and specific hours of operation, please refer to our web site: <http://www.fc.edu/food-services>.

STUDENT LOUNGES

Ben's Den is adjacent to the Grotto and has a television with an international cable connection and an internet wireless connection. The Falcon's Nest is another student lounge located next to the Airone Residence and the Office of Student Life. It has wireless internet, Ethernet connections and three desk top computers available for student use. The Falcon's Nest is also a great social gathering space for students, with lounge furniture, foosball table, and a big screen television with cable. It is also used for informal gatherings for professors, art exhibitions and student organization activities.

STUDENT LIFE

The transition to college life often involves a series of adjustments. When this transition happens in a foreign culture, the challenge of managing these adjustments has the potential of being an intimidating task. Living away from home, often for the first time, can present a myriad of tests in a new student's day-to-day life. The Office of Student Life assists students to ensure the introduction to the new and unknown is a positive one. At the same time, the staff seeks to empower students to take a responsible, healthy and active role in their out-of-the-classroom discoveries. Leadership opportunities, program activities as well as other resources for students specifically designed to help them succeed at Franklin College are all offered through the Office of Student Life.

Franklin College students arrive from dozens of different nations and cultures and bring with them the desire to learn about the world around them. As students get to know each other and different aspects of each other's culture, the Student Life staff – both student and professional staff – offer their assistance and support in helping students make meaning of their multicultural experiences.

The Office of Student Life also serves as a liaison between students and the administration, local community, and the student's family at home. In essence, all facets of student life converge in this office, and students are encouraged to request the help necessary to become independent and responsible adults.

SPORTS AND RECREATION

Franklin College's sports facilities include an athletic field, a fitness room with exercise equipment and free weights, and a gymnasium which can be used for basketball, volleyball, indoor soccer, aerobics, and yoga. The mountains surrounding Lake Lugano are full of beautiful areas for hiking or mountain biking. Routes are posted with indications of the approximate time it will take to reach the various picturesque villages and scenic

vistas along the trails. In the winter and early spring, alpine skiing, cross country skiing and snowboarding are just a short train ride away.

A wealth of sporting activities may be found in the Lugano area. Contact with local teams can be facilitated through the Office of Student Life. Individual sports such as tennis, horseback riding, aerobics, and swimming can be found in Lugano. Lugano also has many health and fitness centers, some of which offer Franklin students a discount on membership through their health insurance. A full list can be found in the Office of Student Life.



Women's Soccer Club

Franklin's own sports teams currently include a men's soccer team that competes in the Swiss 5th Division, men's club-level basketball and a women's soccer club. Information about upcoming events is posted on bulletin boards on campus and in the Office of Student Life.

THE FALCON CARD – UNIVERSITY STUDENT ID

THE FALCON CARD

All Franklin students are required to have a Franklin College Switzerland Student ID Card: the Falcon Card. The Falcon Card is a photo ID that serves as a student's official Franklin identification both on-campus and in the surrounding community. Granting accessibility to Franklin College resources and demonstrating a student's affiliation with the college to external organizations, the Falcon Card is an essential resource for every Franklin student.

UNIVERSITY STUDENT ID

The Falcon Card has a number of on-campus benefits and capabilities associated with student ID cards, such as library book check-in and check-out. Eventually, the card attributes will be expanded to access other campus services, like copy machines, vending machines, washer and dryers, etc. Off-campus, the Falcon Card provides students worldwide recognition as university students, giving them access to discounts and privileges often afforded at retail establishments and for travel related purposes.

One of the greatest benefits of the Falcon Card is its use as a Franklin meal debit card. With the purchase of one of five debit card options, students have access to meals at Franklin dining facilities, including the Grotto and the North Campus Dining Hall. As Franklin expands dining options in the future, the card will include more choices. Additionally, as an added convenience, the card can also be used to buy toiletries and personal items at the North Campus Dining Hall.

COSTS

All students are issued a Falcon Card, free of charge for its first issuance and for its periodical renewal. Replacement cards cost CHF 50.00. If the card is lost or stolen, please notify the Office of Student Life or Dining Services, or simply send a message to falconcard@fc.edu immediately so a hold can be placed on the card balance. While the school will make every effort to minimize the loss of funds if the card is lost, the student is responsible for all debits to the card until a stop has been placed on the card.

To pay by credit card, please see Online Payments:
<http://www.fc.edu/payment-options/>.

FOOD SERVICES, MEAL DEBIT CARD AND MEAL PLANS

FIRST YEAR STUDENTS

All First Year Students are required to purchase a meal card plan on their Falcon Card [<http://www.fc.edu/falcon-card>] for each of their first two semesters at Franklin (not including summer). Money paid for the mandatory Meal Plans cannot be rolled over from semester to semester. Students should be sure to watch their account balance and spend down any remaining funds at the end of the fall semester (December) and at the end of the spring semester (May). Students will be billed for this expense, which they can choose to pay directly to the Office of the Bursar or by credit card at Online Payments [<http://www.fc.edu/payment-options/>]. There will be no charge for the Falcon Card.

Note: *First Year Students are defined as students attending college as full time students for their first time or not having the credit hours needed to meet the requirements to be a Second Year Student (sophomore). Second year (sophomore) and third year (junior) status students have different requirements—please see below.*

SECOND YEAR STUDENTS

All Second Year Students are required to purchase a partial meal plan on their Falcon Card for each of their second year status semesters at Franklin (not including summer). Money paid for the mandatory Meal Plans cannot be rolled over from semester to semester. Students should be sure to watch their balance and spend down any remaining funds at the end of the fall semester (December) and at the end of the spring semester (May). Students will be billed for this expense, which they can choose to pay directly to the Office of the Bursar or by credit card at Online Payments [<http://www.fc.edu/payment-options/>] There will be no charge for the Falcon Card.

***Note:** Second Year Students are defined as students attending college as full time students for their second full year and as transfer students with sophomore status (more than 30 and less than 60 earned credits). Students with credit hours giving them third year status (junior) are not required to purchase a meal plan.*

ALL OTHER STUDENTS

There is no meal plan requirement for students after their second year at Franklin or for those who have achieved third year status (see above for full explanation). However, students can choose any one of the meal debit card options by either making a payment by credit card at Online Payments [<http://www.fc.edu/payment-options/>] or by directly paying in cash or by credit card at the North Campus Dining Hall.

For more information about meal plan options, please refer to our web site: <http://www.fc.edu/food-services>.

HEALTH CARE AND HEALTH INSURANCE

Swiss regulation mandates all persons residing in Switzerland for an extended period of time be fully covered by Swiss medical insurance. Exemptions may be possible if your insurance company has the same coverage (as defined by Swiss government standards), as a Swiss insurance company. Exemptions are easier for EU citizens due to bilateral agreements. Franklin College has negotiated cost favorable coverage with SWICA, a local insurance carrier in Ticino. Students requiring appointments with a health care professional should always first contact the College Nurse at the Office of Student Life. Under this insurance program, students are free to choose from a generous set of qualified medical practitioners and specialists. Every calendar year, the premiums are subject to change based on the discretion of the Swiss authorities.

Franklin College has been able to obtain from the Cantonal authorities the possibility to submit an official request for exemption from Swiss mandatory health insurance for students who currently have an active medical insurance coverage in their home countries. Students/parents must complete the Request for Exemption Form (available through our web site at: <http://www.fc.edu/content/life-at-franklin/health-counseling>), as appropriate to student's nationality and insurance status, and obtain the relevant information from their private insurance company. All documents must be forwarded and received in the Office of Student Life. They should NOT be sent directly to the Swiss authorities.

In order for students to receive consideration for the above-mentioned exemption, the student's private insurance company must certify coverage for the same services as the ones covered by Swiss mandatory insurance. Please refer to our web site: [<http://www.fc.edu/content/life-at-franklin/health-counseling>] in order to know precisely which treatments/services are entailed. Please be aware that the Swiss authorities can reject a submitted application. Furthermore, the review of any application can anywhere from 2 to 3 months. Until Swiss authorities reach a decision on an application, all students will be invoiced for health insurance. Included in the semester's invoice is the cost of the health insurance as determined by student age and as arranged by Franklin College Switzerland with SWICA.

In the event that the exemption is granted, Franklin College will credit to the student's account the cost of health insurance premium as included in the Semester's invoice. This credit will be prorated in accordance to the month of application approval. From the credit, Franklin College will retain a refundable long-term deposit to cover the cost of any payment discrepancies in medical bills that may arise after the student's departure from the College. This deposit will be released along with any other credits on account approximately four months after a student's departure from the College (please refer to the appendices in the back of this catalog for deposit and fee information).

Please note the following for students that are exempted from Swiss Health Insurance:

- Students will be required to pay for pharmacy prescriptions at time of purchase and, in some cases, doctors' costs at time of appointment
- The application can be delayed and can be rejected because of the strict parameters of the Swiss health insurance law

HEALTH SERVICES

Consultation with the College Nurse and the College Counselor is available on a regular weekly basis in the Office of Student Life. Appointments are recommended. In addition, students are given the telephone numbers of the Resident Assistants who may call the Student Life professional staff at any time, day or night, in cases of emergencies. If students become ill while on Academic Travel, the College assumes the responsibility for securing appropriate medical treatment. In case of serious illness or injury, the College immediately informs parents.

NEW STUDENT ORIENTATION

Coming to Franklin as a new student entails a series of introductions to life on and around campus. To assist new students in their transition to Lugano and Franklin College, a comprehensive Orientation program is offered each semester, developed by the Office of Student Life facilitated largely by an extensively trained First Year Experience Mentor student staff. New Student Orientation will afford newcomers to the College community the opportunity to meet other students, adjust to the academic, social and

off-campus elements of life at Franklin and to help make adjusting to campus easy and fun. Students will be introduced to campus resources, made familiar with policies and procedures and provided necessary information for a successful transition to the new culture. A wide variety of trips, programs, activities and events are scheduled during the first week following students' arrival to campus to help make the adjusting to campus a bit easier and more fun.

CAREER SERVICES

There are a variety of services available to students which can assist them with the career development process. Assistant Dean from the Office of Student Life, The Writing and Learning Center, and the Office of Alumni Affairs, provide students with support in career exploration, individual assessment, resume/CV writing skills, graduate school applications, and internship/job search skills. The Myers-Briggs Type Indicator and the Strong Interest Inventory is also available for a small additional fee to Franklin students and can serve as a helpful tool in the career exploration process.

CO-CURRICULAR ACTIVITIES

Each year, the College offers its students and the local community cultural events such as films, trips, and a Franklin Lecture Series. Campus groups such as the student led theater group provide the campus and the community with special fine arts events. The Office of Student Life and the Student Government Association sponsor special cultural nights in celebration of the international diversity of Franklin College's students. Celebrations such as Arabic Night, Latin Night, International Food Night, Thanksgiving Dinner, and a Spring Luau are held each academic year. Additionally, each spring the entire campus takes a day to celebrate the successes of the past year and to prepare for the next with an all day celebration known as SpringForward. The following section details some of the co-curricular activities available at Franklin.

CSI FRANKLIN

The Center for Sustainability Initiatives (CSI) at Franklin promotes curricular, research and on-campus projects that address environmental improvement, global awareness, and social responsibility. It engages the entire FC community in programs and projects that develop interdisciplinary collaboration as well as strive to "green" the campus and its surrounding neighborhood.



Annual Laghetto Clean-Up

FRANKLIN COLLEGE LECTURE SERIES

Each year, Franklin College sponsors both the Fall and Spring Lecture Series which attract well-known speakers from all corners of the earth. The lectures are intended to complement our academic programs, as well as expand the exposure of the Franklin community to topics and thinking beyond our own environment. The Spring 2012

Lecture Series covered such diverse topics as the World Wildlife Fund, architectural marvels of Havana, the current financial crisis and the impact of public health on diverse cultures. The Franklin College 2012-2013 Fall and Spring Lecture Series will continue to offer exciting topics coupled with esteemed speakers who will inspire new perspectives and challenge previously held opinions. Please see our website www.fc.edu for more information. All lectures are free and open to the public.

ECONOMICS AND FINANCE DEPARTMENT SEMINARS

Seminars are periodically organized by the Economics and Finance Department to bring students together with field experts. Recent events included seminars on “Can ‘Lehman’ happen again? A former banker’s view. What have we learned, and what are we doing to prevent another crisis?,” “The Political Economy of the Euro: Does Monetary Union Require Political Integration?,” “Hedge Funds and Systemic Risk,” “Sustainable Tourism in a New Era: From Trend to Necessity, from Competitive Advantage to a New Basic Standard of Quality,” and “The Fashion Valley in Tessin”.

FRANKLIN FORUM IN INTERNATIONAL POLITICAL ECONOMY

Initiated in 1993 and organized by the Department of Economics and Finance, this Forum invites prominent speakers to lecture on current world economic issues. It is the aim of the Forum to inform and enlighten the public, encourage open dialogue and promote and stimulate economic-cultural debate among the academic, business and financial communities. Recent speakers included Ajit Singh (Globalisation, Industrial Revolutions in India and China, and Labour Markets in Advanced Countries), Ignazio Musu (International Aspects of Sustainable Development: The Energy-Environment Challenge), Charles A. E. Goodhart (Euroland and the World Economy: Global Player or Global Drag?), and Paul Davidson (Coping with Threatening Financial Crises and International Debt Defaults: A Proposal for Reform).

MECPOC SYMPOSIUM

The Mosler Economic Policy Center (Mecpoc) promotes and encourages education and research in new concepts and methods of economic policy analysis. Activities are coordinated by Professor Terzi and include symposia, lectures, a website, and other opportunities for undergraduate students to explore alternative views in economic policy making. Mecpoc was founded thanks to the generous support of Warren Mosler, cofounder and Distinguished Research Associate of the Center for Full Employment and Price Stability at the University of Missouri in Kansas City (UMKC). Recent speakers include Randall L. Wray (May 2011, ‘What Reform? What Recovery? Why Those Who Never Saw “It” Coming Cannot Be Trusted’), Peter Clarke (April 2010, ‘Pragmatic and Dogmatic Keynesianism: The Relevance of Keynes’s Thinking Today’), and Lord Robert Skidelsky (April 2009, ‘Obama’s First 100 Days From a Keynesian Perspective’).

FRANKLIN COLLEGE AFFILIATIONS

HALLYM UNIVERSITY, SOUTH KOREA

Franklin College maintains a formal agreement with Hallym University in South Korea that allows Franklin College students, in the company of their professor, to work with Hallym University students and professors during the Academic Travel period. For details about the program, please contact Professor Satomi Sugiyama, Franklin College.

LASELL COLLEGE, USA

Franklin College Switzerland and Lasell College, located in Newton, MA, have created a strategic alliance and partnership focusing on joint projects. The alliance is intended to allow Franklin students access to programming and courses not typically available to them, and Lasell students greater access to an international experience. Franklin students majoring in Visual Communication Arts with an emphasis in Fashion Studies, or from other majors in the College, may spend a semester at Lasell in collaboration with the Fashion department. For details about the program, please contact Professor Johanna Fassl, Franklin College.

L'UNIVERSITÉ LUMIÈRE, LYON

Franklin College maintains a formal agreement with l'Université Lumière (Lyon 2) and its Centre International d'Etudes françaises to offer students the opportunity to study abroad in Lyon, France. Under the agreement, qualified students studying French may elect to study in Lyon during the spring semester of any given academic year. Students may go to Lyon in order to complete the modern language requirement or as part of the French Studies major or French minor. All courses taught in Lyon are offered in French. Students must complete at least the intermediate sequence (FRE 200-201) or be at the B-1 level of the Common European Framework before taking advantage of this study abroad opportunity. For details about the program, please contact Professor Patrick Saveau, Franklin College.

MONTEREY INSTITUTE OF INTERNATIONAL STUDIES

Franklin College maintains formal agreements with the Graduate School of International Policy Studies and with the Graduate School of Translation, Interpretation, and Language Education, both of the Monterey Institute of International Studies (MIIS) of California, a graduate school of Middlebury College. Since its creation in 1955, MIIS has focused on promoting international understanding through the study of language and culture. As a result of our agreement, qualified Franklin graduates may enter the MIIS graduate program in International Policy Studies or the Masters of Arts program in Teaching English to Speakers of Other Languages (MA TESOL/TFL program), with advanced entry status. These agreements recognize Franklin's global focus, its deserved reputation for cultivating exceptional undergraduates who seek careers as public policy professionals and educators, and the skills Franklin students have acquired such as fluency in a second language and intercultural competencies. Under the agree-

ment, qualified Franklin students selected for the program may have their MIIS language requirement waived, receive credit for courses taken at Franklin, and be given preferential consideration for Monterey Institute Merit Scholarships.

In the International Policy Studies program, program tracks include Human Security & Development, as well as Trade, Investment & Development. While many courses of study at Franklin can be applied towards advanced degrees at Monterey's GSIPS, students majoring in International Communications, International Economics, International Management and International Relations will receive highest priority. For further information, please contact Professor Armando Zanecchia, Franklin College.

For the MA TESOL/TFL program, completion of the Franklin College Switzerland Certificate in English Language Teaching is a key component in the selection of those students receiving advanced entry and/or scholarships. For further information, please contact Professor Andrew Starcher or Professor Tracie MacKenzie, Franklin College.

THE SCHOOL FOR FIELD STUDIES (SFS)

Franklin College Switzerland has entered into an affiliation agreement with SFS to facilitate the participation of Franklin students in the environmental study abroad semester and summer programs offered by SFS and to complement Franklin's offerings in this area. This agreement guarantees that participating students receive direct academic credit upon successful completion of an SFS program; environmental studies major and environmental sciences minors are guaranteed credit in the respective major or minor. Students from other areas should discuss possible credit for their academic programs with the appropriate department chair. As a result of this agreement, Franklin students also receive priority admissions to SFS and preferential consideration for SFS-administered scholarships and financial aid. For additional information about SFS, please contact Professor Brack Hale, Franklin College.

THE TAYLOR INSTITUTE FOR GLOBAL ENTERPRISE MANAGEMENT

The Taylor Institute for Global Enterprise Management is a center for research and post-graduate studies in International Management, founded in 2010 by Franklin College Switzerland. The first graduate school at Franklin College in Lugano, Switzerland, the Institute is named for John R. Taylor, a founder, College Trustee and benefactor, who provided funding for start-up costs. With an exemplary professional career in international finance and foreign exchange trading, Mr. Taylor was motivated by the conviction that the Franklin College model of a multicultural education in the Humanities, delivered in a compact academic community based in Switzerland, provides the ideal base for advancing the study of modern international management methods.

ADVANCEMENT

ALUMNI ASSOCIATION AND ALUMNI COUNCIL

The Franklin College Alumni Association is composed of approximately 4,700 Franklin alumni who represent more than 100 nations throughout the world. An alumnus/a is defined as someone who has attended the College. The Alumni Association is governed by the Alumni Council, a Board of Directors, which works in an advisory capacity with the College's Director of Alumni and Parent Relations.

The Alumni Council consists of three elected Alumni Trustees, who serve a three-year staggered term on the Alumni Council and Board of Trustees, as well a group of select alumni volunteers. Alumni Trustees carry the full responsibilities of a Trustee, and are expected to encourage a special interest in alumni relations. The mission of the Alumni Council is to actively involve alumni in the advancement and future of Franklin and keep all alumni connected with each other and the College. The Alumni Council works closely with the Director of Alumni and Parent Relations to create and implement programs and events which support the goals of the College as well as promote connectivity among the Franklin alumni community.

THE FRANKLIN FAMILY ASSOCIATION

The Franklin Family Association comprises parent volunteers who are interested in supporting the College in a variety of capacities while their son or daughter is a student at Franklin. All members of the Association serve on at least one of the following four committees: Welcome Committee, Fundraising Committee, Communications Committee, and Career Counseling Committee. The Director of Alumni and Parent Relations serves as the staff liaison between Franklin Family Association and the Office of Advancement. All parents and guardians of current Franklin students are invited to become members of the Franklin Family Association.

THE FRANKLIN FUND

Part of any successful Advancement Program is involvement from alumni and strong support through a school's annual fund. The Franklin Fund helps to support campus priorities, building initiatives, technology upgrades and scholarships. Each year all members of the Franklin community – alumni, parents, faculty, staff and friends – are asked to make an unrestricted gift in support of the College. As with all private colleges and schools, the monies raised through the Franklin Fund are critical to the ongoing success of the institution. Tuition alone does not cover the costs of maintaining high academic standards and it takes participation from all members of the Franklin community to keep the unique traditions of Franklin alive.

THE GREEN LEAVES FUND

Beginning in 2010, faculty and students are eligible to apply for individual grants from the Green Leaves Fund, a special program that provides opportunities for personal and professional growth. The idea of the fund in the words of its generous benefactor is

“to allow faculty and students to grow the green leaves of intellectual discovery that are essential as they prepare to face unforeseen challenges and create new, never before dreamed of opportunities.”

The Green Leaves Fund will allow students and faculty members to cross disciplinary boundaries to acquire new skills or insights that will add value to their work and expand their perspectives. For example, a student might apply for funds to develop expertise in an art form that he has not studied previously or to conduct summer research on a topic of interest. A faculty member might apply to attend a workshop or conference that is outside the normal boundaries of her discipline. In all cases, thinking “out of the box” will be encouraged.

More information about the fund, including the guidelines for applying, is available from the office of the Dean of the College.

ADMISSIONS

FRANKLIN COLLEGE PHILOSOPHY ON ADMISSIONS

Franklin College seeks students who are eager to meet the challenge of studying and living in Europe, who are serious about undertaking college-level study, and who are prepared to contribute to the intellectual life of the College. Franklin seeks a diversified student body; therefore, the College Admissions Committee considers both academic and personal factors, including the applicant's academic record, evaluations by teachers and counselors, standardized test scores, extracurricular interests and talents, and academic distinctions. Admission to Franklin College is limited and competitive.

Franklin College students come from varied backgrounds; over thirty US states and approximately sixty countries are represented in the student body. Franklin College is open to any person, regardless of age, race, color, creed, sex or national background. Franklin's students share a common focus: to make the learning experience international and cross-cultural.

FRESHMAN ADMISSION RECOMMENDED SECONDARY PROGRAM

Each candidate for admission is expected to have completed a solid college preparatory program. The College recommends a program which will include four years of English grammar, composition and literature; three years of a foreign language; three years of history; three years of mathematics, and two years of science. Course work in such areas as art, computer science, and music is also recommended. For students completing secondary schools outside of the US, Switzerland, and the European Union, Franklin College Switzerland follows the admissions guidelines recommended by the Rectors' Conference of the Swiss Universities for minimum admissions standards. For details, please see:

<http://www.crus.ch/information-programme/recognition-swiss-enic/zulassung/zulassung-in-der-schweiz/foreign-certificates.html?L=2>

APPLICATION FOR ADMISSION

It is recommended that the application be completed by March 15 for applicants to the freshman class. The following credentials must be submitted:

- The completed application form and a non-refundable application fee (see appendices in the back of this catalog for deposit and fee information).
- An essay and personal statement.
- An official copy of the secondary school transcript showing courses and grades.
- Three letters of personal and academic evaluation: one from the principal, headmaster, or counselor of the secondary school; one from an English teacher; and one from another teacher of the applicant's choice.
- US applicants must submit official results from the Educational Testing Service of Scholastic Aptitude Test (SAT or CEEB code 0922) or American Col-

lege Testing programs (ACT code 5223), forwarded to the Franklin College Office of Admissions.

- Non-US applicants, for whom English is not a first language, are required to submit their scores from the Test of English as a Foreign Language (TOEFL) examination or those of another internationally recognized test of English language proficiency, such as the International English Language Test (IELTS).

To achieve the best match between the student and the College, a personal interview is strongly recommended; one can be arranged by calling or writing to the Admissions Office in Lugano or New York. An off-campus interview with a local alumnus/a can also be arranged. An enrollment confirmation deposit is required by May 1 for the Fall Semester and November 1 for the Spring Semester (please see the appendices of for more information on deposits and fees).

EARLY ACTION

A student with a strong high school record who is certain that Franklin is his or her first choice may qualify for admission under the Early Action Plan. The application and all supporting documentation must be forwarded by December 15. The Admissions Committee will notify the applicant of its decision by January 15.

DEFERRED ADMISSION

An accepted student may postpone entrance to Franklin College. The student may wish to travel, work, or pursue other personal plans in the year following graduation from high school. A student electing this option may defer admission for a full year or may enter in the Spring term. A written request for deferred admission must accompany the enrollment deposit by May 1.

ADVANCED STANDING

A student may be granted advanced standing at Franklin for college-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: one or two semesters (3 - 6 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 semester hour 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 twenty-one credits may be awarded.

- French Baccalaureate: six semester credits will be awarded for coefficients of 4 and above and minimum scores of 10. A maximum of twenty-seven 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 a maximum of twenty-seven semester hours of credit for a passing grade in each principal examination. British “A” Level Passes are awarded 9 semester credits for each “A” Level pass with grades of “A”, “B” or “C”. A maximum of twenty-seven credits may be awarded.

The College 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 College has not been received within a year of the student’s matriculation at Franklin.



Falcon's Soccer Game

MODERN LANGUAGE PLACEMENT

Students choose a language of study as well as the appropriate level as part of the pre-registration process following published self-placement guidelines. Students who find that their placement does not reflect their level of language ability should speak with their professor after their first class meeting. Professors may reevaluate placement during the first two class meetings if they agree with the student’s self-assessment and mandate changes as necessary in consultation with the language coordinator for that language. In the case of change, the student will sit for an oral interview with either the

professor, the language coordinator, or the senior professor in the appropriate language any changes will take place prior to the Course Change (add/drop) deadline. Professors, in consultation with the Department Chair, can also request changes in a student's placement on the basis of subsequent testing or class performance in the first week. The decision of the department chair is final in these cases.

REQUIRED WRITING SAMPLE

During Orientation Week, at the beginning of each semester, a writing sample in English is required of all new students, except semester or non-freshman year abroad students. Professors of English 100, English for Academic Purposes, and college administrators use the writing sample for placement purposes and to tailor teaching and learning to individual students and to each class, as a group. Additionally, college administrators use the writing sample as a benchmark to evaluate a student's intellectual growth and that of the class, as they approach graduation. On the basis of the writing sample, non-native speakers will either be exempted from English for Academic Purposes (EAP) courses altogether, or will be placed into the appropriate level of the Academic Bridge Program. Additional writing samples may be requested during or after Orientation Week to finalize placement decisions. See the Academic Bridge Program for a complete description.

STUDY-ABROAD AND TRANSFER STUDENTS APPLICATION FOR ADMISSION

A student enrolled in good standing at another college or university may be admitted for a semester or an academic year at Franklin College. Study Abroad Students are urged to ascertain the transferability of Franklin credits to their home institutions with their study-abroad office prior to enrolling at Franklin College. It is recommended that study-abroad and transfer applicants submit their applications by June 15 for the Fall semester, and by November 15 for the Spring semester. A student may study at Franklin with Study Abroad status for a maximum of two semesters. Students who wish to stay longer or who want to matriculate to degree-seeking status must complete a new application as a transfer student. Study-abroad and transfer applicants are required to submit:

- The completed application form and a non-refundable application fee (see appendices for deposit and fee information).
- An essay and personal statement.
- Official transcripts of work done in other institutions previously attended. A separate transcript must be sent directly by each institution, regardless of whether transfer credit is requested. Certified translations must be included for transcripts not written in English, Italian, French, German, or Spanish.
- One letter of recommendation from a professor, foreign study advisor or Dean, or two letters from employers if the applicant has not attended school for more than one semester prior to the time of application. A Dean's Report confirming that the student is in good social/disciplinary standing from the office of Student Life is also required.

- Non-U.S. applicants, for whom English is not a first language, are required to submit their scores on the Test of English as a Foreign Language (TOEFL) examination or those on another internationally recognized test of English language proficiency.

Former Franklin College students who have withdrawn or otherwise not returned to the College, with the exception of students on an approved Leave of Absence, may apply for readmission to the College, following the procedures and deadlines described under Study-Abroad and Transfer Students. In no case can a former Franklin College student transfer to Franklin College more than 30 credits after the period of initial enrollment.

Students who have been academically dismissed from Franklin College may reapply for admission once they have successfully met the conditions for re-admission outlined in their dismissal letter. Students reapply through the Office of Admissions. Once the student's application file is complete, the Committee on Admissions and Academic Standards will conduct an official review. It should be noted that while a student may have been dismissed for academic insufficiency, the review process will include all areas of student life and a student's previous behavior and disciplinary record will be among the factors taken into consideration. Application for readmission for the Fall semester must be received by June 15 and by November 1 for the Spring semester.

TRANSFER CREDIT EVALUATION

Students may transfer up to a maximum of 65 credit hours for the B.A. and 36 for the A.A. degree. The applicability of credits towards major requirements is determined by the Registrar in consultation with relevant Department Heads. After the period of initial enrollment, a student may transfer a maximum of 30 credits to Franklin College as long as he/she does not exceed the 65 credit transfer maximum for the B.A. or the 36 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. The transfer courses must be equivalent in content to those offered at Franklin. In cases where Franklin College 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 College Switzerland.

The College 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 College has not been received within a year of the student's matriculation at Franklin.

NON-DEGREE SEEKING STUDENTS

The College accepts mature students who want to study without initially seeking a degree or a formal plan of study. They apply for admission as non-degree candidates, and they are expected to have the requisite background for the courses for which they register.

CONDITIONAL ACCEPTANCE

In particular circumstances, Franklin College may accept students on the condition that certain specified requirements are fulfilled before that conditional acceptance is changed to that of normal status. Generally, this will apply to students whose prior record suggests that a trial period should be undertaken before unconditional acceptance can be given or in circumstances where a student's command of the English language is not yet at a level where he/she could reasonably be expected to perform successfully. Students in this latter category would normally be required to follow a program of English for Academic Purposes (EAP) while also being allowed to register for certain other courses offered by the College.

INTERVIEWS

All applicants to Franklin College are strongly urged to arrange an interview with the US Regional Directors of Admissions or the Director of Admissions in Lugano. The interview serves the purpose of acquainting the applicant with the College and it also makes it possible for more detailed information to be gathered about the College's programs and the prospective student's educational aspirations and expectations. The interview may be arranged by writing or calling one of the Franklin College Switzerland Admissions Offices:

Franklin College Switzerland
US Office, Suite 2746
The Graybar Building
420 Lexington Avenue
New York, NY 10170
USA

Tel: +1 212 922-9650
Fax: +1 212 922-9870
Email: info@fc.edu
<http://www.fc.edu/>

Franklin College Switzerland
via Ponte Tresa 29
CH 6924 Sorengo (Lugano)
Switzerland

Tel: +41 91 986 36 13
Fax: +41 91 993 39 06
Email: info@fc.edu
<http://www.fc.edu/>

FINANCIAL INFORMATION

FINANCIAL AID

Franklin College recognizes the importance of financial aid programs to students with demonstrated need. Such financial need is defined as the difference between the family's or student's available resources and the cost of attending Franklin College. It is expected that the student and his/her parents will contribute to the fullest possible extent, so that the College's limited financial aid funds can be shared most equitably among the greatest number of qualifying students. To estimate a fair contribution from the family, for US students, Franklin College uses either the Student Aid Report (SAR) provided by the Department of Education on the basis of the Free Application for Federal Student Aid (FAFSA) form. The FAFSA should be completed online: www.fafsa.ed.gov. The Franklin College Department of Education Code is G11683.

Non-US students must submit the International Student Financial Aid form. The FAFSA should be filed no later than February 15. US and International students should download the Franklin College Financial Aid Guidelines from the College website and submit the Franklin College Financial Aid Form by February 15. Addresses for submission of applications for institutional aid are as follows:

FOR US-BASED FAMILIES:

Franklin College Switzerland
US Office, Suite 2746
The Graybar Building
420 Lexington Avenue
New York, NY 10170
USA

FOR FAMILIES OUTSIDE THE US:

Franklin College Switzerland
Admissions Office
via Ponte Tresa 29
6924 Sorengo
Switzerland

Further financial aid information may be obtained either from the Admissions Office on campus or in New York, and from the College website. US applicants should be aware that some government student assistance programs are not available outside the United States. Notification of financial aid awards are mailed to applicants beginning the first week in March of each year.

EARLY ACTION APPLICANTS

First-year applicants for financial aid applying as Early Action candidates should submit all financial aid documents by January 15.

FINANCIAL AID RENEWAL

Re-enrolling students must reapply for financial aid each year. Financial assistance will be reconfirmed if continuing need is demonstrated, the student maintains a minimum cumulative GPA of 2.5, is in good social standing with no disciplinary infractions, and a new FAFSA is submitted. Students receiving institutional aid from Franklin College are

required to live in a College residence. Application for renewal of aid should be made by March 15 according to the procedures outlined above for first-time applicants. The amount of financial aid renewal may be adjusted from year to year, depending on demonstrated need and available resources. Tuition and fee increases are considered for the determination of the amounts awarded.

SELF-SUPPORTING STUDENTS

Students who meet the following criteria will be considered self-supporting for institutional aid programs if they are:

- at least 23 years old by January 1st of the award year
- an orphan or ward of the court
- a veteran of the armed forces of the United States
- an individual with legal dependents other than a spouse
- a married person who will not be claimed as an income tax exemption by his/her parents or guardian for the first calendar year of the award year
- a single undergraduate student with no dependents who was not claimed as a dependent by his/her parents or guardian for the two calendar years preceding the award year and who demonstrates self-sufficiency for those two years as evidenced by an annual total income and benefits of at least US \$4,000 in each of those years.

SCHOLARSHIPS AND OTHER MERIT AWARDS

Franklin College offers some scholarships and a number of merit awards. Information related to these is available on the College website. Students who are interested in such awards should request further information from the Office of Admissions. Scholarships and academic merit awards are eligible for renewal each year provided that the student maintains a minimum GPA of 2.8 or 3.0 for Franklin Scholars and is in good social standing, with no disciplinary infractions. Students receiving scholarships and merit awards from Franklin College are required to live in a College residence.

LIFE LONG LEARNING SCHOLARSHIP

The Life-long Learning Scholarship Program helps students by preparing them to be career-ready upon graduation from Franklin, not only with regard to academic foundations in their respective disciplines but by providing them with skills that are essential in public and private sector employment in a wide variety of settings. By participating in the Life-long Learning Scholarship program, students will gain professional experience, develop leadership skills, and have the opportunity for practical training in a number of fields and areas.

SELECTION OF THE LIFE-LONG LEARNING SCHOLARS

Students will complete a short, one-page response to the program opportunities that are available at the start of the academic year. The description of the scholarship opportunities will be provided by the program supervisors, and students should respond in terms of their skills and interests as well as how this will lead to career goals and

practical training in their respective fields of study. The program supervisor will make the final selection from the pool of applicants who have submitted materials in response to the program needs and position description. A cumulative GPA of 2.50 or higher is required to be eligible for a scholarship. The Scholarship will be dispersed to the student in two installments per semester.

STUDENT LOAN AND PAYMENT PLANS, DEFERRED PAYMENT PLAN

The College offers a Deferred Payment Plan to students in good financial standing. All payment plan agreements, on a semester basis, must be authorized through the office of Finance and Administration. A deferred payment plan contract will be prepared and forwarded for signature. Signatory agreement is required to activate payment plan consideration. Details can be arranged directly with the Bursar's office in Lugano.

The balance and number of installments is dependent on the date of registration. The maximum number of equal monthly installments is five. Account balances must be met in full in the month prior to semester end. In the Fall semester, account balances must be met in full in November. In the Spring semester, account balances must be met in full in April. A deferred payment plan is not offered in summer.

A participation fee billed per semester is entailed in the balance eligible for installment consideration. Each payment installment within contract is liable to late payment fee (see Appendix B for deposit and fee information). Failure to receive a billing statement does not relieve the responsibility for paying the installments on time along with any penalties owed. If a billing statement is not received by 10 days before the installment due date, please contact the Bursar's Office in Lugano directly.

STAFFORD STUDENT LOAN PROGRAM

US citizens and permanent residents enrolling at Franklin College are eligible for the Federal Stafford Student Program. All Stafford loans must be applied for through the Department of Education's Direct Lending program. The maximum amounts available to undergraduates for Subsidized Stafford loans are US \$3,500 for the freshman year, US \$4,500 for the sophomore year, and US \$5,500 per year for the junior and senior years, up to a maximum of US \$23,000 for the duration of undergraduate studies. An unsubsidized Stafford loan of \$2,000 is also available to all students. Additional information regarding further unsubsidized Stafford loans can be obtained from the Admissions Office and from the Department of Education's student loan website: <http://www.studentloans.gov>. Students applying for Stafford Loans are required to submit the FAFSA.

PARENT LOANS FOR UNDERGRADUATE STUDENTS (PLUS)

PLUS loans are available to parents of financially dependent undergraduate students through the Department of Education Direct Loan program. A parent may borrow, each year, a maximum of the difference in the cost of attendance minus any financial

aid and/or merit awards that have been granted. Further information regarding PLUS loans can be obtained from the Admissions Office and the Department of Education website: <http://www.studentloans.gov>

FEES AND DEPOSITS

The fee structure is subject to change from year to year. Such changes are normally decided upon in the Spring. For this reason, current fees are published on a separate sheet and mailed with application materials. Once determined, the fee structure is also made available on the College's website (also see Appendix B).



Panorama of Lugano, Courtesy of Lugano Turismo

PAYMENT OF INVOICES AND FEES

Full payment of invoices is due by July 27, 2012 for the Fall semester invoices, December 21, 2012 for the Spring semester invoices. The due date for the Summer invoices will be published later on during the Fall semester. Once registered for courses, students will be sent a billing statement payable upon receipt. Failure to receive a billing statement does not relieve the responsibility to pay by the due date. If a statement is not received 10 days before the payment due date, please contact the Bursar's Office in Lugano directly.

Students will not be allowed to enter classes on the first day of class unless payment has been received in full or unless deferred payment plans have been duly signed and approved. Transcripts, diplomas, enrollment confirmation letters, and other official documents will not be released if the student has an outstanding financial obligation to the College.

LATE PAYMENT FEE

Students who submit their payment after New Student Registration Day will be charged a late payment fee (see Appendix B).

REFUND POLICY

Tuition and College fees (excluding Franklin College financial aid and/or merit awards) are refunded as follows in case of withdrawal from the College: 60% refund from New Student Registration day through the last day of the published Course Change (add/drop) period, 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. 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. 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 Course Change (Add/Drop) period. Students, who, for any reason, withdraw from an Academic Travel after the Course Change deadline, are still required to pay the supplement fee. There is no refund for Residence charges after the student checks into their residence. 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 (see Appendix B) will be assessed in such cases. Payment will be refunded in full for withdrawals received before the specified withdrawal deadlines.

ACADEMIC POLICIES AND PROCEDURES

Learning across a broad spectrum of human knowledge forms the basis of the Bachelor of Arts core curriculum at Franklin. Core studies begin with First Year Seminars that explore the theme of crossing borders from a number of perspectives and in different disciplines. The core curriculum allows students to explore disciplines that help inform an educated human being. Faculty members are appointed for their diverse and imaginative approach to the sharing of knowledge, for their breadth of perspective and their ability to bridge the gaps among various academic areas. Many of the courses are thus interdisciplinary in nature.

While firmly dedicated to the values of liberal arts education, Franklin also recognizes the need for students to be introduced to the professional world through specific courses, guest lectures and co-curricular activities. Most majors for the Bachelor's degree allow enough flexibility for students to partially design their own plans of study.

Close faculty-student contact is recognized as essential for the realization of the College's educational philosophy. The advising system is designed to ensure this contact from the beginning. An exceptional student-faculty ratio (ten to one at present) has always made learning at Franklin College an intensive and personal endeavor.

An integral part of the Franklin College curriculum is the Academic Travel Program. More than in any other part of the College's curriculum, the Travel Program encourages students to learn by experience. (Academic Travel is explained more fully in the section on Academic Programs.)

In addition to the information in this and other sections of the Academic Catalog, students should refer to specific information available through the Franklin College website (www.fc.edu), the Registrar's Office, and Franklin's student portal "my Franklin." Forms and their relative instructions available through the Registrar's Office, such as that for requesting a Leave-of-Absence, a Withdrawal from the College, Planned Transfer Credit, Declaration of Academic Program, an Internship or Thesis application, also contain information on the policies and procedures in Academic Affairs and are an integral part of this College Catalog.

ACADEMIC CALENDAR

The academic year at Franklin College consists of two sixteen-week semesters. Each semester includes a final exam period and a two-week travel period during which students participate in a faculty-led interdisciplinary Academic Travel Program. One 6-week and two optional 4-week summer sessions are offered, usually in the months of June and July. (For more information, see the Franklin College website (www.fc.edu), separate section on summer sessions and Appendix A for the 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 task 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.



Franklin Students in Lugano

CORE REQUIREMENTS

First-year students are expected to begin fulfilling their core requirements, including the First Year Seminar, ENG 100 Writing in the Humanities, a Modern Language, and other liberal arts core requirements, during their first year. As a result, they are advised to register for only one course in each academic area, and for no more than two courses at the 200-level or above. Sophomores will be strongly advised to register for no more than three courses in any one academic discipline. It should be noted that all students are expected to complete all general degree (Core) requirements by the end of their fifth semester.

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. Every student is assigned an academic advisor to aid in the selection of courses and to ensure that degree requirements are met in a timely fashion.

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 nullified 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.

ACADEMIC TRAVEL REGISTRATION

Academic Travel registration begins during the registration period described above and adheres to the same priority order. Academic Travel registration is completed by the published Course Change deadline at the end of the first week of each semester. All travel registrations are considered final as of the end of that first week. All students, except graduating students who have fulfilled their travel requirements must participate in Academic Travel. If a student (for medical reasons or visa reasons only) cannot participate, a petition must be filed through the Registrar's Office and the student will be required to attend the on-campus seminar in its place. Academic travel tuition and/or any required supplement fees are not refundable.

Students are responsible for obtaining all necessary visas for their travel destinations. Before choosing an academic travel destination, it is the responsibility of the student to ascertain the likelihood of his or her obtaining a visa to that destination. Students should confer with the travel leader on visa requirements. Students who are unable to obtain appropriate visas are required to attend the on-campus seminar in place of the travel credit requirement.

CHANGE OF REGISTRATION

Students may change their course registration without penalty up until the published Course Change (drop/add) deadline either online or by completing a Course Change Request and by obtaining the signature of their academic advisor and the instructor of the changed courses. The completed Course Change Request must be received in the

Office of the Registrar by the published deadline. In certain periods of the year, registration changes can be carried out on-line.

CONTINUING ENROLLMENT POLICY

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 (see Appendix B). This allows the student to utilize College resources needed to fulfill the unfinished coursework.

COURSE CREDITS AND RESIDENCY REQUIREMENTS

Franklin College courses usually carry three credits. (Academic Travel and On-Campus Seminars carry one credit each). The Bachelor of Arts degree program requires 125 credits to graduate; the Associate of Arts degree program requires 64 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 28 credits towards the Associate of Arts degree must be completed at Franklin College.

The credit hour at Franklin is equivalent to one semester hour. Students receive one credit (15 contact hours) for successful completion of an Academic Travel. The remaining contact hours accumulated in pre- and post-trip meetings and during the travel itself are considered as distributed over the regular credit courses the student is enrolled in that semester.

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 the College 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 the College, students maintaining a minimum cumulative GPA of 3.0 will be allowed to register for six courses, for an additional course fee. Students in the Academic Bridge Program have additional course load restrictions (see Academic Bridge Program).

COURSE PREREQUISITES

In many courses, students need to build from previous knowledge and experiences. Prerequisites for these courses are indicated in the section on course descriptions. A student can register for such courses without the prerequisite only with written 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.

AUDITING A COURSE

Students may audit one course per semester 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. A full-time student (enrolled in either four or five courses, excluding Academic Travel, 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 (see Appendix B for deposit and fee information). Auditing Academic Travel courses are not permitted.

INDEPENDENT STUDY

Students may petition the Dean of the College to take an existing course in the Franklin College catalog 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 College 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. Three credits may be given for each independent study course. Generally a student should enroll for no more than one independent study course in a given semester. A petition for any independent course must be submitted to the Dean of the College for approval before the Course Change deadline.

ACADEMIC DISHONESTY

STATEMENT ON CHEATING AND PLAGIARISM

A student whose actions are deemed by the College to be out of sympathy with the ideals, objectives or the spirit of good conduct as fostered by the College and Swiss community, may be placed on Disciplinary Probation or become subject to dismissal from the College. Cheating is a dishonest action out of sympathy with the ideals, objectives and spirit of the College. Furthermore, cheating reflects negatively on one's personal integrity and is unjust to those students who have studied.

Consequently, the College 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 distress, 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 the College. A second offense, in the same or any other course, will result in dismissal from the College.
- 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 the College. A second offense, in the same or any other course, will result in dismissal from the College.

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 the College, and the student will risk dismissal from the College.

RIGHTS AND RESPONSIBILITIES

INTRODUCTION

Franklin College is a community of individuals dedicated to the pursuit of an international education in an environment conducive to learning. The College fully recognizes the rights and responsibilities of its members, as well as their obligations to maintain high standards of social and personal conduct. Enrollment at Franklin, therefore, constitutes an agreement between the student and the College to respect the rights of the College and all the members of the College community. Failure to adhere to the rules and regulations of the College places the student in violation of the Code of Conduct and makes the student subject to disciplinary action.

Because of its unique location in Switzerland, Franklin College must require its students to conduct themselves in a manner which reflects highly upon themselves, their College and their countries, and which shows respect for, and adherence to, the cultural mores of Swiss society. Consequently, Franklin requires standards of behavior of a higher order than those of society at large.

Upon registration at the College, students retain all of their rights guaranteed by law: however, student status confers no immunity from the laws of the Swiss community, nor do sanctions for the breaking of Swiss law exempt them from further disciplinary action by the College. The Code of Conduct is established to provide a system for dealing fairly and responsibly with students whose behavior fails to meet the standards of the College, or which infringes upon the rights of others.

All members of the College community share an important and common responsibility to maintain a climate suitable to a community of scholars and to refrain from conduct that obstructs the work of the College, interferes with the lawful exercise of rights by other persons, endangers the safety or security of other persons or their property, prevents the proper use of facilities of the College, or impairs the maintenance of that kind of environment which is essential to the operation of an institution of higher learning.

Students are subject to the Code of Conduct at all times during the academic term, between terms, during Academic Travel, on or off campus. Franklin College reserves the right to amend the Code at any time deemed appropriate.

CODE OF CONDUCT

The purpose of this Code is to provide a framework for a Judicial system at Franklin College. Its primary function is to assist in the execution and support of the rules in the Student Life handbook as well as protect the rights of all members of the Franklin community.

Because the Franklin College Judicial System and Code of Conduct are intended to promote and uphold a set of shared community standards centered on the basic notion

of respect, it is imperative that all Franklin College students familiarize themselves with their responsibilities and rights as members and rights as members of the community.

The Code was drafted and continues to be edited yearly thanks to input from Franklin College students, faculty, and staff. To this end, the Judicial Board welcomes an ongoing and open dialogue with all community members on how to better the processes by which the Judicial Board seeks-fairly and impartially-to guarantee the continued benefits of life and study in our innovative multicultural scholarly environment.

Solidly rooted in values such as tolerance and dialogue, the Franklin College Judicial System and Code of Conduct require all students to recognize and give proper value to the core concept of respect: Respect for Self and Other; Respect for Diversity of all kinds; Respect for Local Laws and Customs; Respect for all College Rules and Policies designed to maximize the many privileges and opportunities for learning at Franklin College, both in and out of the classroom.

The Franklin College Judicial System Board is designed to promote respect for community standards through a commitment to student development and educational outcomes, in accordance with the Mission Statement of the College and the College-Wide Learning Goals.

For details on the Code of Conduct, please see the *Student Life Handbook*.

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 the College. 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 College 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 College.

WITHDRAWAL FROM A COURSE

Students may change their course registration without penalty up until the published Course Change (add/drop) deadline online or by completing a Course Change Request form and obtaining the signature of their academic advisor and the professors in the courses involved. Students may voluntarily withdraw from a course (except for Academic Travel courses) at any time up to the published withdrawal deadline provided it does not affect their full-time status. (Consult the College 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 the College. If a student, for medical reasons, petitions successfully to withdraw from Academic Travel prior to the travel period, a "W" will appear for the travel grade. After the travel period, withdrawals from Academic Travel courses are not permitted.

ADMINISTRATIVE WITHDRAWALS FROM COURSES

Non-compliance with the attendance policy specified in the syllabus of a course may result in the student being dropped from the roll of the course by the professor in consultation with the Dean of the College. 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 administratively with-

drawn from a course before the published Withdrawal deadline will 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 a course or would otherwise fall below full-time status with the administrative withdrawal. A student receives an “F” for administrative withdrawals after the published 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 by 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 College within the requested time period without formally re-applying to the College. Students returning from a Leave of Absence continue with the same academic core and degree requirements they were subject to when they left the College.

Students who wish to return to Franklin College 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 your intention by March 15 for the Fall semester and by October 15 for the Spring semester (also see Financial Aid Renewal). 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 College within two semesters.

INVOLUNTARY WITHDRAWAL FROM THE COLLEGE

Franklin College Switzerland is committed to the well-being and safety of its community members and the integrity of its learning environment. The College 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 college.

This policy and associated procedures do not take the place of disciplinary action associated with a student’s conduct that is in violation of Franklin College’s Student Code of Conduct. This policy is to be invoked only in those extraordinary circumstances in which the regular disciplinary system cannot be applied or is not appropriate, and after attempts to secure a voluntary withdrawal have failed. Please refer to the Student Life

Handbook or to the Franklin College web site for more information on the grounds for an involuntary withdrawal as well as the full procedures.

VOLUNTARY WITHDRAWAL FROM THE COLLEGE

In order to withdraw from the College before the end of a given semester, the student must complete a College Withdrawal form available from the Registrar. Written permission for withdrawal from the College 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 below). 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 College 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.

GRADES AND GRADING POLICY

MID-TERM GRADES

Following the Academic Travel period, students at academic risk (i.e. mid-semester course progress is below average scholarship – “C-“ or below) are issued a mid-term grade report. Mid-term grades are unofficial and reflect only the student’s progress in a course at the middle of the semester. They serve to alert the student and his/her advisor to potential problems. 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 (see Appendix B).

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 College 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. Students in the Academic Bridge Program must pass EAP 120 and EAP 125 EAP courses with a “C” grade or better to proceed to the next level of the program (EAP 130). If a student does not receive a “C” or better in either course he or she must repeat both courses.

FINAL GRADES

A final grade report is issued to each student following the end of the semester. The Registrar will also notify the student and parents or guardians as defined above when the student has exhibited exceptional academic performance and has been named to the Dean’s List or if a student has demonstrated academic difficulty and is placed on probation or academic warning. Final grade reports are also sent to parents or guardians (see Student Privacy).

GRADING POLICY

The grade point average 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
P		Pass
NP	0.0	No Pass
TR		Transfer or Advanced Standing

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 the College 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 asking the instructor if there has been an error in the calculation of the final grade based on the criteria published in the course syllabus and ask for 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 the College 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 the College is final.

TRANSCRIPTS

Official transcripts are available through the Registrar's Office on campus. Students must make a request either via their "my Franklin" online account or by submitting a request in writing with their authorizing signature. Students must supply the name and address of the person or institution to which the document should be sent. Transcripts will not be released if the student has an outstanding financial obligation to the College. Records are sent by regular airmail unless the student requests otherwise. The College does not take responsibility for the receipt of the transcript. There is no charge for transcripts sent by regular mail.

STUDENT PRIVACY

Franklin College is in compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended. The policy adopted by the College 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 College 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 college Franklin relies on a close relationship with the parents and guardians of enrolled students. Therefore, the College routinely corresponds with parents and designated individuals regarding the progress of students. This relationship is forged by students when they accept admission to Franklin College 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 College may also distribute the following information in appropriate situations without the student's permission under the definition of Directory Information: stu-

dent'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.

STUDENT ACADEMIC AND LEADERSHIP AWARDS

At the conclusion of the Spring semester, the College hosts its annual Academic and Student Life Awards Ceremony to recognize Dean's List scholars and student recipients of academic and leadership awards. Faculty awards are also presented in the areas of teaching, College service, and professional engagement.

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 College. 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 the College.

A student who is dismissed from the College must satisfactorily complete one or two semesters (12-30 credits) at another regionally accredited institution before applying for re-admission to Franklin College (see Reapplication Procedures). The number of semesters required is specified in the student's letter of dismissal.

Students placed into the Academic Bridge Program must complete a single tier in no more than two semesters: non-completion of a tier in the required time period will subject the student to dismissal from the College for academic insufficiency.

APPEAL PROCESS AGAINST DISMISSAL

A student who has been academically dismissed from the College 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 the College or his/her delegate. The decision of Dean of the College is based upon this final recommendation will be binding.

GRADUATION AND COMMENCEMENT

Franklin College 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 (see Appendix B for fee information).

Completion of the Bachelor of Arts degree requirements include, but are not limited to, the following: All Core, Modern Language, Academic Travel, Prerequisite, Major, Minor, and Elective courses required by students' Declared Academic Plans. In addition, students must have at least 125 – 126 credits (depending on the Academic Catalog under which they declared their major), 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. Please refer to the Associate of Arts degree later in this catalog for completion requirements.

Students who have completed all requirements for the degrees of Associate of Arts and/or Bachelor of Arts may participate in the Commencement ceremony held in early May each year. Candidates for the Associate of Arts degree may participate in the commencement ceremony in May only if all degree requirements have been completed by the end of the Spring semester. Candidates for the Bachelor of Arts degree may participate in the commencement ceremony in May 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.



Soon to be Franklin graduates, May 2012

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 acknowledged during the Commencement Ceremony as an Honors Program graduate and presented upon conferral of their degree with an Honors Program Certificate. Official Transcripts also acknowledge students who are Honors Program graduates (see Honors Program for more information).

ACADEMIC DEPARTMENTS

ART AND ART HISTORY

- Majors in Art History and Visual Culture, in Visual Communication Arts with an emphasis in Fashion Studies, and in Visual Communication Arts with an emphasis in Studio Art.
- Minors in Art History and Visual Culture and in Studio Art.
- Courses in Art History, Studio Art and Music.

COMMUNICATION AND MEDIA STUDIES

- Major in Communication and Media Studies.
- Minor in Communication and Media Studies.
- Courses in Communication and Media Studies.

ECONOMICS AND FINANCE

- Majors in International Banking and Finance, in International Economics, and in International Economics with an emphasis in Political Economy.
- Minor in Economics.
- Courses in Economics.

HISTORY

- Major History and History and Literature.
- Minor in History.
- Courses in History, Philosophy and Religion.

INTERNATIONAL MANAGEMENT

- Majors in International Management, International Management with an emphasis in Marketing, and International Management with an emphasis in Finance.
- Minors in Management and in Marketing.
- Courses in Business.

LITERATURE AND CULTURE

- Majors in Comparative Literary and Cultural Studies and in Literature.
- Minors in Comparative Literary and Cultural Studies, in Literature, in Creative Writing and in Gender Studies.
- Courses in Comparative Literary and Cultural Studies, in Literature, in Creative Writing, and in English.

MATH AND NATURAL SCIENCES

- Major in Environmental Studies.
- Minors in Applied Mathematics and Environmental Science.
- Courses in Environmental Studies, Science, Math and Computing.

MODERN LANGUAGES AND LITERATURES

- Majors in French Studies and Italian Studies.
- Minors in French, Germanic Studies, Italian, and Italian Studies.
- Academic Bridge Program.
- English Language Teaching Certificate Program.
- Courses in French, German, Italian, Spanish, English for Academic Purposes, and English Language Teaching.

POLITICAL SCIENCE

- Majors in International Relations, International Relations with an emphasis in Political Economy.
- Minors in Political Science, and in Psychology.
- Courses in Political Science, Psychology and Sociology.

ACADEMIC DEGREES

Franklin College offers curricula leading to a program Certificate in English Language Teaching, the Associate of Arts and Bachelor of Arts degrees.

MAJOR PROGRAMS

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

- Art History and Visual Culture
- Communication and Media Studies
- Comparative Literary and Cultural Studies
- Environmental Studies
- French Studies
- History
- History and Literature
- 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
- 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, French Studies, History, Italian Studies, Literature, Management, and Political Science. Students select two of these areas and follow the combined major program of study in consultation with the faculty members concerned (for further information on combined majors, see *Combined Major Programs* on page 127). Some recent examples of combined majors include:

- Comparative Literary and Cultural Studies (CLCS) and Communication and Media Studies
- French Studies and Political Science
- Management and French Studies
- Management and Economics

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 (for further information on minors, see *Requirements for a Minor* on page 134). 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 Head of the field of interest. The Registrar will provide the necessary form.

ACADEMIC PROGRAMS

HONORS PROGRAM

The Honors Program at Franklin College 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 College 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 might also include an optional Service Learning component.

MISSION

The Honors Program at Franklin College 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 College or another institution of higher learning. A minimum cumulative 3.5 GPA or higher and good disciplinary standing at the College is required for admission into the Program. Franklin Scholars may enter the program immediately without meeting the one semester or initial GPA requirement. 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, to include:

- A minimum of one Honors Seminar (3 Credits)

- 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, senior research project), which they will pursue for Honors credit.
- Additional 6 credit hours in additional 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 College Lecture Series and other events sponsored by the College and the Honors Society, and to participate actively in the Honors Society.

FIRST YEAR SEMINAR: CROSSING BORDERS

First Year Seminar aims to give students a shared experience at Franklin College that develops around the theme of crossing borders. All Franklin students entering into their first year of college will participate in First Year Seminar. First Year Seminar (FYS) will be part of the larger Franklin First Year Experience that links the academic experience to advising, residence life, academic support, orientation, and co-curricular activities. The First Year Seminars at Franklin examine the theme of crossing borders from a number of perspectives and in a number of different realms. The commonalities between the FYS sections are academic and co-curricular, and designed to engage students both in and out of the classroom by forging learning communities. The constant and common thread that runs through each seminar is the students' own experience of multiple border crossings: from high school to college; from home to Lugano; from novice to member of an intellectual community. In that spirit, this class will introduce students not only to a particular topic and the fundamental skills necessary for succeeding in college, but also to the analytical and emotional tools necessary for grappling with real-life multiculturalism and the processes of cross-cultural encounter.

THE ACADEMIC BRIDGE PROGRAM

The Academic Bridge Program is intended to provide a gradual transition into the academic curriculum for non-native speaking students who still need to improve their English, particularly in the areas of reading, writing, and grammar. This Program consists of English for Academic Purposes (EAP) courses designed to develop academic skills. These courses are combined with enrollment in a limited number of regular degree courses. Special support and attention will be provided to students in the Academic Bridge Program to help ensure their success.

Students will be placed into the appropriate level of the Bridge Program on the basis of a Writing Sample in English that is required at the beginning of each semester. Standardized test scores and previous school records are also considered. Normally, students placed into the Academic Bridge Program will be required to complete their EAP requirements within the first three semesters of study. The courses will follow the regular

academic calendar and students will participate in Academic Travel. (See descriptions of tiers and courses below.)

Students must pass both EAP 120 and EAP 125 with a “C” grade or better in order to move on to EAP 130. If a student does not receive a “C” grade or better in both EAP 120 and EAP 125, s/he must repeat both courses. A student who fails to complete either EAP 120/125 or EAP 130 after two attempts may be dismissed from the College.

Students who successfully complete EAP 120 and EAP 125 must enroll in EAP 130 in the successive semester. Students must complete EAP 130 with a grade of “C” or better and must enroll in English 100, Writing in the Humanities, in the subsequent semester. EAP courses may not be taken in the same semester as English 100.

Students take EAP 120 and EAP 125 for a total of six elective credits. They will also take two additional regular degree courses plus their academic travel.

EAP 120 ACADEMIC WRITING

The aim of this course is to help students to improve their written study skills, especially in the areas of information intake and organization. This means that the course concentrates on developing students’ note-taking and exam-taking techniques and their academic writing skills, with special emphasis on essay structure, paragraph development and sentence-level issues. This course is taken in conjunction with EAP 125. Credits 3.0.

EAP 125 ACADEMIC READING AND VOCABULARY

The aim of this course is to help students to improve their comprehension of written English, and to develop strategies for approaching the written word. Special emphasis is placed on note-taking strategies and vocabulary development, and on critical analysis of academic texts. This course is taken in conjunction with EAP 120. Credits 3.0.

EAP 130 ACADEMIC RESEARCH SKILLS

Intended primarily for students for who English is not their first language, this course provides further development of critical analysis and note-taking skills, including paraphrasing, summarizing and other techniques for avoiding plagiarism. It looks at evaluation of information (including resources for research and other types of academic essays) and includes techniques for sharing information gathered, in both written and oral form. Discussion and presentation skills will also be addressed. Students take EAP 130 for a total of three elective credits and may enroll in an additional four regular degree courses plus academic travel. Upon completion of EAP 130, students must take English 100, Writing in the Humanities, in the subsequent semester. Prerequisite: Placement test score of 9.0 or minimum grade of “C” in both EAP 120 and 125. Credits 3.0

ACADEMIC TRAVEL PROGRAM

As a fully integrated part of the regular curriculum at Franklin College, students are required to participate in the Academic Travel Program. Travel is led by faculty mem-

bers and is fully related to the academic expertise of the individual professor and to his or her particular knowledge or experience of a given country or area.

Academic Travel at Franklin College is a credit bearing degree requirement of the College, and the two weeks of travel each semester represent an extension of class work. For this reason all students, including semester and year-abroad students, are required to participate in the Academic Travel Program. Auditing of Academic Travel is not permitted. The specific policy regarding Academic Travel participation is as follows:

Academic Travel is not only a graduation requirement but also an integral component of each semester of study. It is not optional. The graduation requirement for Academic Travel normally is fulfilled by successful participation in five travel programs. Students must participate in Academic Travel each semester until they complete the required number of travels. Students may not voluntarily choose to skip participation in Academic Travel in a given semester in order to postpone completion of the Academic Travel requirement. Students with advanced standing or transfer coursework entering with 19 credits or higher must participate in four with remaining credits substituted by electives.

Students may submit a petition requesting not to travel to the Assistant to the Dean of the College at the time of New Student registration (or at the beginning of each semester, but no later than the Course Change Deadline). Petitions will only be considered for serious medical reasons or significant extenuating circumstances. Late petitions will not be considered. There is no exemption on financial grounds because Academic Travel is part of the academic program and its costs are part of the overall cost of attending the College. A few designated travel courses carry a non-refundable supplement fee. On-Campus Seminars (also credit bearing) are required for those students who, for any reason, do not travel during the Academic Travel period.

ACADEMIC TRAVEL VISAS

Students are responsible for obtaining their visas to the academic travel destination. It is the responsibility of the student to ascertain his or her likelihood of obtaining a visa and to take the necessary steps to obtain the visa. 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. Regulations for visas can change frequently. Students who are registered for an academic travel, but cannot obtain a visa to one or more of the destinations will be required to attend the on-campus seminar.

ACADEMIC TRAVEL PARTICIPATION

Attendance in Academic Travel meetings before, during, and after the travel period is obligatory. If a student is absent from more than one pre-trip academic travel meeting or otherwise does not meet the requirements for attendance, class work and participation as stipulated in the academic travel syllabus, the student can be removed from the

travel list at the request of the travel leader in consultation with the Dean of the College. In this case, the student would be required to attend the on-campus seminar.

Students on disciplinary probation are not eligible for Academic Travel and the Registrar will enroll them in the on-campus seminar according to the sanctions outlined by the Judicial Board.

GUIDELINES FOR CONDUCT ON ACADEMIC TRAVEL

- At all times during the Academic Travel, students should remember that they are representatives of Franklin College 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 College 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 College will be so notified. This may also result in a failing grade. After a trip returns, a student who has not observed the norms may be called before the Judicial Board and will be subject to the appropriate consequences.



Spring 2012 Academic Travel, Umbria

SUMMER PROGRAMS

Each Summer, in June and July Franklin College offers a number of full three-credit courses, often in conjunction with other universities. The purpose of this program is to enrich the curriculum for Franklin students, and to offer to students of other institutions the opportunity to share the curriculum and the experiences of living and studying in Lugano. Announcements for the Summer Program, including dates and a specific course listing, will appear in a separate brochure and may be accessed from the Franklin College website at: <http://www.fc.edu/content/academics/summer-programs>.

CERTIFICATE IN ENGLISH LANGUAGE TEACHING

This 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 College 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 in Spiti Valley, India. Other teaching experience can be utilized as practicums with proper professional supervision and only with prior approval.

Students receive the Certificate in English Language Teaching upon successful completion of two courses and two practicums, for a total of 12 semester credits (see course descriptions in Appendix):

Each of the following courses (6 credits)

ELT 102 Introduction to English Language Teaching
ELT 251 The English Language

Two of the following three courses (6 credits)

Each may be repeated for credit, thus this requirement can be fulfilled with the same practicum type (ELT 276, ELT 277 or ELT 278) taken twice.

ELT 276 English Language Teaching Practicum (Young Learners)
ELT 277 English Language Teaching Practicum (Adult Learners)
ELT 278 English Teaching and Service Learning in Northern India

The ELT Certificate will be accompanied by a letter specifying the curriculum and experience of students completing the program.

THE ASSOCIATE OF ARTS DEGREE REQUIREMENTS

In order to earn the Associate of Arts (AA) degree students must earn 64 credits, at least 28 of which must be completed at Franklin College. 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 courses:

FOUNDATION (9 CREDITS)

First Year Seminar

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

Quantitative Reasoning course (MAT 103, 104, 107, 109, 200, 201 or higher)

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.

Writing in the Humanities (ENG 100)

Students will develop the skills necessary to convey ideas effectively in a variety of contexts. Likewise, students will focus on clear and effective writing. Students who have taken a similar first-year English course completed at another accredited institution of higher education may be awarded transfer credit to fulfill this requirement.

GLOBAL RESPONSIBILITY (18 CREDITS)

Two courses from each of the following Areas of Knowledge (specific course listings may be found online at: <http://www.fc.edu/content/academics/policies-procedures/core-requirements>):

- Intercultural Competencies
- International Engagement
- Social Responsibility

THE CLASSROOM AS YOUR WORLD: MODERN LANGUAGES (12 CREDITS)

FRE/GER/ITA 100 Introductory Language I

FRE/GER/ITA 101 Introductory Language II

FRE/GER/ITA/SPA 200 Intermediate Language I

FRE/GER/ITA/SPA 201 Intermediate Language II

The Associate of Arts degree students are required to successfully complete four semesters of study in one of the modern languages offered at the College. 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. Students who receive advanced standing or transfer credit and wish to complete the Associate of Arts degree in less than two years may meet the modern language requirement by taking and passing a minimum of one year's work in one of the languages offered at the College (excluding English).

THE WORLD AS YOUR CLASSROOM: ACADEMIC TRAVEL (4 CREDITS)

A topic-based course that includes on-campus preparation followed by on-site learning, 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 travels for incoming freshmen. 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.

GENERAL ELECTIVE CREDIT (21 CREDITS)

DECLARATION OF INTENTION

Students who intend to earn the Associate of Arts degree should complete the appropriate 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, who intend to receive the AA degree at the May commencement, must make application to the Registrar no later than October 15 of the previous semester. Graduation application fees apply (see Appendix B).

THE BACHELOR OF ARTS (BA) DEGREE REQUIREMENTS

CORE REQUIREMENTS

Core requirements at Franklin provide a common academic experience for all Franklin students regardless of their major field of study. At Franklin, we emphasize critical and quantitative reasoning, strong communication skills in English, and cross-cultural competencies, including competency in modern languages. The Franklin Core Curriculum gives students the opportunity for a breadth of exposure to different fields of study in the spirit of the Liberal Arts while allowing sufficient flexibility for its students, who come from a wide range of backgrounds and interests, to complete an undergraduate education that compliments more specialized knowledge and skills acquired in majors.

Three distinctive features of the Franklin Core Curriculum are the 5-semester Modern Language requirement, the Global Responsibility component and Academic Travel. All Franklin graduates are expected to have achieved proficiency in a language other than English—typically one of the major Swiss languages, French, German or Italian; or Spanish—which students reach through completing five language courses or the equivalent. The Global Responsibility component 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. At Franklin, we believe that the world is our classroom, our classroom is the world.

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. Part of this framework will include three foundation courses listed below. These courses are included to give students an introduction to university study and a foundation in academic writing and quantitative literacy which students then utilize and build upon in their further studies at Franklin and beyond.

FOUNDATION (9 CREDITS)

First Year Seminar

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

Quantitative Reasoning course (MAT 103, 104, 107, 109, 200, 201 or higher)

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.

Writing in the Humanities (ENG 100)

Students will develop the skills necessary to convey ideas effectively in a variety of contexts. Likewise, students will focus on clear and effective writing. Students who have taken a similar first-year English course completed at another accredited institution of higher education may be awarded transfer credit to fulfill this requirement.

GLOBAL RESPONSIBILITY (18 CREDITS)

Students choose two courses from each Area of Knowledge (below). 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 125 credit requirement for the BA degree. For an approved list of courses in each Area of Knowledge please go to: <http://www.fc.edu/content/academics/policies-procedures/core-requirements>.

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. The first component 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.

The second component 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.

The third component 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.

**THE CLASSROOM AS YOUR WORLD:
MODERN LANGUAGES (9 – 15 CREDITS)**

FRE/GER/ITA 100 Introductory Language I

FRE/GER/ITA 101 Introductory Language II

FRE/GER/ITA/SPA 200 Intermediate Language I

FRE/GER/ITA/SPA 201 Intermediate Language II

FRE/GER/ITA/SPA 300 Advanced Language I

MODERN LANGUAGE REQUIREMENT

Franklin expects all students to be strong, independent users of a language other than English, equivalent to B-2 or higher on the European Common Framework scale. This requirement will normally be met by successfully completing the 300 course in French, German, Italian or Spanish at Franklin. Students whose home, native or secondary school language is French, German or Italian can meet this requirement by successfully completing one course 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 300 level can meet the modern language requirement by successfully completing two courses in French, German or Italian above the 300 level. Students can petition the college for alternative means of demonstrating acceptable competency in a language other than English, including study at other institutions or examinations. These alternatives are strictly subject to prior approval. All students must complete through the 201-level in French, German, Italian or Spanish.

Notes:

1. Language courses require a prerequisite grade of “C” or better in order to continue to the next level.
2. A student who has failed to successfully complete the same modern language course after two attempts may in exceptional cases be exempted from completing the modern language requirement if so recommended by the Chair of Modern Languages and approved by the Dean. A student who has been exempted from modern language courses must choose from the approved list of culture-specific courses (please refer to the Franklin College website at: <http://www.fc.edu/content/academics/policies-procedures/core-requirements> for a list of approved courses) to substitute for the modern language courses from which he or she is exempted. The student should successfully complete the same number of alternative courses as the number of exempted language courses (up to a maximum of three courses).

**THE WORLD AS YOUR CLASSROOM:
ACADEMIC TRAVEL (5 CREDITS)**

A topic-based course that includes on-campus preparation followed by on-site learning, Academic Travel is Franklin’s signature program and an essential part of the Franklin

degree program. Five Academic Travels are required for students who complete four years of study at Franklin. A student entering the College with 19 credits or more is required to complete four Academic Travel courses.

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.

MAJOR REQUIREMENTS

The Bachelor of Arts degree requires 125 (or 126 if declared under a former catalog) 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.

SENIOR THESIS

An undergraduate thesis or a comprehensive examination is required by some majors and may be optional for others. The thesis is a written research project that is chosen in a student's primary field of study and is intended to demonstrate ability to do mature work within the field of study. The thesis topic must be developed with the assistance of a thesis advisor. In order to register for the thesis the student must submit a completed Thesis or Capstone Research Proposal Form to the Registrar. If, for extenuating reasons, a thesis is incomplete, the student may seek an Incomplete grade from their Thesis Advisor (please see the Continuing Enrollment Policy and Incomplete Grades section of this catalog).

INTERNSHIPS

Internships are available to students as an option in many majors or as elective credit and provide the opportunity for a student to integrate work and formal education with experts in his/her major field of study, to test the chosen career path, and to be involved in activities like those of full-time employees. While some competitive internship opportunities are available through the College, 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 college credit and have fulfilled any internship prerequisites identified by the academic area awarding the credit. The student must also have completed 18 semester hours (6 courses) within the major with

a grade of “C” or above in each of these courses. The student must also be in good academic standing.

Please consult the Dean of Student Life and Engagement, for more information on Internships taken for use as General Elective credit.

The intern must meet the minimum requirement of 60 clock hours at the work site, in addition to time spent completing academic requirements assigned by the faculty supervisor. Regular tuition for the academic term for which the intern is registered is charged for any internship experience. Internships are graded using the standard grading scale for courses at Franklin College. Students must register for the internship as for any other course using the appropriate Course Change forms in addition to completing the Internship Application Form.

MAJOR PROGRAMS

ART HISTORY AND VISUAL CULTURE MAJOR

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.

CORE REQUIREMENT (35+ CREDITS)

The Intercultural Competencies and Social Responsibility requirement may be fulfilled through courses in the major.

MAJOR REQUIREMENTS (42 CREDITS)

Required for all Majors (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 (24 credits)

Choose 8 of the following courses, a minimum of 4 and a maximum of 6 must be AHT courses (of which at least 2 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 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 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 356**	Women in Art (Advanced)
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 371	Topics in Art History
LC 100	Reading Literatures: Approaches to Literary Studies
LC 110	Reading Cultures: Approaches to Cultural Studies
CLCS 200	Theories and Methods in Gender Studies
CLCS 220	Inventing the Past: The Uses of Memory
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 301*	Globalization, Media, and Representation
COM 302*	Intercultural Communication: Theory, Research and 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
ITA 373*	Italian Film and Society
ITA 374*	Italian Cinema
ITA 375*	Italian Film Adaptation: From the Page to the Screen

*Pre-requisites may be required for courses outside of the major.

** Students who have earned credit for the lower-level course, may not also earn credit for the 300-level (advanced) course (i.e. AHT 200, 252, and 256 etc).

Studio Art Course (3 credits)

Complete one Studio Art (STA) course at any level.

Capstone Requirement (3 credits)

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

GENERAL ELECTIVES (48+ CREDITS)

Complete courses from any academic discipline.

Note: All Bachelor of Arts Degrees require a total of 125 credits consisting of Core, Major, and General Elective courses and requirements. Credits required in the Core and General Electives part of the degree plan may vary depending on Core course selections fulfilled in the Major.

COMMUNICATION AND MEDIA STUDIES MAJOR

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 glocal 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.

CORE REQUIREMENTS (35+ CREDITS)

The Intercultural Competencies and Social Responsibility requirement may be fulfilled through courses in the major.

MAJOR REQUIREMENT (39 CREDITS)

Required for all Majors (21 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

Complete one of the following two courses:

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

Complete one of the following two courses:

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

Major Electives (18 credits)

Take 6 courses out of the following courses. At least 4 courses must be at or above 300 level Communication courses:

COM 300	History of Mediated Communication
COM 301	Globalization, Media, and Representation
COM 302	Intercultural Communication: Theory, Research, and Practice
COM 310	Fundamentals of 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
BUS 240*	Principles of Advertising
BUS 285*	Integrated Marketing Communications
LC 110	Reading Cultures: Approaches to Cultural Studies
CLCS 200	Theories and Methods in Gender Studies
CLCS 210	Deception
CLCS 220	Inventing the Past: The Uses of Memory in a Changing World
CLCS 230	Science/Fiction: Envisioning the Possible
CLCS 242	Poor Relations: Representations of Poverty in Literature, Film and Media
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 371*	Law and Culture
GER 373*	German Film as a Medium of Culture
ITA 373*	Italian Film and Society
POL 150	Mass Communication in Politics and Society
PSY 201	Social Psychology
PSY 202	Developmental Psychology
STA 200	Computer Graphics in Advertising
STA 300	Advanced Computer Graphics in Advertising

Other courses may be counted toward a major elective by approval of program director.

GENERAL ELECTIVES (47+ CREDITS)

Complete courses from any academic discipline.

* Pre-requisites may be required for courses outside of the major.

Note: All Bachelor of Arts Degrees require a total of 125 credits consisting of Core, Major, and General Elective courses and requirements. Credits required in the Core and General Electives part of the degree plan may vary depending on Core course selections fulfilled in the Major.



Kaletsch Campus

COMPARATIVE LITERARY AND CULTURAL STUDIES MAJOR

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.

CORE REQUIREMENTS (35+ CREDITS)

The Social Responsibility requirement and one of the Intercultural Competencies requirements may be fulfilled through courses in the major.

MAJOR REQUIREMENTS (42 CREDITS)

The Comparative Literary and Cultural Studies (CLCS) major currently offers twelve core courses in addition to a First Year Seminar course, two courses in the Foundations and two capstone courses both of which are shared with the Literature major. All of the courses required in the 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). A minor in a modern language is recommended but not required. Students planning a major in CLCS should enroll in LC 100 or LC 110 prior to taking upper-division classes in the major.

Foundations: required of all CLCS and Literature majors (6 Credits)

LC 100	Reading Literatures: Approaches to Literary Studies
LC 110	Reading Cultures: Approaches to Cultural Studies

Major Courses (18 Credits)

Choose six courses from among the following CLCS courses and/or in the upper-level Modern Languages offerings. At least two courses must be at the 300-level.

CLCS 199	First Year Seminar
CLCS 200	Theories and Methods in Gender Studies
CLCS 220	Inventing the Past: The Uses of Memory in a Changing World
CLCS 230	Science/ Fiction: Envisioning the Possible
CLCS 241	Forbidden Acts: Identity Politics and Performance
CLCS 242	Poor Relations: 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 340	Fashion and Popular Culture
CLCS 370	Topics in Literary and Cultural Studies
CLCS 371	Law and Culture
CLCS 372	Tales of Catastrophe

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 Literature. 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 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.

Capstone Requirement (6 Credits)

LC 497	Capstone: Comprehensive Readings in CLCS and Literature; and
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Choose 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 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.

GENERAL ELECTIVES (48+ CREDITS)

Complete courses from any academic discipline.

Note: All Bachelor of Arts Degrees require a total of 125 credits consisting of Core, Major, and General Elective courses and requirements. Credits required in the Core and General Electives part of the degree plan may vary depending on Core course selections fulfilled in the Major.

ENVIRONMENTAL STUDIES MAJOR

The Environmental Studies major provides students with the interdisciplinary background to think critically about, analyze, and understand environmental issues facing today's society. This major prepares students for careers in government, non-profit conservation, consulting, as well as for graduate degree programs. Since environmental issues result from interactions among ecological, socioeconomic, and institutional factors, students complete a set of courses that introduce students to environmental concepts from a variety of disciplines. Students then choose a coherent set of courses from advanced offerings in a variety of disciplines that reflects their individual interests and career goals. Additionally, students must complete an internship or individual research project or thesis that complements their program.

Note: Since Franklin College is an official affiliate of the School for Field Studies (SFS), courses from SFS programs count towards major requirements for the Environmental Studies major.

CORE REQUIREMENTS (32+ CREDITS)

The Core Foundation requirement for Quantitative Reasoning (MAT), the International Engagement, and the Social Responsibility requirement may be fulfilled through courses in the major.

MAJOR REQUIREMENTS (45 CREDITS)

Major Foundation Courses (21 credits)

SCI 108	Introduction to Environmental Sciences
SCI 101	Introduction to Biology: Genetics, Evolution, and Ecology

One of the following three SCI courses:

SCI 100	Introduction to Biology: Cells and Organisms or
SCI 110	Introduction to Physical Geography or
SCI 120	Chemistry and the Environment
ECN 100	Principles of Macroeconomics
ECN 101	Principles of Microeconomics
MAT 201	Introduction to Statistics
POL 101	Introduction to International Relations

Upper-level Major Requirements (9 credits)

SCI 301	Conservation Biology
ECN 303	Development Economics
POL 276	International Environmental Politics

Upper-level Major Electives (9 credits)

Students must select three upper-level courses with environmental themes. No more than two courses can be from the same discipline. Specific course selection must first be approved by student's academic advisor and Department Head. Students in certain elective courses may need to meet with the course instructor at the start of the semester to focus class assignments on environmental issues. The student's academic advisor

can provide the student with this information. Documentation of approved course selections must be submitted to the Office of the Registrar.

Sample relevant courses include:

AHT 361*	The Visual Culture of Disaster
BUS 414*	International Legal Environments
CLCS 320*	Culture, Class, Cuisine
CLCS 330*	The Politics of Mobility
CLCS 372*	Tales of Catastrophe
COM 352*	Environmental Discourses
ECN 256*	Managerial Economics (Intermediate Microeconomics)
ECN 341*	International Economics
ENV 210	Natural Disasters, Catastrophes, and the Environment
ENV 340	Theories and Practices of Sustainable Development
GEO 320	Comparative Urban Politics
POL 277	International Political Economy
POL 278	International Politics of Energy
POL 310	International Law
SCI 220	Freshwater conservation
SCI 310	Ecology
SCI 330	Epidemiology, Disease and Public Health
SCI 350	Research Methods in Environmental Science

Internship/Research Requirement (3 credits)

Choose one of the following options.

ENV 399	Research project in Environmental Studies; or
ENV 498	Internship in Environmental Studies; or
ENV 499	Senior research project in Environmental Studies

Capstone Course (3 credits)

ENV 497	Interdisciplinary Approaches to Environmental Issues
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GENERAL ELECTIVES (48 CREDITS)

Complete courses from any academic discipline.

* Pre-requisites may be required for courses outside of the major.

Note: All Bachelor of Arts Degrees require a total of 125 credits consisting of Core, Major, and General Elective courses and requirements. Credits required in the Core and General Electives part of the degree plan may vary depending on Core course selections fulfilled in the Major.

FRENCH STUDIES MAJOR

The ability to think internationally and across cultures is the core mission of the College. 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 will 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.

CORE REQUIREMENTS (26+ CREDITS)

The Modern Language requirement and at least one or more of the Intercultural Competencies; International Engagement; and/or Social Responsibility requirements may be fulfilled through courses in the major.

MAJOR REQUIREMENTS (45 CREDITS)

Take the following 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 French Courses above the FRE 301-Level (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 (for FRE 199)

Major Electives (15 Credits)

One semester abroad in the French-speaking world (12 Credits towards the major + 3 elective credits); **or**

LC 100	Reading Literatures: Approaches to Literary Studies and
LC 110	Reading Cultures: Approaches to Cultural Studies and

Three courses chosen from the following menu :

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

AHT 216	An Introduction to the History of Photography
AHT 234*	Painting and Sculpture in France in the 19 th Century
AHT 338*	The City and Its Representation in the 20 th Century
CLCS 200	Theories and Methods in Gender Studies
CLCS 300*	(Re)defining Masculinity
CLCS 320*	Culture, Class, and Cuisine: Questions of Taste
HIS 202	History of Switzerland
HIS 315*	The French Revolution
HIS 354*	The Enlightenment: Reason and Revolution
LIT 242	Contemporary African Literature: Between Africanism and European Colonialism
LIT 253	Caribbean Literature
POL 202	Government and Politics of Western Europe

Senior Capstone Requirement (3 Credits)

FRE 497	Senior (Capstone) Seminar in French Studies
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GENERAL ELECTIVES (54 CREDITS)

Complete courses in any academic discipline.

* Pre-requisites may be required for courses outside of the major.

Note: All Bachelor of Arts Degrees require a total of 125 credits consisting of Core, Major, and General Elective courses and requirements. Credits required in the Core and General Electives part of the degree plan may vary depending on Core course selections fulfilled in the Major.

HISTORY MAJOR

That history, as E.H. Carr observed, “is an unending dialogue between the present and the past” remains as true in the twenty-first century as it was in the mid-twentieth century when his *What Is History?* was first published. The major in History at Franklin College extends the dialogue into the future by training students in the perspective and methodology of the study of history as an academic discipline devoted to an understanding of human affairs in the distant and recent past with reference to chronological and geographical sequences of events and concepts, combining the skills of critical enquiry and analysis of both the social sciences and the arts and humanities.

Focusing attention on Western political, economic, social, and intellectual themes and trends within a global context, the major incorporates courses in both regional studies with emphasis on national histories and thematic studies with emphasis on transnational topics. The interdisciplinary dimension of the major provides students with an opportunity to further develop their knowledge through related courses in both the social sciences, such as in political science or economics, and the arts and humanities, such as in literature or art history. The major culminates in the study of historical method and theory with emphasis on varieties of interpretation and in the research and writing of a senior thesis in which students demonstrate their historical knowledge and skills of interpretation and communication of understanding.

The History major prepares students for studying in graduate programs in history, political science, law, and related fields. The knowledge and skills developed in the major also prepare students for contributing in the future to their national and global environments in fields such as education, government, journalism, and business, among others. Further, the study of history is of value in itself as a way of thinking and a means of understanding and navigating a rapidly changing world in the “unending dialogue between the present and the past.”

CORE REQUIREMENTS (29+/- CREDITS)

The Intercultural Competencies, International Engagement, and Social Responsibility requirements may be fulfilled through courses in the major.

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: From the Beginnings to the Sixteenth Century
and
HIS 105 Global History II: From the Sixteenth Century to the Present

Regional Historical Studies (12 credits)

Four of the following (including at least one course at the 300-level)

HIS 202	History of Switzerland
HIS 204	History of Italy from the Renaissance to the Present
HIS 221	History of Modern Russia
HIS 240	History of Modern Germany
HIS 255	America in the Sixties
HIS 271	History of Modern France
HIS 314	The Roman Republic as Empire from the Punic Wars to the Principate
HIS 342	Palestine from Ottoman Rule to the Foundation of the State of Israel
HIS 353	Victorian Britain: Democracy and Empire

Thematic Historical Studies (12 credits)

Four of the following (including at least one at the 300 level):

HIS 210	The Cold War
HIS 243	Worlds of Islam
HIS 252	Vienna and the Habsburg Empire in the Long Nineteenth Century
HIS 260	The Holocaust
HIS 302	Intellectual History of Modern Europe Since 1600
HIS 304	The European Reformation: Churches and States
HIS 305	Living in a Diaspora: The Case of Judaism
HIS 313	Diplomatic History of Modern Europe Since 1815
HIS 351	Nationalism and Ethnic Conflict in Europe
HIS 354	The Enlightenment: Reason and Revolution
HIS 355	The World and the West in the Long Nineteenth Century
HIS 357	Weimar Germany: Crisis or Crucible of Modernity?
HIS 37X	Topics in History

Interdisciplinary Studies (12 credits)

Lower-division courses:

Social Sciences (3 Credits)

COM 105	Introduction to Communication and Media
ECN 100	Principles of Macroeconomics
ECN 101	Principles of Microeconomics
POL 100	Introduction to Political Science
POL 101	Introduction to International Relations
POL 102**	Introduction to Political Philosophy
PSY 100	Introduction to Psychology
SOC 100	Introduction to Sociology

Arts and Humanities (3 Credits)

AHT 102	Introduction to Art History and Visual Culture I: Antiquity to Early Renaissance
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AHT 103	Introduction to Art History and Visual Culture II: High Renaissance to Contemporary Art
LC 100	Reading Literatures: Approaches to Literary Studies
LC 110	Reading Cultures: Approaches to Cultural Studies
PHL 100	Introduction to Philosophy
POL 102	Introduction to Political Philosophy**

Upper-division courses:

Social Sciences (3 credits):

COM 201	Fundamentals of Media Studies and Criticism
COM 203	Communication Research Methods
COM 300	History of Mediated Communication
ECN 204*	History of Economic Thought
ECN 303*	Development Economics
ECN 305*	The Economics of The European Union
ECN 355*	Political Economy of Growth and Distribution
POL	any course at 200-level and above
PSY 201	Social Psychology

Arts and Humanities (3 credits):

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 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
CLCS	any course at 200-level and above
FRE*	any course FRE 310 and above
GER 373*	German Film
GER 37X*	Topics in German Literature and Culture
ITA 374*	Italian Cinema
IS 274	Italian Cinema
IS 275	Modern Italian Poetry
IS 276	The Italian Short Story
IS 277	The Italian Novel
ITA*	any course ITA 350 and above excluding ITA 380
LIT	any course at 200-level and above
MUS 206	From Mozart to Mahler
MUS 208	Music in Film

Historical Method and Theory (3 credits)
(Capstone Course)

One of the following:

- HIS 401 Western Historiography: Ancient, Medieval, and Modern
HIS 402 Religion and Society in History
HIS 403 Global Historiography – History Major Capstone

Senior Thesis (3 credits)

- HIS 499 History Senior Thesis

GENERAL ELECTIVES (48+/- CREDITS)

Complete courses from any academic discipline.

* Pre-requisites may be required for courses outside of the major.

** POL 102 may only be used in one of the two sections under IV.A

Note: All Bachelor of Arts Degrees require a total of 125 credits consisting of Core, Major, and General Elective courses and requirements. Credits required in the Core and General Electives part of the degree plan may vary depending on Core course selections fulfilled in the Major.



Academic Travel to Paris, Fall 2011

HISTORY AND LITERATURE MAJOR

The History and Literature major provides students with a substantive understanding of the relationships between history and literature as interdependent academic disciplines. It emphasizes the methodologies and bibliographies of these disciplines with special reference to the main themes and trends in the development of modern institutions and ideas. It is also designed to take full advantage of the College's European location. The major prepares students for graduate study in history, literature, inter-disciplinary programs in the humanities and the social sciences, European studies, law and all careers requiring a solid grounding in the written and oral skills that are at the heart of a liberal arts education.

CORE REQUIREMENTS (35+/- CREDITS)

The Intercultural Competencies and at least one of the International Engagement and/or Social Responsibility requirements may be fulfilled through courses in the major.

MAJOR REQUIREMENTS (51 CREDITS)

Introductory Courses (12 credits)

LC 100 Reading Literatures: Approaches to Literary Studies
LC 110 Reading Cultures: Approaches to Cultural Studies

HIS 100 Western Civilization I: Ancient and Medieval **and**
HIS 101 Western Civilization II: Modern

or

HIS 104 Global History I: From the Beginnings to the Sixteenth Century **and**
HIS 105 Global History II: From the Sixteenth Century to the Present

History (12 credits)

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

Literature (12 Credits)

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

Major Electives (12 Credits)

Four additional courses in either History or Literature at or above the 200-level.

Senior Thesis (3 Credits)

HIS 499 History Senior Thesis **or**
LC 499 Capstone: Thesis in CLCS or Literature

GENERAL ELECTIVES (39+/- CREDITS)

Complete courses from any academic discipline.

Note: All Bachelor of Arts Degrees require a total of 125 credits consisting of Core, Major, and General Elective courses and requirements. Credits required in the Core and General Electives part of the degree plan may vary depending on Core course selections fulfilled in the Major.

INTERNATIONAL BANKING AND FINANCE MAJOR

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.

CORE REQUIREMENTS (38 + CREDITS)

The Core Foundation requirement for Quantitative Reasoning (MAT), the International Engagement, and one of the Social Responsibility requirements may be fulfilled through courses in the major.

MAJOR REQUIREMENTS (51 CREDITS)

Lower-Division Requirements (24 Credits)

Take the following eight courses:

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
ECN 256	Managerial Economics (Intermediate Microeconomics)
BUS 326	Managerial Finance

Upper-Division Requirements (27 Credits)

Take the following four courses:

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)

Take four of the following courses:

ECN 303	Development Economics
ECN 305	The Economics of the European Union
ECN 320	Game Theory, Information and Contracts
ECN 341	International Economics

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

Take one of the following courses:

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

GENERAL ELECTIVES (36+/- CREDITS)

Complete courses from any academic discipline.

Note: All Bachelor of Arts Degrees require a total of 125 credits consisting of Core, Major, and General Elective courses and requirements. Credits required in the Core and General Electives part of the degree plan may vary depending on Core course selections fulfilled in the Major.

INTERNATIONAL ECONOMICS MAJOR

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.

CORE REQUIREMENTS (41 CREDITS)

The Core Foundation requirement for Quantitative Reasoning (MAT) and one of the International Engagement requirements may be fulfilled through courses in the major.

MAJOR REQUIREMENTS (45 CREDITS)

Lower-Division Requirements (21 Credits)

Take the following seven courses:

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

Upper-Division Requirements (24 Credits)

Take the following four courses:

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

Choose four courses from the following:

ECN 305	The Economics of the European Union
ECN 320	Game Theory, Information and Contracts
ECN 350	Industrial Organization in the European Union
ECN 355	Political Economy of Growth and Distribution

ECN 387	Introduction to Econometrics
ECN 490	Senior Research Project in International Economics
ECN 492	Internship in International Economics

GENERAL ELECTIVES (39 CREDITS)

Complete courses from any academic discipline.

Note: All Bachelor of Arts Degrees require a total of 125 credits consisting of Core, Major, and General Elective courses and requirements. Credits required in the Core and General Electives part of the degree plan may vary depending on Core course selections fulfilled in the Major.

INTERNATIONAL ECONOMICS MAJOR 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.

CORE REQUIREMENTS (44 CREDITS)

The Core Foundation requirement for Quantitative Reasoning (MAT), the International Engagement, and one or more of the Social Responsibility requirements may be fulfilled through courses in the major.

MAJOR REQUIREMENTS (48 CREDITS)

Lower-Division Requirements (24 Credits)

Take the following eight courses:

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

Upper-Division Requirements (24 Credits)

Take the following two courses:

ECN 341	International Economics
ECN 355	Political Economy of Growth and Distribution

Take a minimum of two of the following courses:

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

Take two of the following courses (no less than one from POL):

HIS 313	Diplomatic History of Modern Europe Since 1815
HIS 351	Nationalism and Ethnic Conflict in Europe
HIS 353	Victorian Britain: Democracy and Empire
HIS 355	The World and the West in the Long Nineteenth Century
POL 276	International Environmental Politics
POL 277	International Political Economy

POL 278	International Politics of Energy
POL 305	Dynamics of European Integration
POL 310	International Law
POL 321	International Organization

Take two additional courses to be chosen from the Economics courses listed above (ECN 303, 305, or 320), or from the following:

ECN 325	Money, Banking, and Financial Markets
ECN 328	International Banking and Finance
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

GENERAL ELECTIVES (33 CREDITS)

Complete courses from any academic discipline.

Note: All Bachelor of Arts Degrees require a total of 125 credits consisting of Core, Major, and General Elective courses and requirements. Credits required in the Core and General Electives part of the degree plan may vary depending on Core course selections fulfilled in the Major.

INTERNATIONAL MANAGEMENT MAJOR

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.

CORE REQUIREMENTS (39 CREDITS)

The Core Foundation requirement for Quantitative Reasoning (MAT), the International Engagement requirements may be fulfilled through courses in the major.

PREREQUISITES (9 CREDITS)

ECN 100	Principles of Macroeconomics
ECN 101	Principles of Microeconomics
MAT 201	Introduction to Statistics

MAJOR REQUIREMENTS (45 CREDITS)

BUS 115	Financial Accounting
BUS 135	Introduction to Business Systems
BUS 136	Marketing in a Global Context
BUS 306	Quantitative Methods and Dynamic Forecasting
BUS 315	Managerial Accounting
BUS 326	Managerial Finance
BUS 340	Management Science
BUS 357	Global Information Systems
BUS 353	International Management
BUS 410	International Organizational Behavior
BUS 455	Global Strategic Management

Business Electives

Four courses chosen from the following:

BUS 240	Principles of Advertising
BUS 285	Integrated Marketing Communications
BUS 286	Product and Services Management
BUS 373	International Entrepreneurship

BUS 374	Corporate Branding
BUS 379	Topics in International Management
BUS 382	Global Sales Management
BUS 384	Global Marketing Strategies
BUS 385	Consumer Behavior in International Marketing
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)

GENERAL ELECTIVES (33 CREDITS)

Complete courses from any academic discipline.

* Pre-requisites may be required for courses outside of the major.

Note: All Bachelor of Arts Degrees require a total of 125 credits consisting of Core, Major, and General Elective courses and requirements. Credits required in the Core and General Electives part of the degree plan may vary depending on Core course selections fulfilled in the Major.

INTERNATIONAL MANAGEMENT MAJOR WITH AN EMPHASIS IN FINANCE

CORE REQUIREMENTS (39 CREDITS)

The Core Foundation requirement for Quantitative Reasoning (MAT) and the International Engagement requirements may be fulfilled through courses in the major.

PREREQUISITES (9 CREDITS)

ECN 100	Principles of Economics I (Macro)
ECN 101	Principles of Economics II (Micro)
MAT 201	Introduction to Statistics

MAJOR REQUIREMENTS (51 CREDITS)

BUS 115	Financial Accounting
BUS 135	Introduction to Business Systems
BUS 136	Marketing in a Global Context
BUS 306	Quantitative Methods and Dynamic Forecasting
BUS 315	Managerial Accounting
BUS 340	Management Science
BUS 353	International Management
BUS 357	Global Information Systems
BUS 410	International Organizational Behavior
BUS 455	Global Strategic Management

Emphasis Courses (15 credits)

BUS 326	Managerial Finance
BUS 426	International Financial Management
ECN 325	Money, Banking and Financial Markets
ECN 365	Investment Analysis I
BUS 415	Country Risk Assessment

Business Electives (6 credits)

Two courses chosen from the following:

BUS 240	Principles of Advertising
BUS 285	Integrated Marketing Communications
BUS 286	Product and Services Management
BUS 373	International Entrepreneurship
BUS 374	Corporate Branding
BUS 379	Topics in International Management
BUS 382	Global Sales Management
BUS 384	Global Marketing Strategies
BUS 385	Consumer Behavior in International Marketing
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)

GENERAL ELECTIVES (27 CREDITS)

Complete courses from any academic discipline.

Note: All Bachelor of Arts Degrees require a total of 125 credits consisting of Core, Major, and General Elective courses and requirements. Credits required in the Core and General Electives part of the degree plan may vary depending on Core course selections fulfilled in the Major.

INTERNATIONAL MANAGEMENT MAJOR WITH AN EMPHASIS IN MARKETING

CORE REQUIREMENTS (39 CREDITS)

The Core Foundation requirement for Quantitative Reasoning (MAT) and the International Engagement requirements may be fulfilled through courses in the major.

PREREQUISITES (9 CREDITS)

ECN 100	Principles of Macroeconomics
ECN 101	Principles of Microeconomics
MAT 201	Introduction to Statistics

MAJOR REQUIREMENTS (45 CREDITS)

BUS 115	Financial Accounting
BUS 135	Introduction to Business Systems
BUS 306	Quantitative Methods and Dynamic Forecasting
BUS 315	Managerial Accounting
BUS 326	Managerial Finance
BUS 340	Management Science
BUS 353	International Management
BUS 357	Global Information Systems
BUS 410	International Organizational Behavior
BUS 455	Global Strategic Management

Emphasis Courses (12 credits)

BUS 136	Marketing in a Global Context
BUS 285	Integrated Marketing Communications
BUS 286	Product and Services Management
BUS 384	Global Marketing Strategies

Business Electives (3 credits)

One course chosen from the following:

BUS 240	Principles of Advertising
BUS 373	International Entrepreneurship
BUS 374	Corporate Branding
BUS 379	Topics in International Management
BUS 382	Global Sales Management
BUS 385	Consumer Behavior in International Marketing
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)

GENERAL ELECTIVES (27 CREDITS)

Nine additional courses from any academic discipline.

* Pre-requisites may be required for courses outside of the major.

Note: All Bachelor of Arts Degrees require a total of 125 credits consisting of Core, Major, and General Elective courses and requirements. Credits required in the Core and General Electives part of the degree plan may vary depending on Core course selections fulfilled in the Major.

INTERNATIONAL RELATIONS MAJOR

The major in International Relations is designed for students who wish to deepen and broaden their knowledge and understanding of this multi-disciplinary field. At the same time, students receive solid preparation for a variety of careers: diplomatic service, international business, government service, mass media, international banking, law, international organizations, and teaching.

Graduate study is also possible for International Relations majors. Fields include: international relations, political science, economics, history, business. In this major students undertake in-depth inter-disciplinary work in the areas of political science, economics, history, international law and organizations and modern languages. The major is organized to provide students with the instruments and techniques to analyze and comprehend the complex phenomena of today's international world.

CORE REQUIREMENTS (41+/- CREDITS)

The International Engagement and one or more Intercultural Competencies and/or Social Responsibility requirements may be fulfilled through courses in the major.

PREREQUISITES (9 CREDITS)

FRE 301 Advanced French II **or**

GER 301 Advanced German II **or**

ITA 301 Advanced Italian II **or**

SPA 301 Advanced Spanish II

HIS 100 Western Civilization I: Ancient and Medieval **and**

HIS 101 Western Civilization II: Modern

or

HIS 104 Global History I: From the Beginnings to the Sixteenth Century
and

HIS 105 Global History II: From the Sixteenth Century to the Present

MAJOR REQUIREMENTS (48 CREDITS)

Introductory Courses (15 credits)

POL 100 Introduction to Political Science

POL 101 Introduction to International Relations

POL 104 Government and Politics of the United States

ECN 100 Principles of Macroeconomics

ECN 101 Principles of Microeconomics

Area Studies Group (9 credits)

Choose three of the following courses:

POL 202 Government and Politics of Western Europe

POL 203 Government and Politics of Eastern Europe

POL 204 Government and Politics of Latin America

POL 261 International Relations of the Far East: China, Japan, and South Korea

POL 290	Government and Politics of the Middle East
POL 305	Dynamics of European Integration
POL 37X	Topics in Political Science
HIS 351	Nationalism and Ethnic Conflict in Europe

History and Foreign Policy Group (6 credits)

Choose two of the following four courses:

HIS 210	The Cold War
HIS 313	Diplomatic History of Modern Europe Since 1815
POL 253	United States Foreign Policy
POL 315	War and Contemporary Politics

International Political Economy Group (9 credits)

Choose three from the following:

ECN 341*	International Economics
POL 276	International Environmental Politics
POL 277	International Political Economy
POL 278	International Politics of Energy

International Law and Organizations Group (3 credits)

Choose one of the following:

POL 310	International Law
POL 321	International Organization

Theory Group (3 credits)

Choose one of the following:

POL 400	Comparative Politics
POL 401	Theories of International Relations

Senior Thesis (3 credits)

POL 499	Senior Thesis
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GENERAL ELECTIVES (36 CREDITS)

Complete courses from any academic discipline.

* Pre-requisites may be required for courses outside of the major.

Note: All Bachelor of Arts Degrees require a total of 125 credits consisting of Core, Major, and General Elective courses and requirements. Credits required in the Core and General Electives part of the degree plan may vary depending on Core course selections fulfilled in the Major.

INTERNATIONAL RELATIONS MAJOR WITH AN EM-PHISIS IN POLITICAL ECONOMY

This is an emphasis specifically designed for those students who wish to major in International Relations, but who would wish to focus more on the study of the problems and issues of international political economy, so important in today's globalized world.

CORE REQUIREMENTS (47 CREDITS)

The Core Foundation requirement for Quantitative Reasoning (MAT), the International Engagement, and one or more of the Intercultural Competencies and/or Social Responsibility requirements may be fulfilled through courses in the major.

PREREQUISITES (9 CREDITS)

FRE 301 Advanced French II **or**

GER 301 Advanced German II **or**

ITA 301 Advanced Italian II **or**

SPA 301 Advanced Spanish II

HIS 100 Western Civilization I: Ancient and Medieval **and**

HIS 101 Western Civilization II: Modern

or

HIS 104 Global History I: From the Beginnings to the Sixteenth Century **and**

HIS 105 Global History II: From the Sixteenth Century to the Present

MAJOR REQUIREMENTS (51 CREDITS)

Introductory Courses (18 credits)

ECN 100 Principles of Macroeconomics

ECN 101 Principles of Microeconomics

ECN 256 Intermediate Microeconomics

MAT 200 Calculus

POL 100 Introduction to Political Science

POL 101 Introduction to International Relations

International Political Economy Group (15 credits)

Take the following two courses:

POL 277 International Political Economy

ECN 341 International Economics

Take three courses chosen from the following:

ECN 355 Political Economy of Growth and Distribution

POL 261 International Relations of the Far East: China, Japan, and South Korea

POL 276 International Environmental Politics

POL 278	International Politics of Energy
POL 305	Dynamics of European Integration
POL 37X	Topics in Political Science

International Economics Group (6 credits)

Take two courses chosen from the following:

ECN 303	Development Economics
ECN 305*	The Economics of the European Union
ECN 328	International Banking and Finance

International Law and International Organizations Group (6 credits)

Take the following two courses:

POL 310	International Law
POL 321	International Organization

Theory Group (3 credits)

Take one of the following courses

POL 400	Comparative Politics
POL 401	Theories of International Relations

Senior Thesis (3 credits)

POL 499	Political Science Thesis
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GENERAL ELECTIVES (27 CREDITS)

Complete courses from any academic discipline.

* Pre-requisites may be required for courses outside of the major.

Note: All Bachelor of Arts Degrees require a total of 125 credits consisting of Core, Major, and General Elective courses and requirements. Credits required in the Core and General Electives part of the degree plan may vary depending on Core course selections fulfilled in the Major.

ITALIAN STUDIES MAJOR

Because of the College'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 3-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.

CORE REQUIREMENTS (26+/- CREDITS)

The Modern Language requirement and at least one or more of the Intercultural Competencies; International Engagement; and/or Social Responsibility requirements may be fulfilled through courses in the major.

MAJOR REQUIREMENTS (45 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, and a senior seminar.

Italian Language (18 Credits)

Take the following 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	Italian Civilization
ITA 360	Introduction to Italian Literature I
ITA 361	Introduction to Italian Literature II
ITA 373	Italian Film and Society
ITA 374	Italian Cinema
ITA 375	Italian Film Adaptation: from the Page to the Screen
ITA 37X	Topics in Italian Literature

ITA 379	Mad Love: Italian Poetry and the Feminine Phantasm
ITA 380	Italian for Business
IS 199	First Year Seminar: Italian Myths and Counter-Myths of America
IS 274	Italian Cinema
IS 275	Modern Italian Poetry
IS 276	Italian Short Story
IS 277	The Italian Novel

Major Electives (6 Credits)

Take two courses from among the following:

AHT 212	The Villa: Country Houses from Palladio to Carlo Scarpa
AHT 231	Renaissance Art and Architecture
AHT 233	Venice and the East
AHT 307	Ancient Art and Archeology
LC 100	Reading Literatures: Approaches to Literary Studies
LC 110	Reading Cultures: Approaches to Cultural Studies
CLCS 200	Theories and Methods in Gender Studies
CLCS 210	Deception
CLCS 320*	Culture, Class, Cuisine
HIS 202	History of Switzerland
HIS 204	History of Italy from the Renaissance to the Present
HIS 251	Nationalism and Ethnic Conflict in Europe
MUS 206	From Mozart to Mahler
MUS 208	Music in Film
POL 202	Government and Politics of Western Europe
STA 213	Architecture in Fashion and the Fashion of Architecture

Senior Seminar (3 Credits)

IS 497	Senior Seminar in Italian Studies
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GENERAL ELECTIVES (54 +/- CREDITS)

Complete courses from any academic discipline.

* Pre-requisites may be required for courses outside of the major.

** Italian Studies courses are taught in English.

Note: All Bachelor of Arts Degrees require a total of 125 credits consisting of Core, Major, and General Elective courses and requirements. Credits required in the Core and General Electives part of the degree plan may vary depending on Core course selections fulfilled in the Major.

LITERATURE MAJOR

The Literature major at Franklin College 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 courses specifically devoted to the Caribbean, the Americas, Contemporary Africa, and South Asia are also offered on a regular basis. 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.

CORE REQUIREMENTS (36+ CREDITS)

The Social Responsibility requirement and one of the Intercultural Competencies requirements may be fulfilled through courses in the major.

MAJOR REQUIREMENTS (42 CREDITS)

Foundations: required of all Literature and CLCS majors (6 Credits)

LC 100	Reading Literatures: Approaches to Literary Studies
LC 110	Reading Cultures: Approaches to Cultural Studies

Major Courses (18 Credits)

Choose six courses from among the following offered in Literature courses and/or in the upper-level Modern Languages offerings. At least two courses must be at the 300-level.

LIT 199	First Year Seminar
LIT 201	Deception
LIT 242	Contemporary African Literature: Between Africanism and European Colonialism
LIT 248	Literature of the Americas
LIT 253	Caribbean Literature
LIT 263	Contemporary Literature from South Asia
LIT 300	Modernism
LIT 305	Home
LIT 306	Money in Literature: Systems of Exchange

LIT 313	Politics and the Modern Novel
LIT 320	Elective Ties: Love, Friendship, Community
LIT 353	Advanced Studies in Caribbean Literature
LIT 370	Topics in Literature

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 Head. Documentation of approved course selections must be submitted to the Office of the Registrar.

Capstone Requirement (6 Credits)

LC 497 Capstone: Comprehensive Readings in CLCS and Literature; **and**

Choose 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 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.

GENERAL ELECTIVES (45+ CREDITS)

Complete courses from any academic discipline.

* Pre-requisites may be required for courses outside of the major.

Note: All Bachelor of Arts Degrees require a total of 125 credits consisting of Core, Major, and General Elective courses and requirements. Credits required in the Core and General Electives part of the degree plan may vary depending on Core course selections fulfilled in the Major.

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. The studies at Franklin College are focused on studying fashion within the liberal arts curriculum, in terms of its histories, identities, and cultures in the contemporary world. As part of the course of study, the major also includes a study-abroad semester to fulfill a technical component of fashion design; students are encouraged to fulfill this component at FC's partner Lasell College, but may also choose their own institution to fulfill the requirement in a semester abroad or a series of classes.

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 Ph.D. degree.

CORE REQUIREMENTS (35+ CREDITS)

The Intercultural Competencies and one or more of the Social Responsibility requirements may be fulfilled through courses in the major.

MAJOR REQUIREMENTS (42 CREDITS)

Required for all Majors (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 courses chosen from 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 220	Heads and Bodies: the Human Head and Proportions in Art History, Theory and Practice

Upper-Level Courses (6 Credits)

Two courses chosen from the following. At least one course must be 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	Theories and Methods in Gender Studies
CLCS 300*	(Re) Defining Masculinity
CLCS 340*	Fashion and Popular culture

Major Electives (9 Credits)

Three courses chosen from the following. At least one course must be at the 300-level:

AHT xxx*	any AHT course
BUS 240	Principles of Advertising
CLCS 200	Theories and Methods in Gender Studies
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 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 352*	Environmental Discourses
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
POL 150	Mass Communication in Politics and Society

* Pre-requisites may be required for courses outside of the major.

Off-campus technical component (9 Credits)

The fashion design studio/technical component may be fulfilled at FC's partner Lasell College, in a semester abroad, ideally in the fall. 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. As per choice of the student, technical classes at any institution may include pattern drafting/making, sewing techniques, knitting, draping, textiles, etc.

Senior Capstone (3 Credits)**One course chosen from 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

GENERAL ELECTIVES (45+ CREDITS)

Complete courses from any academic discipline.

Note: All Bachelor of Arts Degrees require a total of 125 credits consisting of Core, Major, and General Elective courses and requirements. Credits required in the Core and General Electives part of the degree plan may vary depending on Core course selections fulfilled in the Major.

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.

CORE REQUIREMENTS (35+ CREDITS)

The Intercultural Competencies and one or more of the Social Responsibility requirements may be fulfilled through courses in the major.

MAJOR REQUIREMENTS (42 CREDITS)

Required for all Majors (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 courses chosen from 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

200-Level Courses (9 Credits)

Three courses chosen from 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

Upper-Level Courses (6 Credits)

Two courses chosen from 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
VCA 370	Topics in Visual Communication Arts

Major Electives (9 Credits)

Three courses chosen from the following. At least one course must be at the 300-level:

AHT xxx*	any AHT course
BUS 240	Principles of Advertising
LC 110	Reading Cultures: Approaches to Cultural Studies
CLCS 200	Theories and Methods in Gender Studies
CLCS 220	Inventing the Past: The Uses of Memory in a Changing World
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 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 352*	Environmental Discourses
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
POL 150	Mass Communication in Politics and Society

* Pre-requisites may be required for courses outside of the major.

Senior Capstone (3 Credits)

One course chosen from the following:

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

GENERAL ELECTIVES (48+ CREDITS)

Complete courses from any academic discipline.

Note: All Bachelor of Arts Degrees require a total of 125 credits consisting of Core, Major, and General Elective courses and requirements. Credits required in the Core and General Electives part of the degree plan may vary depending on Core course selections fulfilled in the Major.



Professor Margaret Glass, Art Studio

COMBINED MAJOR PROGRAMS

Any two of the following: Art History, Communication and Media Studies, Comparative Literary and Cultural Studies (CLCS), Economics, French, History, Italian Studies, Literature, Management, and Political Science may be combined to complete a “Combined Major” toward the Bachelor of Arts (BA) degree. In addition to traditional programs of study, combined majors give students the option of creating their own programs. To complete a combined major, Bachelor of Arts students should choose two of the above disciplines and follow the requirements listed below. 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 125 credits:

- Core Requirements (Refer to Bachelor of Arts introduction for a complete list.)
- 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 inter-disciplinary project or a requirement to be satisfied in a single discipline. Students must consult with Department Heads of both disciplines. Credit will be awarded in one of the two fields.

ART HISTORY AND VISUAL CULTURE

MAJOR REQUIREMENTS (24 OR 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

200-Level Art History courses (6 Credits)

300-Level Art History courses (6 Credits)

AHT 497	Art History Senior Project; or
AHT 498	Art History Internship; or
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 (24 CREDITS)

COM 105	Introduction to Communication and Media Studies in the Global Context
COM 180	Public Speaking
COM 203	Communication Research Methods

One of the following:

COM 201	Fundamentals of Media Studies and Criticism; or
COM 202	Fundamentals of Interpersonal Communication

One of the following:

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

Take an additional two at or above 300-level COM courses (6 Credits)

One of the following:

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

COMPARATIVE LITERARY AND CULTURAL STUDIES (CLCS)

Not open to majors in Literature or in History and Literature

MAJOR REQUIREMENTS (27 CREDITS)

Foundation courses:

LC 100	Reading Literatures: Approaches to Literary Studies
LC 110	Reading Cultures: Approaches to Cultural Studies

Choose five courses from the following:

CLCS 199	First Year Seminar
CLCS 200	Theories and Methods in Gender Studies
CLCS 220	Inventing the Past: The Uses of Memory in a Changing World
CLCS 230	Science/ Fiction: Envisioning the Possible
CLCS 241	Forbidden Acts: Identity Politics and Performance
CLCS 242	Poor Relations: 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 340	Fashion and Popular Culture
CLCS 370	Topics in Literary and Cultural Studies
CLCS 371	Law and Culture
CLCS 372	Tales of Catastrophe

Capstone Requirement

LC 497 Capstone: Comprehensive Readings in CLCS and Literature; **and**

Choose 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.

ECONOMICS

MAJOR REQUIREMENTS (30 CREDITS)

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

Plus four courses chosen from the following:

ECN 303	Development Economics
ECN 305	The Economics of the European Union
ECN 320	Game Theory, Information and Contracts
ECN 325	Money, Banking, and Financial Markets
ECN 328	International Banking and Finance
ECN 341	International Economics
ECN 350	Industrial Organization in the European Union
ECN 355	Political Economy of Growth and Distribution
ECN 387	Introduction to Econometrics

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

Plus four courses chosen from 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 (24 OR 27 CREDITS)

HIS 100	Western Civilization I: Ancient and Medieval and
HIS 101	Western Civilization II: Modern

or

HIS 104	Global History I: From the Beginnings to the Sixteenth Century and
HIS 105	Global History II: From the Sixteenth Century to the Present

Six courses (18 credits) in History at or above the 200-level, of which at least one course must be at the 300-level.

HIS 499	History Senior Thesis*
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* Students will be required to complete a Senior Thesis unless a thesis is elected in another subject area in a 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

Plus four courses chosen from the following:**

HIS 204	History of Italy from the Renaissance to the Present
ITA 302	Advanced Italian Conversation
ITA 350	Italian Civilization
ITA 353	Italian Theater Workshop
ITA 360	Introduction to Italian Literature, Part I
ITA 361	Introduction to Italian Literature, Part II
ITA 372	Motherhood in Italian Women's Writing
ITA 374	Italian Cinema
ITA 375	Italian Film Adaptation: From the Page to the Screen
IS 199	First Year Seminar
IS 274	Italian Cinema
IS 275	Modern Italian Poetry
IS 276	The Italian Short Story
IS 277	The Italian Novel: Redefining the Canon

** Upper-level ITA or IS designated courses that are new to the curriculum may not be included in the menu, but will also be considered for inclusion in the combined major.

LITERATURE

Not open to majors in CLCS or in History and Literature

MAJOR REQUIREMENTS (27 CREDITS)

Foundation courses:

LC 100	Reading Literatures: Approaches to Literary Studies
LC 110	Reading Cultures: Approaches to Cultural Studies

Choose five courses from the following:

LIT 199	First Year Seminar
LIT 201	Deception
LIT 242	Contemporary African Literature: Between Africanism and European Colonialism

LIT 248	Literature of the Americas
LIT 253	Caribbean Literature
LIT 263	Contemporary Literature from South Asia
LIT 300	Modernism
LIT 305	Home
LIT 306	Money in Literature: Systems of Exchange
LIT 313	Politics and the Modern Novel
LIT 320	Elective Ties: Love, Friendship, Community
LIT 353	Advanced Studies in Caribbean Literature
LIT 370	Topics in Literature

Capstone Requirement

LC 497 Capstone: Comprehensive Readings in CLCS and Literature; **and**

Choose 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

PREREQUISITES (9 CREDITS)

ECN 100 Principles of Macroeconomics

ECN 101 Principles of Microeconomics

MAT 201 Introduction to Statistics

MAJOR REQUIREMENTS (27 CREDITS)

BUS 115 Financial Accounting

BUS 135 Introduction to Business Systems

BUS 136 Marketing in a Global Context

BUS 326 Managerial Finance

BUS 340 Management Science

BUS 353 International Management Theory and Concepts

Plus three courses chosen from the following:

BUS 286 Product and Services Management

BUS 306 Quantitative Methods and Dynamic Forecasting

BUS 357 Global Information Systems

BUS 384	Global Marketing Strategies
BUS 410	International Organizational Behavior
BUS 426	International Financial Management
BUS 455	Global Strategic Management

POLITICAL SCIENCE

POLITICAL SCIENCE COMBINED MAJOR (30 CREDITS)

PREREQUISITES (9 CREDITS)

POL 100	Introduction to Political Science
POL 101	Introduction to International Relations
POL 104	United States Government and Politics

MAJOR REQUIREMENTS (15 CREDITS)

Required:

POL 102	Introduction to Political Philosophy
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Choose two courses from the following:

POL 202	Government and Politics of Western Europe
POL 203	Government and Politics of Eastern Europe
POL 204	Government and Politics of Latin America
POL 261	International Relations of the Far East: China, Japan, and South Korea
POL 290	Government and Politics of the Middle East
POL 37X	Topics in Political Science

Choose two courses from the following:

POL 305	Dynamics of European Integration
POL 310	International Law
POL 315	War and Contemporary Politics
POL 321	International Organization

SENIOR CAPSTONE (3 CREDITS)

POL 400	Comparative Politics
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SENIOR THESIS (3 CREDITS)

POL 499	Political Science Thesis
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Note: All Bachelor of Arts Degrees require a total of 125 credits consisting of Core, Major, and General Elective courses and requirements. Credits required in the Core and General Electives part of the degree plan may vary depending on Core course selections fulfilled in the Major.

REQUIREMENTS FOR A MINOR

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 College. All 6 credits in a language minor must be taken at Franklin College. Specific course requirements follow:

Please note: Courses unique to the minor are counted as electives in the major 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 courses chosen from the following:

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

*Course requires 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 courses at or above the 200-level, of which at least one course must be at the 300-level. (Please note that some AHT courses have prerequisites.)

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 courses at or above the 300-level in COM

Please 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 or History and Literature majors

LC 100	Reading Literatures: Approaches to Literary Studies
LC 110	Reading Cultures: Approaches to Cultural Studies

Four of the following, at least one of which needs to be at the 300-level:

CLCS 199	First Year Seminar
CLCS 200	Theories and Methods in Gender Studies
CLCS 220	Inventing the Past: The Uses of Memory in a Changing World
CLCS 230	Science/ Fiction: Envisioning the Possible
CLCS 241	Forbidden Acts: Identity Politics and Performance
CLCS 242	Poor Relations: 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 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)

The Creative Writing program at Franklin College offers courses at various levels in fiction, poetry, creative nonfiction, playwriting, screenwriting, the graphic novel, and translation. Students have the opportunity not only to enroll in these courses, but also to partake in readings, lectures, performances, and special workshops held by visiting artists and writers. Students will pursue their craft in intimate but rigorous writing seminars. While the program is strongly interdisciplinary, with links to CLCS, Literature, Modern Languages, Communications, and Visual Communication Arts, Creative Writing has a strong independent identity. Throughout the program, students will learn about the relationship between reading and writing craft, literary tradition and literary innovation, as well as acquiring the practical skills of writing for an audience, editing, and getting published.

LC 100	Reading Literatures: Approaches to Literary Studies
CRW 100	Introduction to Creative Writing
CRW 220	Creative Writing: Fiction
CRW 225	Creative Writing: Poetry

One course from the following:

CRW 320	Advanced Creative Writing: Dramatic Writing
CRW 325	Advanced Creative Writing: Prose

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

ECONOMICS MINOR (18 CREDITS)

Not open to students majoring 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 a minimum of two courses chosen from the following:

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

ENVIRONMENTAL SCIENCES MINOR (18 CREDITS)

(Not open to students majoring in Environmental Studies)

SCI 100	Introduction to Biology: Cells and Organisms
SCI 101	Introduction to Biology: Genetics, Evolution, and Ecology
SCI 108	Introduction to Environmental Science

One course chosen from the following:

SCI 110	Introduction to Physical Geography
SCI 120	Chemistry and the Environment

Two additional advanced courses, one of which must be a SCI course:

SCI 220	Perspectives on Freshwater Conservation
SCI 301	Conservation Biology
SCI 310*	Ecology
SCI 330	Epidemiology, Disease and Public Health
SCI 350	Research Methods in Environmental Studies

COM 352*	Environmental Discourses
ECN 303*	Development Economics
ENV 210	Natural Disasters, Catastrophes, and the Environment
ENV 497	Senior Capstone
MAT 201*	Introduction to Statistics
POL 276	International Environmental Politics
POL 277	International Political Economy
POL 278	International Politics of Energy

Other social or natural science courses above 200-level deemed appropriate by Environmental Sciences minor coordinator.

*Course requires prerequisites not included in the minor.

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 our introductory courses we ask 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. The minor consists of three course requirements in CLCS that focus specifically on theories and methodologies in gender studies, queer studies and masculinity studies and three

menu courses in a number of disciplines that allow students to explore various historical and disciplinary optics on the way in gender inflects our lives.

CLCS 200	Theories and Methods in Gender Studies
CLCS 241*	Forbidden Acts: Identity Politics and Performance
CLCS 300	(Re)defining Masculinity

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

AHT 256*	Women in Art
CLCS 242	Poor Relations: 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

*Course requires prerequisites not included in the minor.

GERMANIC STUDIES MINOR (10 CREDITS)

GER 301	Advanced German II
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Two additional courses from the following list, at least one of the following 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 37X	Topics in German Literature and Culture

CLCS 220	Inventing the Past
HIS 202	History of Switzerland
HIS 240	History of Modern Germany
HIS 260	The Holocaust
HIS 305	Living in a Diaspora: The Case of Judaism
HIS 351	Nationalism and Ethnic Conflict in Europe

POL 202 Government and Politics of Western Europe
MUS 206 From Mozart to Mahler

One Academic Travel (1 credit) to a country in which German is predominantly spoken (Germany, German-speaking Switzerland, or Austria)

HISTORY MINOR (18 CREDITS)

Not open to History or History and Literature 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: From the Beginnings to the Sixteenth Century
and
HIS 105 Global History II: From the Sixteenth Century to the Present

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

ITALIAN MINOR (9 CREDITS)

ITA 301 Advanced Italian II

Two additional courses in Italian above ITA 301-level.

ITALIAN STUDIES MINOR (9 CREDITS)

Not open to Italian Studies majors

ITA 301 Advanced Italian II

Two courses selected from the following:

HIS 204 History of Italy from the Renaissance to the Present
IS 199 First Year Seminar
IS 274 Italian Cinema
IS 275 Modern Italian Poetry
IS 276 Italian Short Story
IS 277 The Italian Novel

LITERATURE MINOR (18 CREDITS)

Not open to Literature or CLCS or History and Literature majors

LC 100 Reading Literatures: Approaches to Literary Studies

LC 110 Reading Cultures: Approaches to Cultural Studies

Choose four courses from among the following:

LIT 199 First Year Seminar

LIT 201 Deception

LIT 242 Contemporary African Literature: Between Africanism and European Colonialism

LIT 248 Literature of the Americas

LIT 253 Caribbean Literature

LIT 263 Contemporary Literature from South Asia

LIT 300 Modernism

LIT 305 Home

LIT 306 Money in Literature: Systems of Exchange

LIT 313 Politics and the Modern Novel

LIT 320 Elective Ties: Love, Friendship, Community

LIT 353 Advanced Studies in Caribbean Literature

LIT 370 Topics in Literature

MANAGEMENT MINOR (18 CREDITS)

Not open to International Management majors in any emphasis

BUS 115 Financial Accounting

BUS 135 Introduction to Business Systems

BUS 136 Marketing in a Global Context

BUS 353* International Management Theory and Concepts

Plus two courses selected from the following:

BUS 326* Managerial Finance

BUS 340* Management Science

BUS 410 International Organizational Behavior

BUS 455 Global Strategic Management

*Course requires prerequisites not included in the minor.

MARKETING MINOR (18 CREDITS)

Not open to International Management majors in any emphasis

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 course chosen from the following:

MAT 201	Introduction to Statistics
BUS 240	Principles of Advertising
BUS 382	Global Sales Management
BUS 385	Consumer Behavior in International Marketing
BUS 498	International Management Internship – Marketing experience

POLITICAL SCIENCE MINOR (18 CREDITS)

Not open to International Relations majors in any emphasis

POL 100	Introduction to Political Science
POL 102	Introduction to Political Philosophy

Four courses in Political Science at or above the 200-level, of which at least one course must be at the 300-level.

PSYCHOLOGY MINOR (18 CREDITS)

PSY 100	Introduction to Psychology
PSY 101	Theories of Personality
PSY 201	Social Psychology
PSY 202	Developmental Psychology
PSY 301	Abnormal Psychology

One of the following courses:

COM 302*	Intercultural Communication: Theory, Research, and Practice
AHT 200	Psychology of Art
PSY 370	Special Topics in Psychology

*Course requires prerequisites not included in the minor.

STUDIO ART MINOR (18 CREDITS)

Open to Visual Communication Arts majors only by special petition.

Six courses in Studio Art, of which at least one must be at the 200- level and one at the 300-level.

COURSE DESCRIPTIONS

ACADEMIC TRAVEL

AFRICA

TVL 224 Namibia

This course will focus on natural resource conservation, sustainable development and cultural encounters in various contexts. Academic focus will include an assessment of the impact of global warming on Namibia's desert ecosystems; interaction with and learning from the Himba tribe who have lived in harmony with their natural surroundings for centuries; and field studies in the Etosha National Park, Namib Desert at Sossusvlei, and Cape Cross conservation area. Lectures will be provided by the travel leader as well as by Namibian experts in the fields of sustainable development, responsible tourism, the archaeology of Twyfelfontein's ancient bushmen paintings and rock engravings, and conservation practices in the Okavango area to include sustainable animal conservation. Game drives will center on the Etosha National Park and Okavango area. Please note: This course will include traveling in overland vehicles with experienced guides. Accommodations will be in safari tents at campgrounds equipped with showers and toilets. Please note: Students who register for this trip are expected to have a genuine interest in sustainable development and should be prepared to engage in service learning work. Students should also understand that they are expected to maintain appropriate behavior at all times in a distinctly unique cultural environment. This Academic Travel carries a supplement fee to be determined (TBD). Credits: 1.00

TVL 234 Morocco

(Listening to Morocco, Music between Tradition and Modernity) Jazz legend Randy Weston went to Morocco in the 1960s following a tip that jazz originated from Afro-Moroccan Gnawa. He hasn't returned back 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 look at various musical traditions from African to Andalusian to Sufi, and see how their commercialization both nationally and internationally has affected them. The point of this travel is to develop an appreciation of Morocco's cultural heritage through its music. The program will meet musicians (both known and unknown), officials, label company owners, music producers, and will attend wedding ceremonies in different regions. Other activities include meetings with university students, hosting by Moroccan families, hiking in the Atlas mountains and visiting the desert. The program will mainly consist of musical performances (Arabo-Andalusian, Berber, Ahidous, Gnawa, Aïssawa, Ahidous, Gnawa fu-

sion) 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) Credits: 1.00

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 will also be included in this academic travel. Credits: 1.00

ASIA AND AUSTRALIA

TVL 288 Japan: Contemporary Japanese Culture and Communication

This academic travel offers students an opportunity to explore various aspects of communication in contemporary Japanese culture. Prior to travel, students will learn about such topics as verbal communication, nonverbal communication, cultural values, and communication technologies within the context of Japan. As a part of the travel preparation, student will identify a particular topic of interest, as it pertains to the travel theme of Japanese communication, so that they can make focused observations during the travel. Students will spend significant time in central Tokyo (e.g., Shibuya, Harajuku, Ginza), observing contemporary Japanese culture and communication. To put contemporary Japanese culture into perspective, students will visit some sights depicting "traditional" Japanese culture (e.g., temples and shrines in Kyoto, a tea house, the imperial house). Credits: 1.00

TVL 329 Thailand: Village Culture and Service Learning

This travel is designed to 1) expose students to an East-Asian culture , 2) allow students to discover and experience first hand the socio-economic culture of Thai villagers and 3) offer students a method of using their resources to directly benefit the village people. This trip will be in collaboration with the Sainam Foundation and take place in a remote Thai village, Surin, in the eastern part of the country. The group will travel directly to the village of Surin via the Bangkok airport. Students will be placed in homestays in groups of two or three together. Depending upon the status of the foun-

dition projects, students will be involved for approximately 10 days of community service which could include: - Helping to construct houses that students will begin construction on while on site, - Clearing land for construction, -Working the local harvest, - Painting newly constructed houses. The Foundation has also agreed to have the FC students work with the Surin village school and the surrounding village schools to plan English language classes and outdoor activities. The trip will end with a closing celebration on the nearby Mekong River near the Laos border. Please note: It is strongly recommended that students successfully complete at least two academic travels before enrolling in this travel course. This Academic Travel carries a supplement fee to be determined (TBD) Credits: 1.00



Students teaching English in Thailand

TVL 341 Communication and Media in Everyday Life: South Korea (Seoul and Chuncheon)

This academic travel offers students an opportunity to examine the contemporary culture in South Korea from a communication and media studies perspective. Through conducting a field observation study and interacting with local college students and professors, our class will seek to develop an in-depth understanding of the communication processes in everyday life and the role media technologies play in the context of contemporary South Korean culture. The course assignments will include academic readings, research paper, and presentation, and students will be expected to learn the

basics of field observation method. Some background in communication and media studies are highly recommended, but students who are motivated in gaining an understanding of the field are also encouraged to participate. Credits: 1.00



TVL 341 2011

TVL 342 Malaysia

Malaysia is an emerging Asian economy aspiring to move towards a technology driven pattern of development in line with other newly industrialized economies across Asia. Yet Malaysia is also a multi-cultural society whose ethnic divisions need to be managed carefully. These challenges will be the focus of this travel program. The group will visit and meet with business and economic leaders in Penang and Kuala Lumpur to discuss how the country is trying to create competitive advantage in many industries. They will be given the opportunity to learn and debate with university students in the country and to learn how this upcoming generation views the challenges of integration in such a multi-cultural society. The group will explore issues related to both political and economic progress with local scholars and professionals. Finally, students will have the opportunity to experience the rich cultural heritage of Malaysia during trips to cultural

centers both in and around Penang and Kuala Lumpur. Credits: 1.00

EUROPE

TVL 165 Romania and Moldova

The historic Principalities of Transylvania, Wallachia and Moldavia merged in the late 19th Century to form modern Romania. The eastern portion of Moldavia shifted between Soviet and Romanian domination and is now the main component of the independent Republic of Moldova. These lands are rich in history and cultural heritage. Transylvania has large German- and Hungarian-speaking minorities which have been there since the 13th Century. Moldavia offers superb examples of Orthodox monastic architecture and also has considerable Russian- and Ukrainian-speaking minorities. Wallachia, the cradle of the Romanian nation, is more industrial and has a large Roma (gypsy) minority. This Academic Travel will focus on the recent history and current politics of Romania and Moldova, with special emphasis on the issues of cultural identity and statehood. We will explore Bucharest, the capital of Romania and Wallachia, where the 1989 revolution played. In Transylvania the group will visit the mixed cities of Sibiu, Cluj-Napoca and Sighisoara (birthplace of Vlad Tepes, who inspired the legend of Count Dracula). Finally we will visit a few Moldavian monasteries and Chisinau, capital of the Republic of Moldova. Credits: 1.00

TVL 200 Rome and Southern Italy

The Academic Travel Program to Rome, its surrounding region, and some parts of Southern Italy offers students an opportunity to explore and learn about key period of Western Civilizations and Italian history. Students will be introduced to Greek and Roman culture, the Middle Ages, and the Renaissance period as well as the realities of 21st century Italy. This travel will include visits to Pompeii and Herculaneum to explore early and recent archeological sites. The trip will also include visits to the Naples, the Amalfi coast, and Sorrento. The main focus will be on Rome and its civilization as the basis for the political and artistic foundations of European societies. Credits: 1.00

TVL 213 Geneva, Brussels, Paris, Strasbourg

(International Organizations and their Role in Today's World) This program focuses on international organizations; how they are organized and operate, and how they deal with particular problems. Students are introduced to salient aspects of international politics and economics in Europe and to the political, economic and financial aspects of international integration and interdependence. These themes are underlined with visits to international organizations. Students visit Brussels and Strasbourg where the groups are hosted by the European Union Commission and Parliament and are directly informed about the progress being made towards European economic and political integration. In Brussels, a visit to N.A.T.O brings students up-to-date on the changes in strategy that this security organization is developing to cope with the changes in the

international system and to maintain security and stability among the member states. Visits to Geneva and Paris in addition to Brussels and Strasbourg provide the opportunity to get to know a wide range of international organizations and their activities. In Geneva the students visit the United Nations at the Palais des Nations, the World Trade Organization, the UN High Commission for Refugees and in Paris the group visits the Organization for Economic Cooperation and Development, the most important organization for economic analysis and forecasting, and the United Nations Educational, Scientific and Cultural Organization. Credits: 1.00

TVL 216 Nice and Southern France

(Nice and its Region: From Impressionism to Contemporary Art) This program will focus primarily on the life and art of painters and sculptors who lived in Nice and its surrounding region. Artists such as Renoir, Matisse, Picasso, Bonnard, Giacometti, César, Arman, Ben, Yves Klein found there a source of inspiration and creativity that some of their artwork celebrates. Among the museums we will see are the Renoir Museum in Cagnes-sur-Mer, the Matisse, Marc Chagall, Fine Arts, Modern and Contemporary Art Museums in Nice, the Ferdinand Léger Museum in Biot, the Picasso Museum in Antibes, the Matisse Chapel in Vence, the Picasso Chapel in Vallauris, the Maeght Foundation in Saint-Paul-de-Vence, and the Museum of Concrete Art in Mouans-Sartoux. Students will also meander through the old parts of Nice, enjoy the sights and smells of her outdoor market, visit Eze, a "village perché" ranked among the most beautiful in France. They will finally experience "une grande table", namely the cuisine of a top chef in France. Credits: 1.00

TVL 218 Seville and Andalusia

(From Antiquity to the Present) This visit introduces students to the history, culture, politics, and arts of Spanish civilization of Andalusia and southern Spain. Students will be based in Seville as they are introduced to the region and its cities including Grenada, Malaga, Cadiz, Cordoba, Marbella, Antequera, and Gibraltar. It is in this region the students will be introduced to the classical heritage of Spain: Roman, Visigothic, Moorish, and the Christian, Jewish, and Islamic dimensions of its past. The visit then proceeds to the coast to Malaga and surrounding area. Throughout this entire Program students will be introduced to the modern and traditional aspects of Spanish culture and politics with visits to historical sites and museums. In each city the Program Director, guides, and specialists, will lecture on particular, relevant topics. Credits: 1.00

TVL 229 London: Classical Modernism

(Primarily Modern European Art) This program is focused on Art in London. It is fundamentally a museum and gallery program and concentrates on the following: The Tate Gallery, The Tate Modern, The Courtauld Institute of the University of London, and the National Gallery. The program also includes museums of interest, and especially the British Museum, The British Library, and the Victoria and Albert Museum. For purposes of Twentieth Century historical interest the Imperial War Museum and the

Britain at War Museum are also visited. A visit is made to Sotheby's auction house and to the Beaux Arts Gallery, one of the private dealerships in the Mayfair district of London. An attempt is made to allow time for individual interests (antiques, for example, or photography etc.). A one-day excursion is made to Salisbury Cathedral and Stonehenge, and another to Cambridge (to visit the University generally and King's College Chapel and the Kettle's Yard Museum specifically). Credits: 1.00

TVL 244 Liguria and Southern France: Comparative European Cultures

Comparative European Cultures The purpose of this Academic Travel is to recognize, compare and contrast aspects of European cultural development in its particular manifestations in the Italian Riviera region of Liguria and in Southern France. In Liguria, students will visit sites including the Bay of Lerici, the Cinque Terre, and especially Genoa. Students will also travel by boat from Portofino to the Monastery of San Fruttuoso and on to the fishing village of Camogli. In the regions north of Genoa, students will be introduced to developments in the cultivation and marketing of olive oil. The second part of the trip will be centered around Nice. The focus of this portion of the course is on mainly 20th century art and artists. Visits will be made to most or all of the following museums: the Renoir Museum in Cagnes-sur-Mer, the Matisse Chapel in Vence, the Picasso Museum in Antibes, the Picasso Chapel in Vallauris, the Ferdinand Léger Museum in Biot, the Maeght Foundation in Saint-Paul-de-Vence and the Contemporary Art Museum in Nice. In Grasse, students will learn about this perfume capital of the world and visit the Fragonard Museum. Themes of the course will include the relationships between visitors, transients and local realities; the rise and fall of the Maritime Republic of Genoa and the tension between regionalism and national identity in these regions. Credits: 1.00

TVL 247 Venice and its Lagoon

(History / Economics / Politics / Art / Literature / Environment) This cross-disciplinary academic travel program explores the historical, cultural, and environmental dimensions of the city of Venice from a variety of angles. This includes the origin of Venice as a Byzantine province, the development of political institutions, the origin of banking, the flourishing of commerce, the architecture and the art, and the role of Venice as a world political and financial power. Special attention will be given to the environmental system of the Venice lagoon that nourished and sustained the city of Venice throughout centuries. The symbiotic relationship of Venice with its lagoon will be considered with respect to current environmental questions and problems related to sustainable tourism. The itinerary will centre on Venice, its lagoon, its surroundings, and normally includes a 2-day cruise. Credits: 1.00

TVL 273 Florence and Central Italy

(From Antiquity to the Present) This program will introduce the students to the civilization of Florence and Central Italy. Students will be studying the historical, social, political, cultural and artistic dimensions of this region. Florence will be the center and

the base of this trip, while the most important cities in the area will be visited. They will include Siena, Arezzo, Volterra, Cortona, Perugia, Urbino, the Chianti region, and the Tuscan countryside. Credits: 1.00

TVL 274 Southern Germany

The program begins in the southern part of Germany, particularly Baden Württemberg and Bayern. Although Germany as a whole has experienced significant economic difficulties, the South has managed to make the transition into a high technology region. The trip begins in Stuttgart and proceeds to Ulm and Munich with visits, among others, to Daimler-Chrysler in Stuttgart, the Science Park, the University, and the Daimler Chrysler research center in Ulm. The trip then visits the 'German Silicon Valley' around Munich, Siemens Corporation, and the science and technology museum, Deutsche Museum, in Munich. Also included in this journey are visits to popular tourist destinations, to include castles, museums (Staatsgalerie in Stuttgart) and scenic areas. Credits: 1.00

TVL 277 Turkey

(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 Ataturk 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 Ataturk in the centre 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 Ataturk. Credits: 1.00

TVL 282 Ukraine and Russia

(Estimated Supplement CHF 2,000) Since the collapse of the Soviet Union, the successor states have been undergoing rapid and profound changes. Ukraine is presently on a pro-Western course since the "Orange Revolution." Visiting Lviv (Lvov) in western Ukraine and Kiev, the capital, and then going on to Moscow and St. Petersburg, students will be able to compare Ukraine with Russia. Academic considerations will include the historical development of Ukraine and its relations to Russia and the internal tensions in Ukraine between its pro-Western and pro-Russian constituencies. Additional considerations include how the economies of both countries have been changing during this ongoing period of transition. Credits: 1.00

TVL 285 Hamburg/Baltic Sea/Copenhagen

Hamburg prides itself on being Germany's "Gateway to the World". It is Germany's largest harbor and, historically, it connected the Baltic Sea region with North Sea access. In recent years, Hamburg has had to manage the challenge of globalization by developing new economical areas in cooperation with the surrounding communities. Copenhagen has to face the same situation and its answer is similar: building a metropolitan area with a diversified economical structure. We will spend several days in Hamburg, visiting the harbor, wharfs, the Airbus site, a publisher, and an advertising company (Hamburg is Germany's center of print media and is a leader in the field of advertising). We will also visit Luebeck. Then we will travel to Copenhagen, enjoying the countryside and the Baltic Sea on our way. Students will study how major cities deal with economic changes and will consider the problems harbor cities face as they make the transition to a global market. Credits: 1.00

TVL 286 London: Finance and Culture

Even in the era of electronic communication and technology-based deal-making, modern London still rather easily qualifies as the world epicenter of banking, finance, insurance, risk and property management, commodity markets, and foreign currency trading. It is no accident that Greenwich Mean Time defines the trading and business day around the globe. The strategic goal of the trip will be to comprehend the vitality of the key financial institutions themselves - how they function, what the people actually do, and how the individual firms set strategy in the marketplace. But the tactical approach will be to experience on a daily basis many of the diversions and historical attributes that the region offers, to include the Stock Exchange, the Bank of England, Lloyds Insurance, The Joint Underwriting Association, Deutsche Bank, Citigroup Smith Barney, etc. But students will also experience the theaters, museums, literary markers, historical sights and just plain diversions that make greater London the place of endless discovery that all knowledgeable visitors return for repeatedly. Credits: 1.00

TVL 291 Slovenia, Croatia and Serbia

(History and Politics) This trip focuses on how several of the states that had been part of the former Yugoslavia have been coping with the effects of the Civil War and the following conflicts since 1995. Students travel by bus and visit Ljubljana, Zagreb, Belgrade and Dubrovnik. The students have the opportunity to meet with speakers on the various issues of recent history, ethnic conflict, war crimes and how they are seen in the areas involved, the implementation of the Dayton Accords, reconstruction and relations with the European Union. Credits: 1.00

TVL 297 Lausanne, Geneva and the Alps

(Travel Writing/Writing Travel) From the salons of Mme de Stael to twentieth-century travel writers Nicolas Bouvier and Ella Maillart, French-speaking Switzerland has been home to a rich literary tradition. This course will offer an introduction to the travel literature of French-speaking Switzerland in English translation. (Students who can will

be encouraged to read in the original French). Authors studied will include Rousseau, Madame de Stael, Nicolas Bouvier, Anne Deriaz and Ella Maillart. Course will include visits to the Val d'Anniviers in the Valais, Lausanne, Coppet, and Geneva as well as an excursion to the watch-making region in and around La Chaux-de-Fonds, named a UNESCO cultural site in 2009. In addition to museum and chateau visits, this class will include several writing workshops and meetings with contemporary Swiss writers. Credits: 1.00



TVL 297 2011

TVL 299 Istria and Belgrade

(History, Politics, Culture and Traditions) The purposes of this interdisciplinary travel program to Istria and Belgrade are twofold. The first part of the trip introduces students to the historical, political and multicultural dimensions of Istria and Croatia from different perspectives. Students are introduced to the historical origins, architecture and the developing tourist industry of Istria as well as the political and cultural life of Istria and Croatia. Related topics include analyses of the economic transition currently in evidence in Croatia as well as the Croatian educational system. The second part of the trip exposes students to the rich historical and cultural dimensions of Belgrade, the former capital of Yugoslavia and currently the capital of Serbia. Salient aspects of Serbia are stressed, to include its economic, demographic, cultural, linguistic, and political milieu as well as current transitional changes in this post socialistic country. Students will gain on-site experience which goes far beyond the information which can be found

in the print media or on the Internet. Meetings with government representatives and private business managers, interviews with ordinary people and visits to the refugee camp are planned. The itinerary will center on Pula, Opatia, Brioni, Postojna, Motovun and Belgrade. Credits: 1.00

TVL 300 Portugal

(Pioneering Globalization) From the Fifteenth to the late Twentieth Century, Portugal ruled over an empire that was the first to effectively link Europe with Africa, Asia, and the Americas. Enormous trade flows brought goods, capital, and labor, as well as culture, religion, and ideas from one part of the empire to another. Though we know a great deal about how the Portuguese shaped their colonies, we know very little about the effect which colonies and empire had on the character of Portugal. The travel group will seek answers to this question by visiting a cross section of Portugal's colonial and maritime centers. The group will attend performances of that most distinctively Portuguese of musical genres - the songs of lament and nostalgia known as the fado. Students will also explore Lisbon's immigrant communities as well as its museums and monasteries. The group will also visit Sagres where Prince Henry the Navigator pioneered early attempts at transoceanic travel by founding a school for navigation. Credits: 1.00

TVL 301 Holocaust, Memory and the Invention of the Past, Krakow, Warsaw, and Berlin

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 can take on a range of forms. The contexts in which we will study the workings of memory are Auschwitz, the Warsaw Ghetto and Berlin--places which in the course of the 20th and 21st centuries have come to stand for different aspects of the murderous history of the Holocaust. The questions guiding our inquiry into the often conflicted postwar politics of memory in Germany and Poland are the following: how does a nation deploy memory to create a positive identity? How do public representations work to elide, confirm or undermine the constantly shifting historical discourses? To what extent, finally, are minorities or "the other" included in, or excluded from, the business of inventing national identity? We 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 tortured 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, we will examine sites in Poland and Berlin for a cultural comparison of how our core questions are inflected by different sets of political circumstances and cultural pressures. Credits: 1.00

TVL 304 Cyprus

(Ethnic division, its causes and attempts at resolution) 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. Credits: 1.00

TVL 305 Paris - French Literature

Urban development and the arts in the 19th and 20th Centuries This program explores a wide variety of visual and narrative representations of the city of Paris, with an emphasis on the 19th & 20th centuries. Student travelers to Paris will follow in the footsteps of some of the city's most culturally influential past inhabitants: from Charles Baudelaire to Ernest Hemingway, from Eugène Atget to Agnès Varda. In preparation for our on-site visits and lectures, our on-campus investigation will pause to consider the significance of artistic movements ranging from French Symbolism, to Surrealism, to Existentialism, to New Wave film. What role does the city of Paris play in inspiring the articulation and evolution of these movements? What are some of the common characteristics that link together the various representations of Paris that we will be looking at? What is it that seemingly enables Paris to transcend the role of urban backdrop and, often, become both protagonist and muse? Students will be expected to make oral presentations throughout their stay and keep a diary/scraperbook in which they will be asked to react to and interact with the unique cityscape which is the Ville Lumière. Credits: 1.00

TVL 306 Bavaria: Laptop and Lederhosen

Focusing on the Bavarian capital Munich, this course seeks to explore urban planning and urban development of a European city from the Middle Ages to the Present. It asks in which way the interplay of tradition and modernity has structured not only the mindsets of the population, but also the physical shape of cities. The examples explored in the pre-trip seminar as well as on the spot are the medieval urban centre of Nuremberg in Franconia with its long history of urban independence and self confidence of its citizens, and the state's more modern capital Munich, chosen as the residence of the Bavarian elector-princes and later kings. Both cities were deeply involved

in the architectural fantasies of National Socialism and therefore also in West German attempts post-war to deal with this legacy by architecture. Thus special attention will be given to the impact of social cultural developments on the urban sphere, as well as to the use of tradition and history for urban planning and architecture. Credits: 1.00

TVL 309 Umbria

(Making and studying art) This course will explore the art of Umbria in Italy in the context of the territory and its traditions. The 'centerpiece' of the course is a seminar on ceramics at La Fratta, local artist Luca Leandri's studio () near the town of Deruta (Perugia), one of the centers of ceramics production in Italy. Umbria is a region of breathtaking natural beauty, and can boast of a long standing cultural heritage, starting from the ancient Umbrians and the Etruscans (masters of the terracotta tradition par excellence), and extending through the Romans, the Middle Ages and the Renaissance. Students will have the opportunity to learn about the area and its history in a unique way, by making a form of art that the region is famed for, and by visiting some of its art centers (Perugia, Assisi, Citta' di Castello, Gubbio, Orvieto and Spoleto) and some of its places of natural beauty (Lago di Trasimeno, Le Marmore waterfall, Fonti di Clitunno, Monti Sibillini). The trip will also provide an opportunity to see how contemporary life and art in this region draw upon or depart from this wealth of art and culture. Credits: 1.00

TVL 312 Florence, Lucca and Siena

This Academic Travel highlights Florence, Lucca and Siena in central Italy. These three cities have a turbulent history, from which emerged perhaps the most explosive manifestation of art in the western world. We will try to follow their history from the Roman (and Etruscan) origins, focusing on their development during the medieval period, up to and including the Renaissance. Visits in Florence include the towers of the Cerchi and the Donati, la Torre della Castagna (the first town hall) Palazzo Vecchio, Bargello, and Torre della Pagliuzza, as well as the important churches, the Cathedral, the Palazzo Medici, and the Accademia. We will subsequently travel to Lucca and Siena and discuss their development during this period and their relationship to Florence. Although they both offer a similar history with divisions and wars between families and with neighboring cities, we will examine their individual characteristics. Prior to departure, students will be introduced to the development of the political situation from the medieval city-state to the Signorie of the Renaissance, and to the life and works of the most representative personalities (political, literary and artistic) of this period. Credits: 1.00

TVL 316 Paestum, Pompeii, and Rome

"Learned antiquity, through all its extent, was never enlightened to equal our times." This quote by Perrault (1687) made up the core statement of the discussion between the so-called "ancients and moderns" in the seventeenth century. Their quarrel was a witty cover for deeply opposing views on the idea of progress in society and its art and literature. Keeping the quarrel in mind, the travel will take a close look at some of Italy's most breathtaking monuments from antiquity to the present day. We will go

from the temples of the Magna Grecia in Paestum, to Pompei and Herculaneum, where the daily life of ancient Rome was arrested with the eruption of Mount Vesuvius in AD 79, and finally to Rome itself, a modern city where antiquity and today's world intersect. Thinking about the notion of progress and its validity (or lack thereof) in contemporary life, we will visit and study archaeological sites, Renaissance and Baroque churches, modern art museums and galleries, and Rome's famous film studios at Cinecittà. Credits: 1.00

TVL 319 Between East and West: Vienna-Budapest-Prague

This 1-credit travel course aims to put Central Europe on the map for Franklin College students by exploring several important cities of the region, primarily Vienna, Budapest and Prague but also Bratislava and Brno. One specific focus of the course is the changing nature of borders and boundaries; another is the very difficulty to define 'Central Europe' as such. After a grounding in the historical development of these cities, particularly under the Habsburgs, students will explore the different ways in which each of these cities has developed over time, emphasizing both the radical differences that distinguish these cities from each other and the interdisciplinary synergies that connect them to each other. In addition to pre-travel readings and presentations, and the travel itself, students will be required to write a comparative paper that involves a specific aspect of all cities, e.g. the Revolution of 1848; Jewish culture, the Iron Curtain. Credits: 1.00

TVL 320 The Maltese Islands

This travel is about the relationship between national/local identities and sites of historical/cultural tourism, which students will explore with the help of students and professors at the University of Malta. The Republic of Malta is among the European Union's smallest and newest member states. Yet, its current status is just one of the many transformations the Maltese Islands have experienced in a history that dates back even before the Neolithic Period and includes not only the remains of its Megalithic temples but testimony in its landscape, monuments and even language to the passage of the Phoenicians, Carthaginians, Romans, Byzantines, Arabs, Romans, Castilians, Knights of St. John, the French and British. Thus, Malta is uniquely placed for reconstructing the history of the Mediterranean and particularly for telling an East-West border story about how the Knights of St. John resisted the Ottoman Turks and in so doing preserved the underbelly of Christian Europe. However, the students on this travel will not be engaged solely in the consumption of cultural artifacts, the consideration of historical renderings and in the enjoyment of a truly beautiful setting. Rather, through conversations and interviews with experts and students of cultural tourism, students will also try to understand how such a rich heritage is perceived by the people who live in Malta. In preparation for the trip, students will review the history of the region and will study specific aspects of Maltese culture, including an introduction to the Maltese language. Students will also read theoretical texts on tourism, travel, culture and visual representation, which are intended to help them conceptualize what they will experi-

ence. Credits: 1.00

TVL 321 Paris - The Visual Culture

The Visual Culture of Paris will examine a wide range of visual art movements that originated in Paris or for which the city was a major source of inspiration. The emphasis is on nineteenth and twentieth century art, exploring movements such as Realism, Impressionism and Postimpressionism, Cubism, and Surrealism. A major subject of investigation and discussion will be photography and what role it played in the development of Modern art. We will use the Paris and its museums to ask ourselves what role the city, its visual and intellectual culture, played in inspiring the articulation and evolution of these movements? What is the effect of Paris on the creative eye today? Our major project will be a sketchbook in which students will engage with these questions, as well as visual and oral presentations. Credits: 1.00

TVL 323 Scotland: Symbolizing Scottish "Folk"

Concurrent with the trends of "globalization" over the past 30 years, there has been a re-emergent, if not reactionary, interest in the notion of "folk" (or "local"/"popular") culture. Although the (re)emergence of and interest in folk culture is geographically widespread, it is often associated with Great Britain and Ireland where long clashes over regional independence and class tensions have inspired strong "folk" cultures that have served as powerful sources of identification and allegiance. This program explores the significance of the notion of "folk" in Scottish culture as it permeates Scottish art, humor, music and dance, language and other symbol systems (e.g. tartans, coats of arms) and social practices (e.g. education, cuisine, sports, pub culture). During this travel program will explore the following questions: What does "folk" mean? What is Scottish folk culture? What are its distinct cultural representations? What cultural "work" does it do? In order to explore these questions, we will visit cultural sites in Glasgow and Edinburgh, neighboring Fife, and may include a trip to Aberdeen. Visits and sites many include the National Museum of Scotland, the Scottish Storytelling Centre, the International Comedy Festival, Glasgow's famous "King Tuts," the University of Edinburgh, St. Andrews, a distillery tour, and a soccer match. Credits: 1.00

TVL 325 Elbe River Environs -Czech Republic and Germany

This travel will explore the course of the Elbe from its origins in the Czech Republic, through the UNESCO biosphere reserve Flusslandschaft Elbe, which spans over half to the German length of the Elbe, to its end in the North Sea. Along the way we will examine the natural communities of the river, the role history has had in shaping and protecting this important resource, the challenges facing the management of the river today, and the successes conservation has enjoyed thus far. While this travel will focus on themes most relevant to environmental studies majors and, conditions permitting, will involve some hands-on ecological fieldwork, it is open to all with an interest in the topic. Credits: 1.00

TVL 326 Berlin: Unification

(And the Wall Came Tumbling Down: Revisiting Unification in Berlin from a Historical, Political and Cultural Perspective) When asked where they were and what they were doing when hearing about the fall of the Berlin wall, most people who were adults at the time can tell you in fairly precise terms. In fact, the fall of the wall, and the politics and cultural upheaval surrounding it has, in geopolitical terms, had a similar effect as the moon landing or the murder of John Kennedy. And yet for today's students, toddlers at the time of this cataclysmic event, the notion of a divided Germany, of the co-existence of two separate regimes, and of the wall itself is history. The focus of this travel is to animate this history by taking participants to the original sites of the divide, such as Checkpoint Charlie, and what remains of the wall; to study what lead up to and away from November 9, 1989, in literature, documentaries, history books and in discussion with witnesses; to explore the traces of once-divided Germany by following the debates on contemporary architectural erasures and reconstructions in former East Berlin; and by savoring DDR nostalgia, complete with the requisite DDR cuisine and Trabi ride. Credits: 1.00

TVL 330 The Pianura Padana at the Crossroad of History and Art

The Pianura Padana has marked the history of the Italian peninsula no less than the seas surrounding it South, East and West. This has been a direct consequence of the presence of the River Po, which has given it its name and has written its history. Medieval kings, clergymen, ambassadors and pilgrims travelling to Italy from the North, or arriving by sea, looked in wonder at the lively urban centers that they encountered in this region at a time when Europe was still amply characterized by feudalism. During the Middle Ages and the Renaissance, it was the land through which artists from the North and the South travelled carrying with them new styles, new techniques, sketch-books, precious manuscripts. They were bound not only to Venice, the Serenissima, or to Rome, the seat of the papal court, but also to Ferrara, Ravenna, Padova, Verona, Vicenza, Mantova. In our travel we will explore some of the towns and cities that were most influential as crossroads between West and East, North and South - Bologna, Ferrara, Rimini, Padova, Verona, Mantova - to finish in Venice, the city born of the water but which was able to take the greatest advantage from the Pianura Padana and its own position in it. Credits: 1.00

TVL 331 Following the Rhine

This travel course aims literally to follow the Rhine, from its humble beginnings near Reichenau, Switzerland, to its many branches in the North Sea. Thethematic focus of the trip will be the river itself: economically, politically, historically, and environmentally, one of the most important in Europe. By visiting several cities along the way: Schaffhausen, Basel, Strasbourg, Mainz, Bonn, Utrecht and Rotterdam, for example, students will be asked to consider how the Rhine has influenced cultural development on either side of it, how people have historically used and abused it, and how citizens currently need it: for transportation, agriculture, urban drinking and sanitation needs,

hydroelectric production and recreation, among others. The class includes pre-travel class meetings to discuss a variety of readings, the travel itself (if at all financially possible by using some river travel), and a post-travel meeting to wrap up the course and draw overall conclusions. Credits: 1.00

TVL 332 Iceland

(Estimated supplement CHF 500) Few places in the world experience the diversity of natural phenomena that Iceland does. Its landscape reads as a textbook where students can explore plate tectonics, volcanoes, glaciers (the largest in Europe), and other physical forces that continually shape and reshape the natural landscape. Icelanders take advantage of their natural resources to create a society that in 2010 ranks number one on the Environmental Performance Index. In this course, students will use Iceland as a field laboratory to study physical geography and sustainability. This course is also designed to demonstrate and introduce students to the concepts of sustainable travel. As a focus of the course will be to explore the physical landscape, students will be outdoors frequently. Given the regional climate, students should be prepared for freezing and wet conditions and dress appropriately. Credits: 1.00

TVL 333 The Republic of Venice, c. 500-1797, between History and Art

Venice is the only famous Italian city that can be said to not have had a Roman foundation. Born of the water sometime during the fifth century, the result of the aggregation of a number of maritime communities spread in the Laguna, by the early ninth century she had become an independent city state, with a locally elected duca and a democratic government independent from Byzantium. In her eleven centuries of history as a free and independent republic (specifically, an oligarchy of "noblemen" with no aristocratic hierarchies), Venice gave birth to a number of political, artistic and literary myths, and imposed herself as the bridge between West and East, not just at commercial level, but also in terms of artistic and literary invention, becoming one of the major powers in world history, particularly so during the fifteenth and sixteenth century. Our focus will be the history and artistic heritage of the "Serenissima" ("The Most Serene"), as she was called, from her tip-toe beginnings to her long yet luminous decline, which paved the way to the French conquest of 1797. We will spend five days in Venice and five days traveling in the "mainland." We will visit towns and cities that were part of the Venetian Republic; among them, Padua, Verona, Vicenza, Treviso, Chioggia; Brescia, and Bergamo. The course is taught in Italian and is part of the Italian Immersion program. Credits: 1.00

TVL 334 Eastern Europe: Service Leadership

(Facilitating the Progress of Individuals, Communities and Society) This travel experience will focus on organized service and the ways in which community-based service efforts affect social change in Eastern Europe. The course will explore the effectiveness and value of community service organizations, the leadership of such organizations and the challenges they face. Participants in this travel will develop an understanding of the strategies employed by government and non-government organizations

to address the needs of various populations within a larger society. The course revolves around travel to and active participation in the life of a host community during the duration of the travel period. The immersion experience and associated assignments are specifically intended for students interested in personal involvement in social justice and service leadership. At the travel site, students will be required to perform service work and participate in additional activities. Students should expect service projects that may include painting, basic construction, clean-up and general construction duties. Elementary school visits that include tutoring, teacher assistance and interaction with local children are also in consideration. Participants should expect a significant amount of activity that may require a serious degree of physical ability. Service projects associated with this Travel may include heavy lifting, digging, basic construction, and basic landscaping tasks. Specific destination will be announced in August. Credits: 1.00

TVL 339 The Baltics: Observing Economic and Cultural Transition

The Baltic Countries have shifted between Russian and Western European influence areas for centuries. In 1940 they were annexed by the Soviet Union and spent the next 50 years under a Communist regime. Independence and the radical changes that began in 1991 have created tremendous challenges and opportunities for these countries. The focus of this trip is to try to understand the history of the Baltic Countries and the changes taking place today. The group will visit their western-oriented capitals: Vilnius, Riga and Tallinn. Lectures, meetings with local students, and visits to their spectacular Old Towns will provide the basis for understanding their recent history and present situation. In addition students will visit Helsinki, capital of Finland, for a brief introduction to another important player in the region and some discussion of their relations to Europe and Russia. Credits: 1.00

TVL 340 Greece: Writing and Rewriting the Ancient World

Writing and Rewriting the Ancient World: Classic Greek Literature and Its Reception in the Modern Era Catalogue Description Legend has it that Goethe began working on a version of the Iphigenia story, celebrated as the stuff of tragedies by Aeschylus and Euripides, as soon as he had crossed the alps from Switzerland into Italy: he could not wait to actually set foot on Greece, the homeland of the legend, which was at that time in any case still a vassal state of the Ottoman Empire. Since then poets of the neo-classical and romantic eras as well as our own times have been rewriting the plays, poems, epics and proto-novels of ancient Greece to suit contemporary taste and political exigencies. We will read a series of text pairs, from the ancient Greek and (predominantly) 18th, 19th and 20th century Western traditions (poems, plays, opera libretti) in which the same mythical material is worked and reworked, while visiting some of the sites associated with the great works of classical Greek literature. The aim of the academic travel is three-fold: to map some of the metaphorical and actual geographies of the works we read and to explore the use of space in literature and literature in space; to reflect on what might have given rise to the themes, stories and figures celebrated in classical works by authors such as Sappho, Sophocles, Aeschylus, and Euripides; and to

examine how modern-day re-writings pick up on tropes and ideas indebted to a vision of Greece as "the cradle of democracy". This is a reading intensive travel. Credits: 1.00

TVL 343 Marche and Umbria: A cultural and literary journey

This course offers an introduction to cultural and literary expressions of the regions Umbria and Marche, in Italy. Students will visit the Gradara castle located close to the famous Riviera Romagnola, where the tragedy of Paolo and Francesca, narrated in Dante's *Inferno*, took place. In Recanati they will discover the house of another major Italian poet, Giacomo Leopardi. By visiting Assisi, the life and work of Saint Frances, author of the first literary production in Italian literature, will be introduced. The travel will also include the visit of the city of Urbino, the "Museo della carta e della filigrana" in Fabriano, and the Grotte di Frasassi. Since food and manufacturing are also part of Italian culture, workshops on Italian cuisine and visit to ateliers may be organized. Credits: 1.00

TVL 344 Bloomsbury Britain

This travel course will go from the Bloomsbury area of central London to other locations in southern England. The thematic focus of the trip will be 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 Bloomsbury during the first decades of the twentieth century. We will visit a variety of locations associated with the Bloomsbury Group and, as we do so, we will imagine the life and culture of Britain in the 1920s and 1930s. As well as visiting the various Bloomsbury squares where members of the group lived and worked, a selection of museums and galleries, the famous bookstores on Charing Cross Road, and Kew gardens, we will also travel outside of London to such places as Cambridge, Sissinghurst Castle in Kent, and Charleston and Monks House in Sussex. Credits: 1.00

TVL 345 Art and industry: London and the North of England

This academic travel aims to look at the relation between the visual arts and British industrial development in the course of the 19th and 20th century. It considers both the creation of Victorian museums, galleries and art collections within the rapidly developing industrial city, as well as the emergence of postindustrial cultural economies in the second half of the 20th century. It addresses the impact of late Twentieth century regeneration strategies on the cultural field, putting a particular emphasis on the development of contemporary art from the 1980s onwards. 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. The trajectory of the program takes the group north from London to Liverpool, and south from Manchester back to London. It features a series of visits to seminal art spaces, architectural landmarks as well as past and present industrial sites. Travel preparation includes readings in art history, urban history, sociology, poetry and

literature. Credits: 1.00

TVL 346 Art, politics, landscape: Ireland and Northern Ireland

This travel 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, as well as the historical evolution of conflicting socio-political configurations whose physical modelling of the landscape will also be scrutinized. The latter in particular is understood as a crucial nexus of singular and interacting identities in the context of Ireland, Northern Ireland and the United Kingdom, and one particularly conducive to aesthetic exploration. The course includes visits to Belfast and Derry in Northern Ireland, where both the ancient and more recent wall partitions of the cities will be discussed along the significant art historical development that occurred during the period of the Troubles. Contemporary artistic dynamisms and regeneration trends will also be a focal point, while the Giant Causeway will be considered with respect to the embeddedness of mythology and history in the very soil of the region. In the South, the course will include visits to the important creative centre of Limerick and the Western coast, as well as the rebel county of Cork. These visits will further the course's reflection on the imprint of historical legacies in urban landscapes. The urban fabric of Dublin and its important art collections and museums will equally bring the course to study the island's heritage and the set of contemporary political and economic issues that surround it. The course is grounded on a series of visual arts and architectural explorations. Further readings include literature, poetry, and historical writings. Credits: 1.00

LATIN AMERICA

TVL 336 Brazil: Colonialism, Slavery and the Political Economy of Growth

Colonial Brazil was the largest importer of African Slaves in world history and one of the last regions in the Americas to abolish slavery. Slaves laboring on the sugar plantations of the Northeast and in the mines of Minas Gerais generated much of the wealth that transformed Brazil from a backward outpost in the Portuguese Empire in the 17th century into one of world's wealthiest commodity producers in the 18th and 19th centuries. African slaves brought their religion, food, music, and language to create a new Brazilian Culture infused with an African sensibility. Though Brazil has been called a racial democracy, more open and less segregated than other post-colonial societies in the Americas, discrimination and race-based inequality remain widespread and deeply embedded in the Brazilian labor market. This academic travel will tour all parts of that crucible of Afro-Brazilian culture, Bahia, to better understand the new world which the slaves made, the conditions under which they worked, and how their presence shaped the political-economy of colonial and post-colonial Brazil. Credits: 1.00

NORTH AMERICA

TVL 237 New York/Washington

(Business, Politics, Economy, History, Communication and Culture) The Academic Travel Program to New York City and Washington, D.C. focuses on the global influence of business, culture, and communication institutions in these important U.S. cities. Business visits will include the New York Stock Exchange, Paine Webber and Panta Corporation in New York and the World Bank, International Monetary Fund, and U.S. Mint in Washington. Cultural visits will include a variety of museums (the Metropolitan and Guggenheim in New York and the Smithsonian and National Gallery in Washington) and live events (Theatre District in New York and the Kennedy Center for the Performing Arts in Washington). Communication visits in both cities will include a major television network (CBS) and newspaper (Washington Post). Other site visits will include the United Nations, the Statue of Liberty, and the World Trade Center in New York, and the White House, The Capitol, and a variety of national monuments and memorials (Lincoln, Jefferson, and Vietnam Memorials, Holocaust Museum) in Washington. Optional dinner, shopping and entertainment trips will also be available. Credits: 1.00

TVL 280 New York and Boston

(Estimated Supplement CHF 1,950) This trip focuses on the history and culture of two major east coast US cities as well as their respective business environments. Boston and New England include corporate meetings as well as visits to major historical sites associated with the American Revolution and the colonial days in the Northeast. Historical sites may include visits to Cape Cod and the offshore islands. The stay in New York City focuses on the global influence of business, culture and communication institutions. Business visits may include the New York or American Stock Exchange, Citibank and Bear Stearns. Cultural visits will include a variety of museums, to include the Metropolitan Museum, the Museum of Modern Art or the Guggenheim. Live events such as a theatre or music performance in Boston or New York are included in the cultural component. Communication visits will include a major television network in New York such as ABC or CBS. Visits to the United Nations and the Ellis Island Immigration Museum are also included in this academic travel. Credits: 1.00

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.

Credits: 6.00

Prerequisite: Instructor Permission

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). Credits: 3.00

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. Credits: 3.00

AHT 199 First Year Seminar

Seminar topics change year to year. Please consult the Schedule of Classes for current seminar offerings. Credits: 3.00

AHT 200 Psychology of Art

An investigation of the creative process with particular reference to painting and drawing, and divided into two areas: (1) Childhood: the development of self-expression in normality and in retardation. Free expression, spontaneity and inspiration. The schema, kinesthetic imagination, image and sign. Nonvisual modes of expression. (2) Beyond childhood: perceptual abstraction and art. Gestalt theory of expression. Artistic symbolism. Visual perception. Professional and non-professional expression, naive painting. Art of the mentally ill, and the boundaries of sanity in artistic expression. Credits: 3.00

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

In May 2007 at Sotheby's in New York, a 1950 painting by Mark Rothko sold for \$72.8 million, the highest price ever paid for a work at a contemporary art auction. The globalization of the market and the search for status symbols of new collectors has driven art prices through the roof. Are these prices higher than they should be? Who really knows how to scientifically convert cultural into monetary value? Is the modern art market, by offering a Raphael and a Lucien Freud at the same price, 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? These are some of the ethical 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 topics such as women collectors, the Venice Biennale, and the major art fairs. Credits: 3.00

Prerequisite: AHT 102 or AHT 103

AHT 212 The Villa: Country Houses from Palladio to Carlo Scarpa

Placing the world's most famous country house -Andrea Palladio's Villa Rotonda in Vicenza - at its center, the course studies the concept of villeggiatura through the ages. It traces the roots of the villa to ancient Pompei and the writings of Vitruvius and examines the international legacy of Palladio in the works of Inigo Jones, Thomas Jefferson, Frank Lloyd Wright, Le Corbusier, and Carlo Scarpa. Further topics of discussion include the dialectic between nature and culture in villa garden architecture, fresco decoration, and interior design. Field trips and academic travel to Pompei, Tuscany, and the Palladian villas in the Veneto will provide an opportunity to experience ancient villeggiatura. Credits: 3.00

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. Credits: 3.00

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. Credits: 3.00

AHT 216 An 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 brought in the late 20th century by 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. Credits: 3.00

Prerequisite: AHT 102 or AHT 103 or Instructor Permission

AHT 231 Renaissance Art and Architecture in Italy

Note: This course may carry an additional fee for weekend field trips. 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. Credits: 3.00

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. Credits: 3.00

Prerequisite: AHT 102 or AHT 103

AHT 234 Painting and sculpture in France in the 19th Century

This course sets out to chart and discuss the development of painting and sculpture 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 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. Credits: 3.00

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 Gentilleschi to Zaha Hadid, the challenges they face(d) and superb works they produce(d). Students who have earned credit for AHT 356 may not enroll and earn credit for AHT 256. Credits: 3.00

Prerequisite: AHT 102 or AHT 103

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. Credits: 3.00

Prerequisite: AHT 102 or AHT 103

AHT 301 Towards New Forms in Twentieth Century Art

A course dealing fundamentally with developing parallels in twentieth century creative

thought, and embracing literature, film, music, science, architecture, photography; and industrial and graphic design, with painting acting as the basic continuum. An important part of the discussion is on the social and political environment in which creative thought flourished or perished in any given period. The periods of each of the World Wars will be particularly discussed. Topics include: The North/South division; Impressionism; Post-Impressionism; decadence at the turn of the century, and the relationship between sickness and creativity; psychic sensitivity and the Germanic mind -Edvard Munch, German Expressionism (Die Brücke and Der Blaue Reiter); the architecture and design of the Bauhaus and the Weimar period. Also included are Italian Futurism, Dada and the First War, Surrealism, Abstraction and Pop Art. Credits: 3.00

AHT 302 Advanced Psychology of Art

(Advanced) An investigation of the creative process with particular reference to painting and drawing, and divided into two areas: (1) Childhood: the development of self-expression in normality and in retardation. Free expression, spontaneity and inspiration. The schema, kinesthetic imagination, image and sign. Non-visual modes of expression. (2) Beyond childhood: perceptual abstraction and art. Gestalt theory of expression. Artistic symbology. Visual perception. Professional and non-professional expression, naive painting. Art of the mentally ill, and the boundaries of sanity in artistic expression. Students who have earned credit for AHT 200 may not enroll or earn credit for AHT 302. Credits: 3.00

Prerequisite: Instructor Permission

AHT 307 Ancient Art and Archeology

This course -taught on request as a tutorial -is available to a single individual or to a small group of seriously interested students with some background in art history. The tutorial would be taught by Dr. Erik Nielsen, who, apart from being the President of Franklin College, is also responsible for the Etruscan archaeological site at Murlo, near Siena. Credits: 3.00

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 at Franklin College 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. Credits: 3.00

AHT 338 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. Credits: 3.00

Prerequisite: AHT 102 or AHT 103

AHT 345 Picasso: His Life and Work

The course attempts to examine the work of the child prodigy through to the final works and the impact and influences of this artist on painting in the twentieth century. The course follows the evolution of Picasso's work throughout his lifetime along the lines of chronological breakdown suggested in the Penrose Biography, i.e. Origins and Youth 1881-95, Barcelona 1895-1901, the Blue Period 1901-04, the Rose Period and first Classical Period 1904-06, *Les Femmes d'Alger* 1906-09, the creation of Cubism 1909-14, First World War 1914-1918, *Les Femmes d'Alger* 1918-30, *Les Femmes d'Alger* 1930-36, *Guernica* 1936-39, Second World War, *Les Femmes d'Alger* 1939-45, *Les Femmes d'Alger* 1945-54, *Les Femmes d'Alger* 1954-58, *Les Femmes d'Alger* 1959-61, *Les Femmes d'Alger* 1961-70, and the Last Years 1970-73. Credits: 3.00

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. Credits: 3.00

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. Credits: 3.00

Prerequisite: AHT 102 or AHT 103

AHT 371 Topics in Art History

Topics in Art History vary from year to year. They are advanced courses on specific topics not normally offered, and they may require additional prerequisites or permission of instructor. Credits: 3.00

AHT 497 Art History Senior Project

Senior or capstone project in Art History to be coordinated with the Department Chair. Credits: 3.00

Prerequisite: Instructor Permission

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 Department Chair, Academic Advisor, and the Dean of the College. Credits: 3.00

Prerequisite: Instructor Permission

AHT 499 Art History Thesis

Thesis proposals to be coordinated with Department Chair and Academic Advisor. Credits: 3.00

Prerequisite: Instructor Permission

BUSINESS

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. Credits: 3.00

BUS 135 Introduction to Business Systems

The course introduces the business system in its economic and social environment. A conceptual approach relating business and its legal forms to society as a whole. It includes scope, function, organization of business, fundamental concepts, principles, decision making and multi-national business. The course offers a survey of functional

areas of organization, accounting, production, human resource, marketing and finance. Credits: 3.00

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. Credits: 3.00

BUS 199 First Year Seminar

Seminar topics change year to year. Please consult the Schedule of Classes for current seminar offerings. Credits: 3.00

BUS 240 Principles of Advertising

The emphasis of the course is placed on advertising's role in today's economic and social environment. The course takes a contemporary approach to the field, highlighting how recent and rapid evolutions in the social, business and technological environments are forcing advertising specialists to make major changes in the way they reach their markets. Students will learn about the growing importance of sociology, psychology and cultural anthropology in the way companies are marketing and advertising their products. Additionally, team projects will allow students to develop advertising campaigns and media plans. Credits: 3.00

Prerequisite: BUS 136

BUS 285 Integrated Marketing Communications

This course introduces students to an integrated approach to communications in both consumer and industrial markets. The course explores the application of market analyses to the planning, development and evaluation of integrated marketing communication strategies in complex global environments. The use of advertising, public relations, sales promotions, interactive/internet marketing, personal selling, direct marketing and other techniques in communications programs will be analyzed. Credits: 3.00

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. Credits: 3.00
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". Credits: 3.00

Prerequisite: ECN 100 and MAT 201

BUS 315 Managerial Accounting

This course considers the nature, concepts and techniques of the managerial accounting sector, the preparation of management reports, and the uses of accounting data for internal decision-making. Topics include the identification and reporting of costs in various business structures and environments, manufacturing operations, job order costing, process costing, activity based costing and management, CVP analysis, and budgeting formats and techniques. Credits: 3.00

Prerequisite: BUS 115

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. Credits: 3.00

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. Credits: 3.00

Prerequisite: MAT 201 and BUS 135

BUS 353 International Management Theory and Concepts

International management is the study of international firms and the global political, economic, social and technological environment that affects their organization and

strategic decisions. This course provides the theoretical foundation of the field, 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. Credits: 3.00

Prerequisite: (BUS 135 and ECN 101) or Instructor Permission

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 are asked to complete a six-week-long project related to system analysis and design. (Recommended CPT 105 and BUS 326) Credits: 3.00

Prerequisite: BUS 135

BUS 370 Special Topics

Special topics in Management vary each semester. Course description and prerequisites are specified in the session course description. Credits: 3.00

BUS 373 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. (Recommended BUS 326) Credits: 3.00

Prerequisite: BUS 353

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. Credits: 3.00

Prerequisite: BUS 136 Lecture (May be taken concurrently)

BUS 379 Topics in International Management

Special Topics course that is designed to cover varying topics that change from semester to semester. Credits: 3.00

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. Credits: 3.00

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) Credits: 3.00

Prerequisite: BUS 115 and BUS 135 and 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. Credits: 3.00

Prerequisite: BUS 136

BUS 410 International Organizational Behavior

This course analyzes the principal cross-cultural relationships between employee characteristics, cultural characteristics, and managerial effectiveness. Topics include: cross-cultural communications, practical issues of management in foreign cultures, leadership dynamics, group motivation, and comparative management techniques based on the patterns of organizational behavior in different countries. (Junior status recommended) Credits: 3.00

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. Credits: 3.00

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. Credits: 3.00

Prerequisite: BUS 306 and BUS 326 and BUS 353

BUS 426 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. (Recommended: BUS 306) Credits:

Prerequisite: BUS 326

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. Credits: 3.00

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

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. (Recommended: BUS 385) Credits: 3.00

Prerequisite: BUS 136 and MAT 201 and BUS 306

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. Credits: 3.00

Prerequisite: Instructor Permission

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. Credits: 3.00

Prerequisite: Instructor Permission

CAREER DEVELOPMENT

CDV 299 Career Development for Global Citizens: Integrating your International Experience

How does one integrate an international educational experience with the career devel-

opment 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 readings primarily from the fields of Psychology, Rhetoric and Intercultural Communications and will require students to use critical thinking, writing, speaking, and research skills through individual assignments and exercises. (Pre-requisites include 24 credit hours earned and successful completion of a First Year Seminar) Credits: 3.00
Prerequisite: Instructor Permission

COMPARATIVE LITERARY AND CULTURAL STUDIES

CLCS 199 First Year Seminar

Seminar topics change year to year. Please consult the Schedule of Classes for current seminar offerings. Credits: 3.00

CLCS 200 Theories and Methods in Gender Studies

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. Credits: 3.00

CLCS 220 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. Credits: 3.00

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 deterioration of the man-world bond, Modern apocalyptic anxieties, genetic engineering, alienation 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, Larry and Andy Wachowski. Credits: 3.00

CLCS 241 Forbidden Acts: Identity Politics 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. Credits: 3.00

Prerequisite: LC 100 or LC 110

CLCS 242 Poor Relations: 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. We 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 we 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. Credits: 3.00

Prerequisite: LC 100 or LC 110

CLCS 243 The Cultural Politics of Sports

This 200-level 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. We will also consider the very ideas of 'sportsmanship,' 'playing the game' and the global 'mega-events' that many professional sports competitions have become. This writing-intensive course will involve reading theoretical essays related to sports, class discussion of the readings, regular reading responses, essays with revision, 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. Credits: 3.00

Prerequisite: ENG 100 and LC 110

CLCS 295 Faculty Fellows Summer Program

Faculty Fellows Program courses are offered in the Summer sessions. Specific course offerings vary from year to year. Credits: 3.00

CLCS 297 Faculty Fellows Summer Program

Faculty Fellows Program courses are offered in the Summer sessions. Specific course offerings vary from year to year. Credits: 3.00

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. Credits: 3.00

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 our case study, we 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. Credits: 3.00

Prerequisite: LC 100 or 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. We 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. Credits: 3.00

Prerequisite: LC 100 and LC 110

CLCS 330 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. We will examine, in particular, the variations on the autobiographical form in the context of this experience. Credits: 3.00

Prerequisite: LC 100 or LC 110

CLCS 340 Fashion and Popular Culture

The focus of postmodernity on surface phenomena and diversity, its concern with the personal, the subjective and with identity have worked to make fashion a field of studies that has gained importance in the last 15 years. Aiming at getting past the age-old belief in the essential frivolity of fashion, this course examines how fashion draws upon recurrent instabilities of men and women (masculinity vs femininity, youth vs elderliness, domesticity vs worldliness, inclusion vs exclusion etc...) to thrive and express its creativity, how its ever constant shifting nature results in the notions of gender, ethnicity and class status to be ever more fluid, how it has been redefining the body and its image, in particular with the advent of the supermodel in the eighties, and last but not least, how it relates to and signifies within so many aspects of our daily life and environment, whether it be space (work vs domesticity, urban vs non-urban), photography (static vs dynamic), music (alternative vs pop) and sexuality. Credits: 3.00

Prerequisite: CLCS 110 or CLCS 200 or Instructor Permission

CLCS 370 Topics in CLCS

Topics in CLCS are advanced courses on specific topics not normally offered and vary each semester. They may require additional pre-requisites or permission of the instructor. Course description and pre-requisites are specified in the session course description. Credits: 3.00

CLCS 371 Law and Culture

The course Law and Culture 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? Students of this course will have the opportunity, if desired to participate in the upcoming CLCS conference "Intersections of Law and Culture". Credits: 3.00

Prerequisite: (LC 100 and LC 110) or Instructor Permission

CLCS 372 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. In this course we 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. Credits: 3.00

Prerequisite: LC 100 and LC 110 and Instructor Permission

COMMUNICATION AND MEDIA STUDIES

COM 105 Introduction to Communication and Media Studies in the Global Context

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. Credits: 3.00

COM 180 Public Speaking

This course provides an introduction to the key concepts and skills involved in the art of public speaking, argumentation and deliberation. In this course, students will learn how to use public speaking both as a means to argue and defend a position as well as to better understand and resolve issues of social significance. In addition to focusing

on one-directional public speaking, this course also explores speaking in more dynamic situations that involve interaction and deliberation. Credits: 3.00

COM 199 First Year Seminar

Seminar topics change year to year. Please see current FYS offerings. Credits: 3.00

COM 201 Fundamentals of Media Studies and Criticism

This course explores the substance and social significance of media from a critical-cultural perspective. In this course, students will learn how to identify, define, describe, and critique media artifacts using a variety of critical approaches. In order to capture its complexity, we will examine media in terms of technology, form, content, production processes/political economy and consumption exploring how various media artifacts get produced, transmitted, articulated, and consumed. (COM 105 recommended) Credits: 3.00

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. (COM 105 recommended) Credits: 3.00

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. Credits: 3.00

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

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. Credits: 3.00

Prerequisite: COM 105 or COM 201 or Instructor Permission

COM 301 Globalization, Media, and Representation

This course examines media in the context of globalization. Most broadly, we 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 pro-

cesses on politics, international relations, advocacy and cultural flows. In order to map this terrain, we will survey the major theories that constitute this dynamic area of study.

Credits: 3.00

Prerequisite: COM 105 and COM 201

COM 302 Intercultural Communication: Theory, Research, and Practice

This course examines intercultural communication theories and research in order to gain a deeper understanding of critical issues we encounter in intercultural interactions. It seeks not only to develop a sophisticated level of intercultural communication competence but also to cultivate the skills of putting the knowledge into practice (e.g., conducting intercultural communication workshops, publishing articles that raise cultural awareness of a target audience, and so on). Credits: 3.00

Prerequisite: COM 105 and COM 202 and COM 203

COM 310 Fundamentals of Journalism

This course examines the nature and definition of news, and introduces students to the fundamentals of gathering and writing news, interviewing, meeting deadlines and editing copy. It also explores the ethical and legal boundaries of journalism and the responsibilities of journalists. Students are required to produce several writing assignments. Credits: 3.00

Prerequisite: (COM 105 and ENG 100) or Instructor Permission

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. Credits: 3.00

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

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 com-

munication 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. Credits: 3.00

Prerequisite: (COM 105 and COM 201) or Instructor Permission

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. Credits: 3.00

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. Credits: 3.00

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

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. Credits:

3.00 Prerequisite: COM 105 and 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, stu-

dents will analyze present and future of technologically-mediated relationships as these pervade their everyday life. Credits: 3.00

Prerequisite: (COM 105 and COM 202 and COM 203) or Instructor Permission

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, we 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, we 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). Credits: 3.00

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. Credits: 3.00

Prerequisite: (COM 105 and COM 201) or Instructor Permission

COM 370 Topics in Communication and Media Studies

Topics in Communication and Media Studies vary from year to year. These are advanced courses for students who have had experience in at least one other upper-division COM course. (Course number and titles vary according to the topic, and may require different prerequisites.) Credits: 3.00

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

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. (Prerequisite: Senior status) Credits: 3.00

Prerequisite: Instructor Permission

COM 498 Internship in Communication and Media Studies

This course provides students with a capstone experience in applying to professional contexts key approaches and theories of communication and media studies. The internship site can be private, public or non-profit organizations anywhere in the world. Throughout the internship period, students should ensure close in-company supervision. At the end of the internship, students will prepare a detailed report analyzing their experience and present it formally to an audience of students and professors. Both written report and presentation will be critically assessed. Credits: 3.00

Prerequisite: Instructor Permission

COM 499 Senior Thesis in Communication and Media Studies

Communication and Media Studies thesis proposal to be coordinated with the Department Chairs. Credits: 3.00

Prerequisite: Instructor Permission

COMPUTING

CPT 105 Introduction to Computing

Students in this course are offered an overview of modern computer applications, with an emphasis on data processing and information management techniques. Hands-on experience is used to emphasize the importance of practical computer software packages. Computing theory and ethics are also discussed. Credits: 3.00

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. Credits: 3.00

Prerequisite: CPT 105

CREATIVE WRITING

CRW 100 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 liter-

ary 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. Credits: 3.00

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. Credits: 3.00

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. Credits: 3.00

Prerequisite: CRW 100

CRW 320 Advanced Creative Writing: Dramatic Writing

A writing workshop that allows students to explore drama, stage writing and screenwriting. 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. Credits: 3.00

Prerequisite: CRW 220

CRW 325 Advanced Creative Writing: Prose

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. Credits: 3.00

Prerequisite: CRW 220

ECONOMICS

ECN 100 Principles of Macroeconomics

This is an entry-level course in economics, covering fundamentals of macroeconomics and 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. 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 macroeconomics. It provides the fundamental theoretical vocabulary for the study of economics with a major emphasis on macroeconomic issues. After an introductory part focused on production possibilities and opportunity cost, the course is concerned with the definition and the theory of determination of national income, employment, business fluctuations, and price level. It also introduces students to the functioning of a payment system based on bank money. The instruments and the functioning of public policy aimed to stabilize prices and maintain high levels of output and employment are discussed in the current macroeconomic context of major world economies. Selected economic news is constantly watched. Credits: 3.00

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. Credits: 3.00

ECN 204 History of Economic of 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. Credits: 3.00

Prerequisite: ECN 100 and ECN 101

ECN 225 Issues and Controversies in Macroeconomics

This intermediate-level course in macroeconomics builds upon the introductory two-semester sequence and, in conjunction with ECN 256, 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. It is designed to provide the student with an appreciation of current economic issues and questions in modern macroeconomics, through the recognition of economics as a controversial subject. Full employment equilibrium conditions, lack of demand problems, unemployment and inflation are discussed within mainstream as well as unorthodox theoretical frameworks. Insights are used to appraise current macroeconomic issues and discuss controversies in policy-making. (Recommended MAT 200) Credits: 3.00

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 256, 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. Credits: 3.00

Prerequisite: ECN 100 and ECN 101 and MAT 200

ECN 270 Globalization and Labor Market Integration

While globalization is often mentioned with respect to capital flows, less attention has

been devoted to the movement of people. Nonetheless, international migratory flows are a key element behind the increasing integration of the world economy. The course is focused on the main sources of the migratory flows and on their effects, both at the individual and at the aggregate level. Particular emphasis is placed on the different regulations to enter the main areas of immigration: the U.S., the U.K., the Euro area and Australia. In fact, different regulations mirror different forms of protectionism.

Credits: 3.00

Prerequisite: ECN 100

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. Credits: 3.00

Prerequisite: ECN 100 and ECN 101

ECN 305 The Economics of the European Union

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

lie ahead until broader adoption of the euro. (Recommended ECN 256) Credits: 3.00

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. Credits: 3.00

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

ECN 325 Money, Banking and Financial Markets

This upper-level course introduces students to the meaning and consequence of monetary relations, the banking system, financial markets, and central banks in the context of aggregate economic activity. The first part covers financial asset returns, the determination of the risk and term structure of interest rates, bond and stock price formation under different hypotheses of market behavior. The second part covers banks' and central banks' management of information problems and financial risks. The conduct and goals of monetary policy are discussed with reference to the practice of the US Fed and the European Central Bank. This course is ideally the first part of a two-semester sequence including ECN 328. (Recommended: ECN 225 and ECN 256) Credits: 3.00
Prerequisite: ECN 100 and ECN 101

ECN 328 International Banking and Finance

This upper-level course in economics introduces students to the major analytical and policy issues raised by international monetary and financial relations in real world economies. It is ideally the second part of a two-semester sequence including ECN 325. This course is a program requirement for the major in International Banking and Finance. It also fulfils group requirements towards the majors in International Economics and International Relations, and Economics as a combined major as well as a minor. This course is designed to provide the student with an appreciation of the meaning and consequence of international financial relations, the use of currencies subject to different monetary, banking and financial conditions, in the context of inter-related economic systems. The first part covers balance-of-payments and international payments issues, the causes and consequences of international financial flows, the market determination of foreign exchange rates, exchange rate arrangements and their consequences for real and financial stability. The second part covers the question of macroeconomic interdependence, the causes and consequences of international and global imbalances, and their effects on national, regional, and world economic activity. This course is ideally the second part of a two-semester sequence including ECN 325. (Recommended: ECN 225, ECN 256, ECN 325) Credits: 3.00

Prerequisite: ECN 100 and ECN 101

ECN 341 International Economics

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. Credits: 3.00

Prerequisite: ECN 100 and 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. Credits: 3.00

Prerequisite: ECN 100 and ECN 101

ECN 355 Political Economy of Growth and Distribution

Attempts to explain the origins of economic growth as well as the determinants and effects of particular income distributions lie at the very center of economic and political research, yet answers to questions of growth and distribution remain as elusive today as they were two hundred years ago. This course will introduce students to that broad, yet unified, range of analytical models, which attempt to explain variations in economic growth rates and patterns of income distribution across nations. Particular attention will be devoted to exposing students to the fullest range of political-economic thinking so that they may, first, appreciate the strengths and weaknesses inherent to each approach and, second, possess the judgment and analytical acumen to critically evaluate and modify policy proposals that target economic growth, inequality, or poverty. (Students who have earned credit for ECN 255 may not also earn credit for ECN 355). Credits: 3.00

Prerequisite: ECN 100 and ECN 101

ECN 365 Investment Analysis I

This course focuses on the basic concepts of value and risk, and explores the principles that guide strategic investment decisions. Major emphasis is placed on the notion of net present value, the evaluation and pricing of bonds and stocks, and the definition and measurement of risk. The concepts of portfolio risk and expected return, as well as the role of portfolio diversification are carefully investigated. Students are then introduced

to market efficiency, portfolio theory and the relationship between risk and return in the context of alternative theories, mainly the capital asset pricing model and the arbitrage pricing theory. (Recommended: ECN 225, ECN 256; Strongly Recommended: MAT 200) Credits: 3.00

Prerequisite: ECN 100 and ECN 101 and BUS 326

ECN 366 Investment Analysis II (Corporate Finance)

This course focuses on the financing decisions of firms. After an introduction to the questions related to the definition of debt policy and the capital structure of the firm, the course investigates the problems related to the issue of securities and dividend policy, as well as the impact of corporate taxes and the costs associated to bankruptcy, financial distress and conflicts of interest. The second part of the course studies the fundamentals of option pricing theory and the valuation of options -with applications to warrants and convertible bonds -and provides an introduction to the use of derivatives for hedging financial risk. Credits: 3.00

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. Credits: 3.00

Prerequisite: ECN 100 and ECN 101 and MAT 201

ECN 490 Senior Research Project in International Economics

Research proposals are to be coordinated with the Department Chair. Credits: 3.00

Prerequisite: Instructor Permission

ECN 492 Internship in International Economics

Internship experiences are to be coordinated in advance with the Department Chair. Credits: 3.00

Prerequisite: Instructor Permission

ECN 494 Internship in Intl Banking and Finance

Internship experiences are to be coordinated in advance with the Department Chair. Credits: 3.00

Prerequisite: Instructor Permission

ECN 495 Senior Research Project in International Banking and Finance

Research proposals are to be coordinated with the Department Chair. Credits: 3.00

Prerequisite: Instructor Permission

ENGLISH

ENG 100 Writing in the Humanities

A freshman-level course in expository writing designed to enable students to express themselves with greater clarity and force in their writing. Readings based on a wide variety of contemporary issues will be used as a basis for expository essays. The essential goal is to create a more expressive, analytical style of writing. An acceptable research paper is required to pass the course. This course should be taken during the first year at Franklin. (For students in EAP 130 this course must be taken in the following semester.) Credits: 3.00

Prerequisite: EAP 130 Min Grade: C or Placement Test Eng Lang Comp 10.00

ENGLISH FOR ACADEMIC PURPOSES

EAP 120 Academic Writing

The aim of this course is to help students to improve their written study skills, especially in the areas of information intake and organization. This means that the course concentrates on developing students' note-taking and exam-taking techniques and their academic writing skills, with special emphasis on essay structure, paragraph development and sentence-level issues. This course is taken in conjunction with EAP 125. Credits: 3.00

Prerequisite: Placement Test Eng Lang Comp 8.00

EAP 125 Academic Reading and Vocabulary

The aim of this course is to help students to improve their comprehension of written English, and to develop strategies for approaching the written word. Special emphasis is placed on note-taking strategies and vocabulary development, and on critical analysis of academic texts. This course is taken in conjunction with EAP 120. Credits: 3.00

Prerequisite: Placement Test Eng Lang Comp 8.00

EAP 130 Academic Research Skills

Intended primarily for students for who English is not their first language, this course provides further development of critical analysis and note-taking skills, including paraphrasing, summarizing and other techniques for avoiding plagiarism. It looks at evaluation of information (including resources for research and other types of academic essays) and includes techniques for sharing information gathered, in both written and oral form. Discussion and presentation skills will also be addressed. Students take EAP

130 for a total of three elective credits and may enroll in an additional four regular degree courses plus academic travel. Upon completion of EAP 130, students must take English 100, Writing in the Humanities, in the subsequent semester. Credits: 3.00
Prerequisite: Placement Test Eng Lang Comp 9.00 or (EAP 120 Min Grade: C and EAP 125 Min Grade: C)

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 and age groups. Students teach in the context of evening classes, local schools and other opportunities for teaching practice, beginning with small segments of a lesson and working up to an entire lesson, for a total of two hours of observed teaching with feedback and assessment. Students also observe professional classroom teachers at work, utilizing observational task sheets. 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. Credits: 3.00

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. Students also consider sociolinguistic and pragmatic aspects of communicative competence in English in different contexts. Students are introduced to World Englishes, English as a Lingua Franca and English for Specific or Special Purposes, with consideration given to language planning and policy and other issues surrounding the use of English in a globalized, post-colonial world. A small portion of the course will be dedicated to the historical development of the language. One vehicle for understanding the structures, sounds and rules of English will be through studying descriptive works such as the European Common Framework, as well as testing instruments like TOEFL, IELTS and other standardized tests of English proficiency. In addition to quizzes, exams and other assignments, students write at least one short essay on an aspect of the language system of English. Credits: 3.00

ELT 276 Practicum in English Language Teaching (Young Learners)

This practicum provides experience in teaching English as a foreign language to elementary and middle-school aged learners. Practicum students engage in reflective

teaching, further developing their instructional skills and their knowledge of important aspects of English language pedagogy. In addition to reading, research, assignment writing and lesson preparation, students spend a minimum of 60 hours in 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 teaching/learning diaries and other assignments, which include two short essays. Students are observed for a total of four hours of their teaching, with subsequent feedback. Specific content will vary semester to semester depending on the nature of the teaching in which students are engaged, but each practicum course will address language description and comparisons, use of reference materials, contexts and traditions for teaching and learning English at the young learner level, motivations, learning and teaching styles, lesson planning, selection and development of materials and activities, lesson planning, classroom management, error correction, assessment and resources and opportunities for further professional development. Credits: 3.00

Prerequisite: ELT 102 and Instructor Permission

ELT 277 Practicum in English Language Teaching (Adult Learners)

This practicum provides experience in teaching English as a foreign language to late adolescent and adult learners. Practicum students engage in reflective teaching, further developing their instructional skills and their knowledge of important aspects of English language pedagogy. In addition to reading, research, assignment writing and lesson preparation, students spend a minimum of 60 hours in 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 teaching/learning diaries and other assignments. Specific content will vary semester to semester depending on the nature of the teaching in which students are engaged, but each 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 (speaking, listening, reading and writing). A student's teaching is observed for a total of four hours for feedback and assessment. Students also observe professional classroom teachers at work, utilizing observational task sheets. Students produce a portfolio of work, including materials related to teaching practice and written assignments, including two short essays. Prerequisite: ELT 102 or equivalent, and instructor permission (admission to English teaching opportunities by application and/or approval of English teaching placements required). ELT 251 recommended. Note: ELT 277 can be repeated for credit. Credits: 3.00

ELT 278 English Teaching and Service Learning in Northern India

Participants in this summer teaching and service learning experience will spend five weeks in Northern India, three weeks of which teaching English to school children and school-aged Buddhist monks and nuns in Spiti Valley on the border with Tibet/China.

Students will have required pre-departure meetings, local visits and lectures in Lugano during the spring semester to prepare for the experience. Pre-departure sessions will feature the cultures, history and socioeconomic realities of India and Tibet, with special emphasis on Buddhism, the Tibetan diaspora in India and on the people of Spiti Valley. Students will learn some rudimentary Bohti/Tibetan and Hindi. In India, students will teach intensively on-site for a minimum of three weeks. Two additional weeks in India will be utilized for travel, orientation, and summative breakdown sessions at the end of the experience. Students will stay in Spiti in guest houses with local families. Students will reflect upon their experience through observations, guided diary entries and discussions with local people in Spiti Valley itself during the students' individual teaching and living experiences in the area. Students will teach approximately 40 hours total, four hours of which will be observed and assessed. Students will complete a final project for public presentation after leaving India. Prerequisite: ELT 102 and Instructor permission (admission to the program by application). Note: ELT 298 can be repeated for credit. Credits: 3.00

Prerequisite: ELT 102 and Instructor Permission

ENVIRONMENTAL STUDIES

ENV 199 First Year Seminar

First Year Seminar topics vary from year to year. Please see the current schedule for more information on this offering. Credits: 3.00

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. Credits: 3.00

ENV 295 Nature Writing and Ecocriticism

This interdisciplinary course will explore the history of nature writing as a specific genre of literature and will also examine the theory and practice of environmental literary criticism, more commonly known since the 1990s as "ecocriticism." The focus of the course will be to examine how authors have historically "constructed" nature through writing. In so doing, we will examine some of the major themes that have shaped the development of nature writing over time, among others: city v. country, the pastoral, wilderness, the sublime, environmental justice and ethics. We will explore these themes using some of the basic critical tools and methodologies of ecocriticism, such as

ecological discourse analysis, anthropocentrism, or how nature has been used to legitimate categories such as race and gender. Primary texts will range from the pre-romantic and romantic eras to current writers (e.g. Rousseau to Annie Dillard). This course will help students develop critical skills that enable interdisciplinary reflection about the environment and increase their own environmental literacy. Credits: 3.00
Prerequisite: ENG 100

ENV 297 Faculty Fellows Summer Program

Faculty Fellows Program courses are offered in the Summer sessions. Specific course offerings vary from year to year. Credits: 3.00

ENV 399 Research in Environmental Studies

The research project is an opportunity for the student to pursue independent research either at Franklin College or with an approved external partner. May be used in preparation for ENV 499, the senior research project or thesis. Credits: 3.00
Prerequisite: Instructor Permission

ENV 497 Senior Capstone

This course is intended as the capstone course for the Environmental Studies major. It uses a case-study approach to examine the interdisciplinary nature of environmental issues. Potential topics may include global climate change, biodiversity conservation, sustainable development, and introduced species. Students explore the scientific background and social implications of the issue along with the potential policy options. Students carry out semester long interdisciplinary research projects that examine contemporary environmental issues. Junior status required. Credits: 3.00
Prerequisite: SCI 108 or ECN 101

ENV 498 Internship in Environmental Studies

This course requires 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. Each intern must submit a detailed written report or other equivalent product at the end of the internship period, which will be evaluated critically. Credits: 3.00
Prerequisite: Instructor Permission

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. Credits: 3.00
Prerequisite: Instructor Permission

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 gram-mar study is introduced, and reading and composition skills are developed. Credits: 3.00

FRE 101 Introductory French, Part II

The beginning courses stress the understanding and speaking of the language. As students progress through elementary conversation, more gram-mar study is introduced, and reading and composition skills are developed. Credits: 3.00

Prerequisite: FRE 100 Min Grade: C

FRE 199 First Year Seminar

First Year Seminar topics vary from year to year, please see the current course schedule for specific information. Credits: 3.00

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. Credits: 3.00

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. Credits: 3.00

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. Credits: 3.00

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 con-

temporary scene in the countries where the language is spoken. Vocabulary expansion and development of techniques of expression are accomplished through oral and written exercises. Credits: 3.00

Prerequisite: FRE 300 Min Grade: C or Instructor Permission

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. Credits: 3.00

Prerequisite: FRE 301 Min Grade: C or Instructor Permission

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. Credits: 3.00

Prerequisite: FRE 301 Min Grade: C or Instructor Permission

FRE 310 Paris and the Nineteenth 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. Credits: 3.00

Prerequisite: FRE 301 or Instructor Permission

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. Credits: 3.00

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. Credits: 3.00
Prerequisite: FRE 301 or Instructor Permission

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 gives rise to a number of issues such as the important role French people of Maghreb origins have played in the cultural shaping of France since the independence of the countries mentioned above, the subsequent interior colonialism they were and are still subject to, the topographical and social divides that separate the different ethnic strata of French society, the gender issues that have developed since the "regroupement familial" in 1974. As a complement to the readings, students will see different documentaries and / or films that will sociologically, historically and culturally frame these issues. Credits: 3.00
Prerequisite: FRE 301

FRE 325 The 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. Credits: 3.00
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. Credits: 3.00
Prerequisite: FRE 301

FRE 370 Topics in French Literature

Topics in French literature vary from year to year. Topics studied offer an overview of

selected major works and periods, while also allowing the study of a unifying theme or genre in greater depth. Possible seminar topics include: The Representation of the Shoah in Francophone Novels, The Representation of Masculinity in French Novels Since The 1980's, French Novels and Their Cinematic Representations, and Travel Literature in the Francophone World. Note: Titles and authors may vary according to the topic and may require certain prerequisites. Credits: 3.00

Prerequisite: FRE 301 or Instructor Permission

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. Credits: 3.00

Prerequisite: FRE 301 or Instructor Permission

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. Credits: 3.00

Prerequisite: FRE 301 or Instructor Permission

FRE 497 Senior Seminar in French Studies

The Senior Seminar in the French Studies major at Franklin College represents a culmination of the multicultural experience at Franklin College. 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. Credits:

3.00 Prerequisite: Instructor Permission

FRENCH SEMESTER ABROAD

The French Studies Major advanced study option requirement can be fulfilled by taking 12 credits during a Semester Abroad in the French-speaking world. Credits: 12.00

Prerequisite: Instructor Permission

FIRST YEAR SEMINAR

FYS 199 First Year Seminar

Spring Seminar topics change year to year. Please consult the Schedule of Classes for current seminar offerings. Credits: 3.00

FYS 399 Academic Mentoring

This course is reserved 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. Credits: 3.00

GERMAN

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. Credits: 3.00

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. Credits: 3.00

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. Credits: 3.00

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 presenta-

tions, etc. Credits: 3.00

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. Credits: 3.00

Prerequisite: GER 201 Min Grade: C

GER 301 Advanced German, 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. Credits: 3.00

Prerequisite: GER 300 Min Grade: C or Instructor Permission

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. Credits: 3.00

Prerequisite: GER 300 or Instructor Permission

GER 370 Topics in German Literature

Topics in German literature vary from year to year. These are advanced courses for students with full comprehension of written and spoken German. Topics studied offer an overview of selected major works and periods, while also allowing the study of a unifying theme or genre in greater depth. If this course is available in English translation it may be taken as LIT 236. Note: Course number, title and authors may vary according to the topic. Credits:

3.00 Prerequisite: GER 301

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. Credits: 3.00

Prerequisite: GER 301 or Instructor Permission

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. Credits: 3.00

Prerequisite: GER 301 (May be taken concurrently) or Instructor Permission

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

This course will trace the development of Swiss-German film over the last several decades paying close attention to motives such as gender, the tension between city/countryside, ideas of Swiss identity, depictions of foreigners, and Swissness. Swiss-German film made its entry on the international stage in the thirties, with films that reacted to the threat of war and critically reflected on the notion of the *Geistige Landesverteidigung*, or the spiritual resistance, a concept, which should become a rallying call during World War Two. The fifties and sixties with the so-called *Gotthelf Filme*, in which Jeremias Gotthelf's novels and stories were brought to the big screen in beautiful black and white renditions that fuelled the national imaginary with more soothing notions of what it meant to be Swiss followed the earlier critical stances. A host of related *Heimatfilme*-films in which the nineteenth century *Heile Welt* depictions of Gotthelf were transposed into the 20th century with little regard for changing political landscape. The seventies and eighties then saw rather more reflected takes on what it meant to be Swiss: films, like for instance Rolf Lyssy's *Die Schweizermacher*, that explored the arduous process of procuring a Swiss passport, and is thought of today as a break-through in Swiss film history. Today, we look back on three decades of Swiss film since *Die Schweizermacher* as a site avid and often provocative cultural criticism that has turned the idea of Swissness upside down even as its relentless search for a Swiss identity speaks the language of enduring *Heimweh*. This class is a split-level class, and will be taught in German with some attention to the peculiarities of Swiss dialects. Film screenings will take place regularly on a weekday evening and must be attended in addition to the regular classes. Credits: 3.00

Prerequisite: GER 300 or Instructor Permission

HISTORY

HIS 100 Western Civilization I: Ancient and Medieval

This course is an introduction to themes and trends in the political, economic, social, and intellectual history of the West from the Neolithic Revolution to the seventeenth century with emphasis on the relationship between ideas and institutions. Students are introduced to the reading and analysis of primary sources, and attention is devoted to historiography and recent trends in scholarship. Credits: 3.00

HIS 101 Western Civilization II: Modern

This course is an introduction to themes and trends in the political, economic, social, and intellectual history of the West from the seventeenth century to the present with emphasis on the relationship between ideas and institutions. Students are introduced to the reading and analysis of primary sources, and attention is devoted to historiography and recent trends in scholarship. (It is recommended that HIS 100 be taken prior to HIS 101) Credits: 3.00

HIS 104 Global History I: From the Beginnings to the Sixteenth 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. Credits: 3.00

HIS 105 Global History II: From the Sixteenth Century to the Present

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). Credits: 3.00

HIS 199 First Year Seminar

Seminar topics change year to year. Please consult the Schedule of Classes for current seminar offerings. Credits: 3.00

HIS 202 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. Credits: 3.00

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. Credits: 3.00

HIS 210 The Cold War

This course examines the causes and effects of the confrontation between the United States and the Soviet Union with special reference to Europe between the end of the Second World War in 1945 and the fall of the Berlin Wall in 1989. Synthesizing political and intellectual history, attention is focused on connections between international and domestic affairs including consideration of science, literature, and music. Credits: 3.00

HIS 221 History of Modern Russia

This course focuses on themes and trends in the political, economic, social, and cultural history of Russia since the mid-nineteenth century. Following consideration of basic social, cultural, and environmental aspects of Russian history, attention is devoted to late Tsarist Russia and the First World War. There follows a detailed analysis of the related period of the Russian Revolutions and the ensuing Civil War with the personality of Lenin at its center. Thereafter attention is devoted to the Soviet Union under Stalin including the Second World War and the Cold War, analyzing her interactions with allies and foes during the ninety years of her existence. The reforms of Gorbachev and the dissolution of the Soviet Union are concluding considerations marking the emergence of contemporary Russia. Themes discussed are the struggles between tradition and modernization, the roles of authority and violence, the theory and practice of Communism, and the interplay of authoritarian policy, industrialization, and the role of nationalism. Credits: 3.00

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. Credits: 3.00

HIS 243 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. Credits: 3.00

HIS 252 Vienna and the Habsburg Empire in the Long Nineteenth Century

As the major successor of the Holy Roman Empire following the Napoleonic Wars, the empire of the Habsburg dynasty in central and eastern Europe with Vienna as its capital was one of the great European powers during the "long" nineteenth century. At the same time, as a multi-national, multi-lingual, and multi-religious empire in an era of national awakening, it had to face severe tensions between its numerous national groups, which at the end of the First World War proved fatal to its existence. Nevertheless, the empire was and is considered by many to be an ideal solution to the problem of providing a political framework for a region of different cultures and ethnic groups closely intermingled. This course will analyze the development of relations between the government and the different groups within the empire as well as the relations between the different groups themselves. Special attention is devoted to the impact of the Napoleonic Wars, the revolutions of 1848, and the First World War. An in-depth study focuses on the different social and cultural strata in Vienna around the year 1900. Credits: 3.00

HIS 255 America in the Sixties

This course focuses on the political, economic, social, and intellectual dimensions of America in the Sixties in historical perspective. During the period from the late Fifties to the early Seventies, the people of the United States were confronted with challenges both at home and abroad, such as racism, poverty, alienation, and war, and were trans-

formed by responses which demanded re-evaluation of ideas and institutions, such as the Civil Rights Movement, the Great Society, the New Left and the protests against the Vietnam War. Credits: 3.00

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. Credits: 3.00

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. Credits: 3.00

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. Credits: 3.00

HIS 295 The Crusades and Crusading in the Middle

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). Credits: 3.00

HIS 296 Faculty Fellows Summer Program

Faculty Fellows Program courses are offered in the Summer sessions. Specific course offerings vary from year to year. Credits: 3.00

HIS 297 Faculty Fellows Summer Program

Faculty Fellows Program courses are offered in the Summer sessions. Specific course offerings vary from year to year. Credits: 3.00

HIS 302 Intellectual History of Modern Europe Since 1600

Through contextual analysis of primary sources, and with attention devoted to methodological considerations, this course focuses on the content and context of modern European thought since the Scientific Revolution with emphasis on the dichotomy of faith and reason. Attention is devoted to historiography and recent trends in scholarship. Credits: 3.00

HIS 304 The European Reformation: Churches and States

In Europe during the sixteenth and seventeenth centuries, the Christian doctrine and authority of the Roman Catholic Church were directly challenged leading to the establishment of rival Protestant churches, a conflict which influenced the subsequent political, economic, social, and cultural development of the states of modern Europe. Following a brief survey of the ancient and medieval foundations of doctrine and authority in Augustinian Christianity and Scholasticism and the critical challenge of Humanism, the course focuses on the sixteenth century and analyzes the Protestant ideas and institutions associated with Martin Luther in Germany, Huldrych Zwingli in Switzerland, and John Calvin in Geneva, followed by the Catholic ideas and institutions of the Counter Reformation associated with Ignatius Loyola in Spain and the Papacy in Rome. Attention is devoted to the consequent conflicts between Catholic and Protestant forces in England, France, the Netherlands, and Scandinavia, which culminated in the Thirty Years' War in the Holy Roman Empire in the seventeenth century. Emphasis is placed on the political and economic dimensions of the Reformation and its transatlantic significance. Credits: 3.00

HIS 305 Living in a Diaspora: The Case of Judaism

The Greek term "diaspora" refers to those "scattered", who were forced or induced to leave their traditional homeland and to settle elsewhere and to the ensuing developments in their culture. This course raises the question of the conditions for the persistence of such a diasporic situation, focusing on Jews and Judaism as its prime example. Since the Babylonian Captivity and even more so since the destruction of the Temple of Jerusalem by the Romans in 70 CE, the Jews today can be considered to be the oldest culture in a diaspora. Attention is devoted to religious, cultural and social develop-

ments that made Judaism survive from Antiquity and the Middle Ages to the present and to different reactions to their environment. 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. Credits: 3.00

HIS 313 Diplomatic History of Modern Europe Since 1815

This course focuses on the relations between European states during the nineteenth and twentieth centuries. Inevitably it is concerned with the vital issues of war and peace. The course examines all the major wars of the period and the diplomatic conferences which followed them (including the Congress of Vienna, the Versailles Conference and Yalta-Potsdam), and the current structure of European state relations since 1945. Credits: 3.00

HIS 314 The Roman Republic as Empire from the Punic Wars to the Principate

The study of empire has become a central issue of historiography in recent years. Covering the Mediterranean world, the Roman Republic provides a prime example of a democracy governed not by a monarch or emperor but by an elected body, the Roman Senate. This course begins with an analysis of the factors that led to the rise of the city of Rome, starting with her victory over her rival, the city of Carthage, and the subsequent extension of her power throughout the Mediterranean. Further attention is devoted to the methods of republican government and administration, which maintained Roman power even in times of crisis and unrest. The course concludes with an analysis of the period of the civil wars, associated with the rise and fall of Julius Caesar. Within this context special attention is devoted to the question of how and why the empire survived while the Republic perished, giving way to the Principate of Augustus and the imperial monarchy. Credits: 3.00

HIS 315 The French Revolution

The French Revolution is often considered to be one of the most important events of Western, if not global history. It also figures quite often as the standard model for Revolution as such. At the same time, "1789" is a prime example for a highly controversial topic in history, as historians have sought to explain and understand the Revolution in many different and contested ways. This course covers through contextualizing readings of primary sources the tumultuous period of the French Revolution, beginning with the Old Regime origins in the eighteenth century, through the storming of the Bastille in 1789 and other key events of the Revolution, and ending with Napoleon. Additional emphasis is given to the aftermath and global impact of the events, as well as to the divergent positions within historiography. Credits: 3.00

HIS 342 Palestine from Ottoman Rule to the Foundation of the State of Israel

The history of Palestine is as contested as control of the land itself. This course offers an in-depth study of the background and the development of one of the most violently contested regions of the Middle East today. After a discussion of the different religious traditions of holiness in the region, the course focuses on its administration

under the Ottoman Empire during the nineteenth century and follows the different attempts to gain increasingly more control by Zionist settlers, Arab nationalists, and British imperialists. The impact of Zionism, the First World War and the period of the British mandate with its clashing aspirations and interests until the escalation of the conflict during the Arab uprising of 1936/1939 are studied from various perspectives, leading to study of divergent narratives of the events of the Second World War, the foundation of the State of Israel, and the Catastrophe for the Palestinian people. In pursuing the political, social and cultural history of Palestine during these years, the course raises the issue of the instrumentalization of maps and statistical data for political purposes as well as the role of history itself in the political battlefield of one of the most dramatic conflicts in the contemporary world. Credits: 3.00

HIS 351 Nationalism and Ethnic Conflict in Europe

This course undertakes an in-depth discussion of the origins and development of nationalism as an ideology, as a political movement, and as a source of internal and international conflict in Europe. Following an introduction to important approaches in the theory of nationalism, special attention is devoted to the periods of the Napoleonic Wars, the First World War and its impact, and the period after the end of the Cold War in 1989. Credits: 3.00

HIS 353 Victorian Britain: Democracy and Empire

During the nineteenth century Victorian Britain faced issues of political, economic and social reform in England and Ireland and of imperial expansion in Africa and India. During this period debate over democracy and empire was dominated by William Gladstone and Benjamin Disraeli, both of whom entered Parliament as members of the Conservative party in the 1830s but differed over the policies of the Conservative Prime Minister Robert Peel in the 1840s. Subsequently both served as Chancellor of the Exchequer in the 1850s followed by becoming Prime Minister, Disraeli leading two Conservative governments in the 1860s and the 1870s and Gladstone leading four Liberal governments between the 1860s and the 1890s. This course focuses on the rivalry between Gladstone and Disraeli with emphasis on the relation between political theory and party politics in Victorian Britain through contextual analysis of primary sources. Credits: 3.00

HIS 354 The Enlightenment: Reason and Revolution

During the eighteenth century in Europe and America the methods and principles of the seventeenth-century Scientific Revolution, such as rationalism, empiricism and natural law, influenced the transformation of political, economic and social ideas and institutions. Theories and policies of natural rights, free trade, republicanism and secularism were directed against divine right, mercantilism, feudalism and church authority, contributing to reforms and revolutions in various states and empires which often were associated with international wars. The resulting modern polities, including the United States, continue to be of dominant influence in the world today. This course focuses on

the eighteenth-century Enlightenment through contextual analysis of the writings of numerous thinkers such as Voltaire and Montesquieu in France, Kant in Germany, Vico in Italy, Paine and Bentham in England, Hume and Smith in Scotland, and Franklin and Jefferson in America, among others. Attention is devoted to methodological considerations and recent trends in scholarship. Credits: 3.00

HIS 355 The World and the West in the Long Nineteenth Century

The world today has been shaped to a large extent by Europe and America in the long nineteenth century between the Enlightenment and the First World War. During this period dramatic changes in social, economic, political and cultural ideas and institutions were related to changes in how people in the West conceptualized the world around them. Although Europeans and Americans exerted global influence through industrialization and imperialism, in turn they were influenced by people beyond the West from Africa to the Far East. Thus globalization is not a recent phenomenon. With emphasis on Christopher Bayly's recent book *The Birth of the Modern World, 1780-1914: Global Connections and Comparisons*, among other works, this course will focus on major themes in the study of modernity such as political ideologies and the roles of science and religion as related to the development of the idea of "Europe" or "the West" with special reference to the British colonies, Egypt, the Ottoman Empire, and Japan. It is intended to provide not only a broad view of a crucial period in modern history but also a functional knowledge of themes and concepts necessary for understanding the contemporary world. Students read primary as well as secondary sources, and attention is devoted to methodological considerations and recent trends in scholarship. Credits: 3.00

HIS 357 Weimar Germany: Crisis or Crucible of Modernity?

The period in Germany history between 1918 and 1933, commonly referred to as "Weimar Germany", can be seen in many contradictory ways: as an era sandwiched between two authoritarian regimes as well as as the country's first strong republic; this democracy kept struggling constantly with severe and sometimes violent attacks from the political extremes (and sometimes even its neighbors), and yet displayed remarkable endurance. As such, the Weimar Republic is a powerful example for the possibilities and limits of modern democracy, and for the interplay between politics and culture in the modern world. Starting with a discussion of different concepts of modernities, this interdisciplinary seminar will provide a detailed examination of the political, cultural, social and economical developments of the 1920s and early 1930s, and analyze their representation in the arts, in the contemporary media, and in architecture. Credits: 3.00

HIS 370 Special Topics in History

Special topics in History vary each semester. Course description and prerequisites are specified in the session course description. Credits: 3.00

HIS 401 Western Historiography: from Antiquity to the Present

This course is a history of history. Through analysis of primary texts and secondary material, it investigates the historical roots and the contemporary development of the modern academic discipline, and asks why certain periods are particularly interested in the past. Emphasis is laid on some pre-modern classics of historiography from Greek Antiquity onwards, on the professionalization and nationalization of the field in the 19th century, and on the establishment of several historic subfields since the 1960s up to the present. As history represents a never ending dialogue of past and present, the course also seeks to enable the students to contextualize further their own historical experience and research. Credits: 3.00

Prerequisite: ((HIS 100 and HIS 101) or (HIS 104 and HIS 105)) and Instructor Permission

HIS 499 History Senior Thesis

Senior Thesis proposals are to be coordinated with the Department Chair. Credits: 3.00
Prerequisite: Instructor Permission

HONORS PROGRAM CAPSTONE

HON 499 Honors Senior Capstone Experience Preparation Workshop

The advanced non-credit bearing Senior Capstone Preparation Workshop is open only to Honors students and is a requirement by the Honors program in a student's Senior year. Credits: 0.00

Prerequisite: Instructor Permission

INTERNSHIP

INT 498 Internship Elective

This course involves an alternative internship experience. 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 FC Advisor and the College's Internship Coordinator. (This internship may be approved for up to 6 credits and repeated with the approval of the Dean) Credits: 3.00

Prerequisite: Instructor Permission

ITALIAN

ITA 100 Introductory Italian, Part I

The beginning courses stress the understanding and speaking of the language. As students progress through elementary conversation, more gram-mar study is introduced and reading and composition skills are developed. Credits: 3.00

ITA 101 Introductory Italian, Part II

The beginning courses stress the understanding and speaking of the language. As students progress through elementary conversation, more gram-mar study is introduced and reading and composition skills are developed. Credits: 3.00

Prerequisite: ITA 100 Min Grade: C

ITA 200 Intermediate Italian, Part I

For students with one year of language study. The sequence 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. Credits: 3.00

Prerequisite: ITA 101 Min Grade: C

ITA 201 Intermediate Italian, Part II

For students with one year of language study. The sequence 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. Credits: 3.00

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. Credits: 3.00

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. Credits: 3.00

Prerequisite: ITA 300 Min Grade: C or Instructor Permission

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. Credits: 3.00

Prerequisite: ITA 301 Min Grade: C or Instructor Permission

ITA 350 Italian Civilization

The land and the people of Italy: historical, social and cultural evolution; major developments and achievements in the arts (literature, music, opera, figurative arts, theater and cinema). Aspects of contemporary Italy are also covered. Credits: 3.00

Prerequisite: Instructor Permission or ITA 301

ITA 353 Italian Theater Workshop

This course, conducted entirely in Italian, introduces the advanced Italian student to a wide array of Italian writers, cultural theoreticians, 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 require 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 Ada Merini. Credits: 3.00

Prerequisite: ITA 301 or Instructor Permission

ITA 370 Readings in Italian Literature

Special topics course in Italian Literature; topics vary by semester. Credits:

ITA 372 Motherhood in Italian Women's Writing

Historically, Italian women writers have explored motherhood, and the relation between mothers, sons and daughters in different ways. The course aims at reading and analyzing these diverse approaches in a selection of twentieth and twenty-first centuries Italian novels written by women. After an introduction on the traditional image of the mother and her role in Italian culture, the students will explore the writings of Sibilla Aleramo (*Una donna*), Oriana Fallaci (*Lettera a un bambino mai nato*), Elsa Morante (*abstracts from Menzogna e sortilegio* and *La storia*), and Margaret Mazzantini (*abstracts from Venuto al mondo*). Credits: 3.00

Prerequisite: ITA 301 or Instructor Permission

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). Credits: 3.00

Prerequisite: ITA 301 or Instructor Permission

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. Credits: 3.00

Prerequisite: ITA 301 or Instructor Permission

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). Credits: 3.00

Prerequisite: ITA 301 or Instructor Permission

ITALIAN STUDIES

IS 199 First Year Seminar

First Year Seminar topics vary from year to year. Please see the current course offerings for more information. Credits: 3.00

IS 274 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, Antonio-

ni, the Taviani brothers, Scola. Particular attention is dedicated to the films of Fellini. (Offered in Alternate Years) Credits: 3.00

IS 275 Modern Italian Poetry

While focusing on the twentieth century and its various -isms (Futurism, Decadentism, Crepuscularism, Hermeticism, Neorealism), this course also surveys the broader, foundational history of Italian poetry from Dante to Leopardi. Among the authors we will be looking at will be Giuseppe Ungaretti, Gabriele D'Annunzio, Salvatore Quasimodo, Eugenio Montale, Cesare Pavese, Elio Vittorini, Dino Campana, Mario Luzi, and Andrea Zanzotto. The course will be conducted entirely in English. Credits: 3.00

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 genre throughout the centuries, students will use their creative writing as a means to travel, figuratively, into the Italian Short Story. 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. Credits: 3.00

IS 277 The Italian Novel. Redefining the Canon

The course explores the expression of the male and female narrative "I" against the greater context of the historical development of the Italian novel, with an emphasis on the late 19th and 20th centuries. As the traditional Italian hero finds his narrative trajectory from Modernity into the Postmodern, the Italian heroine appears to be engaged in the pursuit of Other agendas. The ongoing affirmation of a feminine alternative to the insistently male-dominated Italian canon will be studied via readings from the following novels: Giovanni Verga's *The House by the Medlar Tree* and Italo Svevo's *Confessions of Zeno*, Luigi Pirandello's, *The Late Mattia Pascal*, Sibilla Aleramo's *A Woman*, Grazia Deledda's *Cosima*, Natalia Ginzburg Family Sayings, Dacia Maraini's *The Silent Duchess*, Anna Banti's *Artemisia*. The course will be conducted entirely in English. Credits: 3.00

IS 497 Senior Seminar in Italian Studies

The Senior Seminar is the capstone course for the Italian Studies major at Franklin College. The course represents a culmination of the student's multicultural experience. 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. Credits: 3.00

Prerequisite: Instructor Permission

LITERATURE

LIT 199 First Year Seminar

Seminar topics change year to year. Please consult the Schedule of Classes for current seminar offerings. Credits: 3.00

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. We 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 our study of deception in a cross-cultural context. Credits: 3.00

Prerequisite: LC 100 or LC 110

LIT 242 Contemporary African Literature: Between Africanism and European Colonialism

This course is a study of fiction, drama, and poetry from Africa. The course will focus on contemporary literature and our 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 we will read texts from various countries and from different cultural or gender perspectives. Although the subject of our study is literature, we will adopt an interdisciplinary approach, understanding literary works as products of cultural, historical, social, and political circumstances. Our understanding of each text will be complemented by a study of its context. Throughout the course we 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-colonising 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. Credits: 3.00

LIT 248 Literature of the Americas

This course serves as an introduction to literature of the Americas, covering work from the United States, Canada, and Latin America. Throughout the course we will consider literary representations of different mythologies of America, the literature of native populations and different ethnic groups, and various literary movements such as magic realism and southern gothic. The

course includes the fascinating short fiction of García Márquez, Borges, Alice Munroe, Carson McCullers and others. Credits: 3.00 Prerequisite: LC 100 or LC 110

LIT 253 Caribbean Literature

This multi-cultural 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. Credits: 3.00

Prerequisite: LC 100 or LC 110

LIT 263 Contemporary Literature from South Asia

South Asia boasts a rich and diverse cultural history. It encompasses some of the world's oldest civilisations, 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. We take as our 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. We will focus on the role that literature has played in imagining the creation of modern nation states and remembering traditional communities. We will consider the texts that we study 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. Credits: 3.00

Prerequisite: LC 100 or LC 110

LIT 295 Faculty Fellows Summer Program

Faculty Fellows Program courses are offered in the Summer sessions. Specific course offerings vary from year to year. Credits: 3.00

LIT 297 Faculty Fellows Summer Program

Faculty Fellows Program courses are offered in the Summer sessions. Specific course

offerings vary from year to year. Credits: 3.00

LIT 300 Modernism

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 we ask, "what is modernism?" we will engage with the contingencies, complexities, and contradictions of modern literature, and acknowledge the sheer diversity of the literary responses to modern times. We will read works from a variety of modernist movements, and consider the relationship between literary modernism and developments in music and the visual arts. We 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 work that we read will be challenging; it will ask us to pay close attention to narrative innovations such as stream of consciousness, irony, and multiple point of view. We 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. Credits: 3.00

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, we will examine different conceptions of home in a variety of fictional works. We will look at constructions of home as an architectural, domestic, and often gendered space. We will also 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 globalisation have changed our relationship to our homes. Throughout the course our readings will invite us to reflect upon the links between home and belonging. Finally, as we read about homes that are on the move (caravans, nomads, etc.) or otherwise in flux, we 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*. Credits: 3.00

Prerequisite: LC 100 and LC 110

LIT 306 Money in Literature: Systems of Exchange

Literature treats the relationships among individuals, and assesses the status of those individuals within society, while adopting the privileged position of observer and commentator and translating the "ordinary" material facts of human existence into a language and system of its own. Money has a similar function, signifying as it does both value and status, promoting mobility among social classes and according value and status. And as such, money itself also functions as an important plot element within many literary genres. In this course we will look at the rise of money as a signifying

form and its intersections with literature at certain key junctures. We will study plays by Aristophanes and Shakespeare, fiction by Jane Austen, Edgar Allen Poe, Balzac, Dorothy Parker and Gary Shteyngart, films by Frank Capra, Chantal Akerman and Oliver Stone, and criticism by Marx, Marc Shell and others in an attempt to trace the use of money as a signifier of value and exchange in literature and the arts. Credits: 3.00
Prerequisite: LC 100 and LC 110

LIT 313 Politics and the Modern Novel

This course examines various modern novels with a special eye to their political content and political ideals. The novels represent a wide spectrum of ideological and cultural perspectives. Much of the course is devoted to women writers. Authors include Dostoyevski, Roumain, Kundera, Vargas-Llosa, Alexis, Julia Alvarez, Edwidge Danticat, V.S. Naipaul and Solzhenitsyn. Credits: 3.00

LIT 320 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 this course we consider both specific literary representations of chosen or "elective" ties and their broader cultural significance. We will be interested in examples of what can happen when elective ties clash with other concepts of community. We will consider various philosophies of and models for friendship, including comradeship, brother/sisterhood, and loyalty. We 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 that we study will also cross these borders. We will engage with a broad range of critical texts, novels and films. Credits: 3.00

Prerequisite: LC 100 and LC 110

LIT 353 Advanced Studies in Caribbean Literature

This course will be inter-disciplinary and pan-Caribbean in scope and focus on a variety of works of Caribbean literature. Using the critical texts of Edouard Glissant as a point of reference, the course will develop these ideas in the context of novels, poetry, and film from the English-, French-and Spanish-speaking Caribbean. Potential authors considered in the course include J.S. Alexis, Julia Alvarez, Gabriel García Márquez, Maryse Condé, Simone Schwarz-Bart, Patrick Chamoiseau, Junot Díaz, Derek Walcott and V.S. Naipaul. This course will build on notions of Caribbean history, literature and gender explored in the foundation course, LIT 253, Caribbean Literature. Credits: 3.00
Prerequisite: LIT 253

LIT 370 Topics in Literature

Topics in Literature are advanced courses on specific topics not normally offered and vary each semester. They may require additional pre-requisites or permission of the instructor. Course description and pre-requisites are specified in the session course description. Credits: 3.00

LITERATURE AND CULTURE

LC 100 Reading Literatures: Approaches to Literary Studies

The course Reading Literatures: Approaches to Literary Studies is one of the two independent, introductory courses fundamental to both the Literature and CLCS majors. This class will introduce students to methods of reading, authorship, and reception. This course should introduce students with some of the classic texts of the Western tradition in a comparative context. Typically students will read two literary texts in a comparative context followed by a theoretical text that shapes their understanding of literature as a cultural form. Close attention will be paid to issues such as the shaping of identity, forms, of representation, gender, and the construction of knowledge and power. Students who have taken CLCS 100 may not enroll in LC 100. Credits: 3.00

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. Students who have taken CLCS 110 may not enroll in LC 110. Credits: 3.00

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). Credits: 3.00

Prerequisite: Instructor Permission

LC 498 Capstone: Internship in CLCS or Literature

LC 498 is one of two available alternatives (the other being a thesis) for the second of

two capstone courses for majors in CLCS and in LIT. LC 498 represents the culmination of the interdisciplinary, intercultural experience at Franklin College. Students will complete an internship that represents the capstone to their major experience. An internship is recommended for students entering a professional field. Credits: 3.00
Prerequisite: LC 497 and Instructor Permission

LC 499 Capstone: Thesis in CLCS or Literature

LC 499 is one of two available alternatives (the other being an internship) for the second of two capstone courses for majors in CLCS and in LIT. LC 499 represents the culmination of the interdisciplinary, intercultural experience at Franklin College. 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. Credits: 3.00
Prerequisite: LC 497 and Instructor Permission

MANAGEMENT – SEE BUSINESS

MATHEMATICS

MAT 102 Intermediate Algebra

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. Credits: 0.00

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. Credits: 3.00
Prerequisite: MAT 102 or Placement Test Mathematics 33.00

MAT 104 The 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. In this course we are analyzing inequity by mathematical methods. Based on real data which we try to collect throughout the course, we construct measures of inequity, like Lorenz curve, Gini index and others. We 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. We will also critically discuss literature and opinions on these inequality trends. We may have a glimpse on the recent modeling of inequality from "econophysics". The basics of Excel will also be taught in this class, since we will use Excel heavily for analysis and modeling. (Not open to students who have completed MAT 199). Credits: 3.00
Prerequisite: MAT 102 Lecture or Placement Test Mathematics 33.00

MAT 107 Ideas in Mathematics

This course discusses some of the fundamental and successful ideas and concepts that evolved over the centuries in mathematics and so deeply influenced society. The topics lie in areas as logic, number theory, graphs, topology, combinatorics, and others. Mathematical concepts like abstraction, proofs, modeling, existence, and the role of technology for mathematics will also be discussed. While the treatment will be rather non-formal, thinking and problem-solving skills will be emphasized. An attempt will be done to relate the mathematics presented to the world outside of mathematics by discussing applications of these ideas, the biographies and life circumstances of mathematicians, and influences from society to mathematics. Credits: 3.00
Prerequisite: MAT 102 or Placement Test Mathematics 33.00

MAT 109 Introduction to Game Theory

This course is an elementary introduction to Game Theory. It focuses on how to analyze situations and make rational decisions based on the information gathered. We 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. Credits: 3.00
Prerequisite: MAT 102 or Placement Test Mathematics 33.00

MAT 199 First Year Seminar

Seminar topics change year to year. Please consult the Schedule of Classes for current seminar offerings. Credits: 3.00

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. Credits: 3.00
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 build-

ing and linear regression analysis. Credits: 3.00

Prerequisite: MAT 103 or Placement Test Mathematics 67.00

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. Credits: 3.00

Prerequisite: MAT 103 or MAT 107 or MAT 109 or Placement Test Mathematics 67.00

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. Credits: 3.00

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. Credits: 3.00

Prerequisite: Instructor Permission

MUSIC

MUS 206 From Mozart to Mahler

This course shows the development of modern awareness in European music history, following the affirmation of individualism from the eighteenth and nineteenth centuries. It singles out various levels of the formal innovations that were produced. Credits: 3.00

MUS 208 Music in Film

This course traces the influences on both Pure and Scenic music from the end of the Nineteenth Century up to the present. It follows the history of film from the sonoral standpoint and the real problem of the development of sound and image synchronization through the Twentieth Century from the silent film days onwards. It underlines the different compositional approaches required of the composer when moving from one medium to another (concert, ballet, opera, stage film and television) both compositionally and technically showing the various kinds of instrumentation from very small to very large used to fit each individual situation. It discusses music from the composers' and musicians' point of view. The course is illustrated with a wide range of recorded and video examples not always available commercially as well as information derived from personal experience as a film composer both in Hollywood and Europe. Credits: 3.00

MUS 295 FacultyFellows Summer Program

Faculty Fellows Program courses are offered in the Summer sessions. Specific course offerings vary from year to year. Credits: 3.00

PHILOSOPHY**PHL 100 Introduction to Philosophy**

This course considers central problems of Western philosophy with emphasis on epistemology and metaphysics through analysis of writings by influential 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. Credits: 3.00

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. Credits: 3.00

POL 101 Introduction to International Relations

This lecture course is designed to equip students with the basic analytic tools necessary for the understanding of international relations. After a brief introductory discussion of the traditionalist and behaviorist approaches to the study of international relations, the course concentrates on the analysis of fundamental concepts, such as national power,

foreign policy, deterrence, international organizations, international law, change, and conflict. Credits: 3.00

POL 102 Introduction to Political Philosophy

A lecture-seminar course designed to familiarize students with the major currents of political thought from Plato to the present. The reading of primary sources provides the basis for in-depth class discussion of the ideas of major political philosophers and how they relate to the historical, political, economic and social developments of their times. Credits: 3.00

POL 104 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. Credits: 3.00

POL 150 Mass Communication in Politics and Society

An introduction to mass communication from national and international perspectives, this course focuses on the history, evolution, and contemporary aspects of mass communication in North America and Europe. Particular stress is placed upon the political and social influence of mass media in modern societies and international systems. Credits: 3.00

POL 199 First Year Seminar

Seminar topics change year to year. Please consult the Schedule of Classes for current seminar offerings. Credits: 3.00

POL 202 Governments and Politics of Western Europe

A lecture-discussion course organized around a comparative analysis of the political systems of several European states and how they have developed historically. The objective is not only to achieve a more profound understanding of contemporary politics in these countries, but also to gain insight into the fundamental problems common to most modern societies and diverse attempts to come to terms with them. Emphasis is placed on Germany, France and Italy. Credits: 3.00

POL 203 Governments and Politics of Eastern Europe

A lecture-discussion course surveying political and economic developments in Eastern European countries since the end of World War II. Particular attention is given to economic and social changes and to the development of internal political struggles and how these are related to the international environment. This provides the perspective for understanding the radical changes of 1989-90 and moves towards joining the European Union and NATO. Credits: 3.00

POL 204 Government and Politics of Latin America

This survey course will introduce students to the historical, cultural, social, and eco-

conomic 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. Credits: 3.00

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. Credits: 3.00

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. Credits: 3.00

Prerequisite: POL 101

POL 274 Nuclear Non-Proliferation

Preventing the spread of nuclear, chemical and biological weapons of mass destruction (WMD) is an overriding objective of US national security policy and the policies of many other nations. Within the international system various cooperative measures, such as the Nonproliferation Treaty, the Nuclear Suppliers Group and UN Security Council actions reflect this goal. Multilateral cooperation has produced some significant successes. At the same time, a handful of nations have pursued WMD capabilities for geostrategic and political reasons while subnational or terrorist organizations also have expressed interest in and have in some cases attempted to acquire WMD capabilities. This course will explore ways in which nations have cooperated on nonproliferation issues. It also will explore the policies and at times conflicting domestic bureaucratic perspectives of the United States Government which has been particularly active in promoting nonproliferation policies. This course will contrast these efforts with the workings of extensive illicit networks that traffic in WMD expertise and technology on behalf of both rogue nations and terrorist groups. Case studies will be used to illustrate both the successes and failures of the international system to control WMD and students will be challenged to reach conclusions about ways to strengthen existing forms

of nonproliferation cooperation. Credits: 3.00

POL 276 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 nongovernmental 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. Credits: 3.00

POL 277 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 nongovernmental organizations. Credits: 3.00

POL 278 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 Interna-

tional Energy Agency and the International Atomic Energy Agency will also be analyzed. Credits: 3.00

POL 279 Politics and Film

Films are a popular medium for the transmission of political messages. But what makes a film "political" and how do movies enrich or distort our view of the political world? These topics and related film case studies such as security issues in the Middle East since 1945 are explored in this course. Credits: 3.00

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. Credits: 3.00

POL 305 Dynamics of European Integration

A lecture-seminar course devoted to an in-depth study of the process and problems of European integration and the development of the European Union's relations with the rest of the world. The focus is the historical growth of European integration, the problems of specific policy areas of the Communities, enlargement and the development of the relations with Russia, the Middle East, and the developing states. The effects of the Maastricht Treaty are analyzed and the challenges of enlargement are assessed. Credits: 3.00

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. Credits: 3.00

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. Credits: 3.00

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. Credits: 3.00

POL 37X Topics in Political Science

Special Topics in Political Science vary from semester to semester. Credits: 3.00

POL 400 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. Credits: 3.00

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. Credits:

POL 407 Contemporary Russian Politics

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. Credits: 3.00

POL 499 Political Science Thesis

Senior Thesis proposals are to be coordinated through the Department Chair. Credits: 3.00 Prerequisite: Instructor Permission

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. Credits: 3.00

PSY 101 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. Credits: 3.00

PSY 199 First Year Seminar

Seminar topics change year to year. Please consult the Schedule of Classes for current seminar offerings. Credits: 3.00

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. Credits: 3.00

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. Credits: 3.00

PSY 301 Abnormal Psychology

A study of the major patterns of abnormal behavior and their description, diagnosis, interpretation, treatment, and prevention. Credits: 3.00

Prerequisite: (PSY 100 or PSY 202)

PSY 370 Special Topics in Psychology

Topics in Psychology vary from year to year. They are advanced courses on specific topics not normally offered, and they may require additional prerequisites or permission of instruction. Credits: 3.00

Prerequisite: Instructor Permission

RELIGIOUS STUDIES

REL 295 Faculty Fellows Summer Program

Faculty Fellows Program courses are offered in the Summer sessions. Specific course offerings vary from year to year. Credits: 3.00

REL 296 Faculty Fellows Summer Program

Faculty Fellows Program courses are offered in the Summer sessions. Specific course offerings vary from year to year. Credits: 3.00

SCIENCES

SCI 100 Introduction to Biology: Cells and Organisms

An introduction to the biological sciences. Topics include the scientific method, cell structure and function, photosynthesis, respiration, and plant and animal physiology (particular emphasis given to human physiology). Course includes occasional afternoon laboratory sessions. Credits: 3.00

SCI 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. Credits: 3.00

SCI 108 Introduction to Environmental Science

This course introduces students to the study of the environment and the interactions of humans with the environment. Topics include the functioning of the atmosphere, biosphere, hydrosphere, and lithosphere. It also examines how human population growth, production, and consumption affect the environment. It ends with a discussion on environmental justice issues. Includes laboratory sessions. Credits: 3.00

SCI 110 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. Credits: 3.00

SCI 120 Chemistry and the Environment

This course introduces students to the science of chemistry through the context of environmental issues such as global climate change, ozone depletion, air pollution, water quality and alternative energy. Chemical concepts covered include stoichiometry, the mole concept, the behavior of gases, liquids and solids, acids and bases, thermochemistry, electronic structure of atoms, chemical bonding, and some basic organic chemistry. This course will include occasional lab sessions. Credits: 3.00

Prerequisite: MAT 103

SCI 199 First Year Seminar

Seminar topics change year to year. Please consult the Schedule of Classes for current seminar offerings. Credits: 3.00

SCI 220 Perspectives on Freshwater Conservation

This course explores the issues involved with the conservation of freshwater ecosystems. It includes an examination of the distinctive ecology of lake and river systems, the human use of these systems, existing conservation policy at the national level in different countries, and possibilities for restoration of degraded systems. This course includes several required field trips to regional lakes and rivers. Credits: 3.00

SCI 297 Faculty Fellows Summer Program

Faculty Fellows Program courses are offered in the Summer sessions. Specific course offerings vary from year to year. Credits: 3.00

SCI 301 Conservation Biology

This course considers the principles of biological diversity and the application of science to its conservation. It examines the historical roots of the current biodiversity crisis and modern conservation, as well as conservation concepts at the genetic, species, population, community, and landscape level. It discusses the impact of habitat fragmentation, approaches to re-serve design and restoration, and the importance of the landscape matrix. Lastly, it examines conservation case studies from around the globe. Required laboratory sessions. Credits: 3.00

Prerequisite: SCI 101 and MAT 103

SCI 310 Ecology

This course examines the interactions of organisms with their environment and each other, the dynamics of populations, the structure and functions of ecosystems, the role of biogeochemical cycles, and biodiversity. Required laboratory sessions. MAT 201 and SCI 100 are strongly recommended prior to taking this course. Credits: 3.00

Prerequisite: MAT 103 and SCI 101

SCI 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. Credits: 3.00

Prerequisite: (SCI 100 or SCI 101 or SCI 108) and MAT 103

SCI 350 Research Methods in Environmental Sciences

This course integrates field, laboratory, computing, and statistical methodologies commonly employed in environmental sciences, including vegetation and water sampling and the use of GPS and GIS technologies. The course will also emphasize professional presentation and scientific report writing skills. It includes a mandatory weekend field trip. This course is meant to complement the material covered in other courses, such as SCI 108, SCI 220, and SCI 301. Credits: 3.00

Prerequisite: SCI 108 and MAT 201 Lecture (May be taken concurrently) and Instructor Permission

SEMINARS

SEM 2XX On Campus Seminar

Topics vary from semester to semester.

SEM 227 The Life and Times of Winston Churchill

This seminar will examine the career of Winston Churchill within the context of the history of Britain and Europe in the twentieth century with emphasis on topics such as the welfare state, the First World War, Communism, the depression, Nazism, the Second World War, and the Cold War. Further, emphasis will be placed on the relationship between biography and the study of history. Throughout, speeches of Churchill will be primary sources. Credits: 1.00

SEM 236 Philosophical Issues and Thinkers

This course introduces key issues in metaphysics, epistemology and ethics, and invites students to engage with them and discuss them. Each session involves some work on the history of philosophy, the presentation of key concepts and conflicts, and class discussion. Students are also required to read short extracts of key philosophical source texts. Credits: 1.00

SEM 239 Plato

A journey to the roots of Western culture, of monotheism, science and political thought. This seminar will offer the opportunity to read and discuss selections from Plato's most influential dialogues, and to engage with their ideas as well as with their unique expression. In the course of two weeks we will move from examining the Socratic method and the theory of forms to the ideal state described in the Republic, and then go on to consider Plato's views on love, beauty, knowledge and cosmology. Credits: 1.00

SEM 372 Honors Seminar

Seminar topics change year to year. Please consult the Schedule of Classes for current seminar offerings. Credits: 3.00

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. Credits: 3.00

SOC 296 Faculty Fellows Summer Program

Faculty Fellows Program courses are offered in the Summer sessions. Specific course offerings vary from year to year. Credits: 3.00

SOC 297 Faculty Fellows Summer Program

Faculty Fellows Program courses are offered in the Summer sessions. Specific course offerings vary from year to year. Credits: 3.00

SPANISH

SPA 200 Intermediate Spanish, Part I

For students with one year of language study. The sequence 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. Credits: 3.00

SPA 201 Intermediate Spanish, Part 2

For students with one year of language study. The sequence 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. Credits: 3.00

Prerequisite: SPA 200 Min Grade: C

SPA 300 Advanced Spanish, 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 contem-

porary scene in the countries where the language is spoken. Vocabulary expansion and development of techniques of expression are accomplished through oral and written exercises. Credits: 3.00

Prerequisite: SPA 201 Min Grade: C

SPA 301 Advanced Spanish, 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. Credits: 3.00

Prerequisite: SPA 300 Min Grade: C or Instructor Permission

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. Credits: 3.00

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) Credits: 3.00

STA 106 Intro 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. Credits: 3.00

STA 107 Introduction to Digital Photography

A digital camera needed. Single-lens reflex camera preferable, but compacts with the possibility of switching to manual also usable. A course in digital photography which will introduce to the beginner the elements of digital photography. The following will be the 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 your 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. Credits: 3.00

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. Credits: 3.00

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. Credits: 3.00

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. Credits: 3.00

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. Credits: 3.00

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 the course carries a nominal fee for art supplies and equipment). Credits: 3.00

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 nominal fee for computer supplies) Credits: 3.00

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 nominal fee for art supplies) Credits: 3.00

Prerequisite: STA 105 or Instructor Permission

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). The course carries a fee for art supplies. Credits: 3.00

Prerequisite: STA 106

STA 207 Intermediate Digital Photography

A more intermediate course where students who have completed STA 107 may take their work further. The course carries a fee for art supplies. Credits: 3.00

Prerequisite: STA 107

STA 208 Photography and Film Studies

First hand the 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. Credits: 3.00

STA 209 The Video Essay: from Conception to Projection

This course takes place in the MAC lab and 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. How do students perceive their relationship to the environment? How can that relationship be translated into a visual vocabulary? How can this vocabulary be refined through the craft of editing? Ultimately, how can the environment itself participate in facilitating the students' creative expression? 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. The paper will make reference to the theoretical and critical readings assigned throughout the summer session. Note: Students enrolled in this class must have a their own digital video recording device. Credits: 3.00

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. The course carries a fee for art supplies. Credits: 3.00

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. The course carries a fee for art supplies. Credits: 3.00

Prerequisite: STA 112

STA 213 Architecture in Fashion and the Fashion of Architecture

The course takes place in the MAC lab and is a studio course in design of interiors and/or fashion lines. Students will explore the influence of fashion on architecture and vice versa through different avenues and design challenges. Each week specific assignments are given to stimulate students' creativity; the final product is the design of a clothing line and its featuring runway and/ or retail store. Students will work with freehand sketches, as well as with Photoshop and CAD programs to prepare their portfolios and presentations. As a final assignment, they will sew one of their designs. This course requires studio fees. Credits: 3.00

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. The course carries a fee for art supplies. Credits: 3.00

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. The course carries a fee for art supplies. Credits: 3.00

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. Studio sessions and lectures will deal with the following topics: 1. Human proportions: fundamental concepts. 2. Ideal canons in the Western European tradition. 2.1 The head as basic unit. 2.2 Famous canons: the Golden Ratio, Polykleitos, Praxiteles, Vitruvian man, Leonardo, Le Corbusier. 2.3 Alignment of facial features: likeness. 2.4 Men, women and children; the ages of man. 2.5 Larger than life: comics and caricature. 2.6 The twentieth century. 3. Non-Western Ideals. 4. Beyond art and aesthetics: medicine, forensics and other applications. Studio assignments will be organized in the following media: drawing and related media, painting, clay modeling. Visits to Ticino museums will be organized according to relevance for the course (in Lugano: Museo delle Culture, Museo d'Arte, Bernasconi home museum, Museo Cantonale; Museo Vela in Ligonetto). Credits: 3.00

STA 295 Faculty Fellows Summer Program

Faculty Fellows Program courses are offered in the Summer sessions. Specific course offerings vary from year to year. Credits: 3.00

STA 300 Computer Graphics in Advertising, Advanced

This course is fundamentally a follow-on from STA 200 Computer Graphics in Advertising. Students in this advanced course are expected to complete the four following projects throughout the semester to a finished state: a twelve-page company brochure, a book-cover, a poster, and a three-dimensional package design. (This course carries a nominal fee for computer supplies) Credits: 3.00

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 nominal fee for art supplies) Credits: 3.00

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). The course carries a fee for art supplies. Credits: 3.00

STA 307 Advanced Digital Photography

A more advanced course where students who have completed STA 207 may take their work further. The course carries a fee for art supplies. Credits: 3.00

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. The course carries a fee for art supplies. Credits: 3.00

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. The course carries a fee for art supplies. Credits: 3.00

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. The course carries a fee for art supplies. Credits: 3.00

Prerequisite: STA 211 or STA 214

STA 315 Higher Painting

Continuation of the previous painting courses to more advanced levels. The course carries a fee for art supplies. Credits: 3.00

Prerequisite: STA 215 or Instructor Permission

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.

Studio sessions and lectures will deal with the following topics: 1. Human proportions: fundamental concepts. 2. Ideal canons in the Western European tradition. 2.1 The head as basic unit. 2.2 Famous canons: the Golden Ratio, Polykleitos, Praxiteles, Vitruvian man, Leonardo, Le Corbusier. 2.3 Alignment of facial features: likeness. 2.4 Men, women and children; the ages of man. 2.5 Larger than life: comics and caricature. 2.6 The twentieth century. 3. Non-Western Ideals. 4. Beyond art and aesthetics: medicine, forensics and other applications. Studio assignments will be organized in the following media: drawing and related media, painting, clay modeling. Visits to Ticino museums will be organized according to relevance for the course (in Lugano: Museo delle Culture, Museo d'Arte, Bernasconi home museum, Museo Cantonale; Museo Vela in Ligornetto). Credits: 3.00

Prerequisite: STA 220

STA 330 Umbria: Art and the Territory (Ceramics, Mandala and Land Art, New Media)

This course is an on-location studio course, to be held at La Fratta Art House (near Perugia), where ceramist and sculptor Luca Leandri has his studio and holds courses and art events. We will live in an area of remarkable natural beauty (the Tiber River valley), with a cultural and artistic heritage that includes the ancient Etruscans, ancient Rome, the Gothic and the early Renaissance. These traditions have shaped a distinctive culture of the modern and a broad spectrum of contemporary art. This specially-structured course will provide an intensive workshop in age-old, yet highly contemporary art idioms: ceramics, land art, ephemeral art and other new media. The studio sessions will be integrated with lectures, films and presentations to place these media in an art historical context. Some experience in studio art may be desirable; good academic and disciplinary standing required. Credits: 3.00

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.

Credits: 3.00

VISUAL COMMUNICATION ARTS

VCA 199 First Year Seminar

Seminar topics change year to year. Please consult the Schedule of Classes for current seminar offerings. Credits: 3.00

VCA 370 Topics in Visual Communication Arts

Topics in Visual Communication Arts are advanced courses on specific topics not normally offered and vary each semester. They may require additional prerequisites or permission of the instructor. Course description and prerequisites are specified in the session course description. Credits: 3.00

VCA 495 Senior Project in Visual Communication Arts

Senior projects are to be coordinated with the Department Chair. Credits: 3.00

VCA 496 Senior Project in Visual Communication Arts: Computer Graphics/Digital Photography/or Combined

Senior projects are to be coordinated with the Department Chair. Credits: 3.00

VCA 497 Visual Communication Arts Internship

Internships are to be coordinated in advance with the Department Chair and the Dean of the College. Credits: 3.00

VCA 499 Visual Communication Arts Thesis

Visual Communication Arts Thesis Credits: 3.00

FACULTY

PAMELA ADAMS

Professor, International Management and Marketing
(USA/Italy, 2005)

Ph.D. Yale University, USA

M.A. Yale University, USA

B.A. University of California, San Diego, USA

Former member of the faculty of the Marketing Department and Director of the MBA Program at the Business School of Milan's Bocconi University. She taught undergraduate courses in International Marketing and International Strategy and managed several international executive programs. Her scholarly articles and case studies in the general areas of international marketing and industrial policy have appeared in American and Italian journals and textbooks. She also co-authored a book entitled *Global Marketing*. Private sector experience includes Banca Intesa (Milan), Member of the Board of Illycaffè, Executive VP for Marketing of Volendo SpA (Milan) and OmniTicket (Paris), and Senior Consultant for Ambrosetti SpA (Milan).

NADIA BERNASCONI

Adjunct Professor, Math and Natural Sciences
(Switzerland, 2008)

Ph.D. in Natural Sciences, University of Fribourg, Fribourg, CH

M.S. in Biochemistry and Molecular Biology, University of Southern California, Los Angeles, USA

B.S. in Biological Sciences, University of Southern California, Los Angeles, USA

The early work of Dr. Nadia Bernasconi has focused on the human immune system and on the analysis of the mechanisms involved in the maintenance of serological memory. In 2003 this study led to the 2002 research award from ASIRB (Swiss Italian Association for Research in Biomedicine) and Roche-Diagnostics and to publications in journals such as *Science and Blood*. During her post-doc, Dr. Nadia Bernasconi primarily worked on the isolation of human memory B cells and in the production of antibodies against malaria, viruses such as avian influenza and cytomegalovirus and bacteria such as corynebacterium diphtheriae. During her career, Dr. Nadia Bernasconi has worked in prestigious Institutes such as Norris Cancer Center in Los Angeles or the Institute of Research in Biomedicine in Bellinzona and her work has been acknowledged by publications in different journals.

PIETRO BOTTACCHI

Adjunct Lecturer, Modern Languages
(Switzerland, 2010)

M.A. University of Lausanne, Switzerland
B.A. University of Lausanne, Switzerland

Recently completed his teaching certificate in Spanish and Italian as a second language at the Haute Ecole Pédagogique in Lausanne. Research interests include Latin American literature and film studies.

GIUSEPPE CAPPIELLO

Professor Emeritus, Italian Language and Literature
(Italy/USA, 1979)

Dottore in Lettere, Università di Padova, Italy
B.A. S.U.N.Y., State University of New York, USA

Has taught on Long Island and in New Jersey, and at Rutgers University where also completed coursework for the doctoral program. Has coordinated foreign language symposia in the US and England, and conducted special foreign language workshops at the NATO base in Vicenza, Italy in conjunction with the universities of Maryland and Boston. Certified teacher in the States of New York and New Jersey. Member of the following associations: AATI, MLA, ACTFL and National Honors Society for Romance Languages.

NATALIA CARRETTA

Adjunct Lecturer, Modern Languages
(Italy, 2007)

Dottore in Lingue e Letterature Straniere, Università di Bologna, Italy

Has taught Italian as a Foreign Language in Italy at all levels. She also teaches in other private language schools in Lugano

GERALDINE CAUSSETTE

Adjunct Lecturer, Modern Languages
(France, 1999)

Diploma di Laurea in Civiltà e Letteratura Italiana,
Université de Toulouse-le Mirail, France

Has taught Italian and French in Italy and France and, since 1998, French as a foreign language for the European Commission. Has also taught in a variety of instructional settings: corporations, schools, and private tutorials. In addition to her work at Franklin College, she has been teaching French and Italian at The American School In Switzerland in Montagnola since 2001.

ANNAMARIA CERETTI

Adjunct Lecturer, Modern Languages
(Italy, 1999)

Dottore in Lingue e Letterature Straniere, Università Bocconi, Milan, Italy

Has taught Italian as a Foreign Language since 1974 both in England and, at an executive level, in the USA, as well as having taught English in Italy. Teacher preparations undertaken at the Università Italiana per Stranieri in Perugia, Italy, and at Dartmouth College, USA, under Professor John Rassias. Member of the American Association of Teachers of Italian (AATI) and American Association of Italian Studies (AAIS).

GIUSEPPE COLANGELO

Adjunct Professor, Economics
(Italy, 1994)

Ph.D. Birkbeck College, University of London, UK
M.Sc. London School of Economics, University of London, UK
Dottore in Economia e Commercio, Università Internazionale delle Scienze Sociali,
Rome, Italy

Professor of Economics at the University of Como, Italy, Giuseppe Colangelo is an expert in Microeconomics and Applied Game Theory with particular focus on Industrial Economics. Author of a book and several articles published in international journals, he is currently undertaking research in the field of price discrimination, vertical relations between firms and the strategic interactions between the government and oligopolistic firms with reference to commodity taxation.

LUCA COLOMBO

Adjunct Professor, Economics
(Italy, 1998)

Ph.D. University of Bielefeld, Germany
M.A. University of Pennsylvania, USA
Dottore in Economia, Università Cattolica, Milano, Italy

An Associate Professor of Economics at the Catholic University of Milano, Italy, Luca Columbo has an extensive publication record and is the recipient of several awards and re-search grants. His research interests include banking and finance, innovation and technology choices, economic dynamics, political economy and industrial organization.

ROBERTO CORDON

Executive in Residence, International Management and International Relations
(Guatemala, 2010)

Ph.D. Study (ABD) The Wharton School, University of Pennsylvania, USA
MA The Wharton School, University of Pennsylvania, USA
B.A. Princeton University, USA

Previously Manager of Training Programs and Project Development for the International Trade Center (WTO/UNCTAD) in Geneva. Continues to consult regularly for UN-affiliated agencies throughout the developing world in Africa, Latin America, and Europe. Former professor of International Business at Pontificia Universidad Catolica in Chile and Lecturer at The Wharton School, University of Pennsylvania.

LISA CRANDELL

Adjunct Professor, Psychology
(USA, 2008)

Ph.D. Michigan State University, USA
M.S. Eastern Michigan University, USA
B.A. Psychology, University of California, Los Angeles, USA

Previously was a Research Fellow at the Tavistock Centre, Developmental Psychopathology Research Unit and University College London, Department of Academic Psychiatry. Has received an International Research Science Award from the National Institute of Child Health and Human Development, Washington, D.C., with research focused on mother-infant relations. Dr. Crandell is widely published in professional journals, and has lectured in London, Spain, Italy, France and the U.S. on topics related to attachment theory, developmental psychopathology, and early parent-infant relations.

CHRISTOPHER DAWSON

Adjunct Professor, Philosophy
(United Kingdom, 2005)

Ph.D. Cambridge University, UK
M.A., Cambridge University, UK

Teaching and research specializations include undergraduate instruction at Cambridge University in the areas of Plato, Hegel, Heidegger, metaphysics, epistemology, political philosophy, hermeneutics and the ontology of Hans-Georg Gadamer. A published author on Gadamer and Heidegger, Dr. Dawson also has private sector marketing and management experience in the European publishing industry, particularly with Macmillan and Mondadori of Italy, where he developed English language courses, grammars and dictionaries for Italian schools and universities.

IONA DAWSON

Adjunct Lecturer, English for Academic Purposes
(United Kingdom, 2000)

MA Hons English Language and Literature, Glasgow University, Scotland
CTEFLA Newnham Language Centre, Cambridge, UK

Has worked in various positions before coming into teaching, including commercial banking and market research. Previous teaching experience includes several years teaching ESL to private and business students in Italy, including the IULM, a prestigious private language university in Milan and at SUPSI and USI in Lugano. Author of 2001 British Institute Exams for Italy. Also works as a translator for various Italian translation agencies, specializing in websites and advertising copy. She is currently working on an Mlitt in ELT at the University of Dundee, with a research focus on the role of native and non-native speaking teachers in English Language teaching.

FABRIZIO L. DELLA CORTE

Adjunct Lecturer, Computing and International Management
(Switzerland/USA, 2005)

Ph.D. candidate (ABD) University of Lugano, Switzerland
M.B.A Golden Gate University, USA
B.S. Sonoma State University, USA

Extensive cross-cultural, international experience. Before entering academia, he was director and senior manager for various international high technology companies in California and Europe. In-depth experience in information technology project management and new product marketing management. Current interests and experience focus on product marketing management, product strategy, entrepreneurship, innovation management, business development, international management.

SANJA DUDUKOVIC

Professor, Quantitative Methods
(Yugoslavia/ Switzerland, 1991)

Ph.D. University of Belgrade, Yugoslavia
M.S. University of Belgrade, Yugoslavia
B.S. University of Belgrade, Yugoslavia

Since 1991, has taught a number of business courses, including Management Science, Quantitative Methods and Dynamic Forecasting, Management Information Systems and Statistics. Degrees include a B.S. in Technology, an M.S. in Economics and a Ph.D. in Statistics. Long term research interest includes Non Gaussian Time Series Modeling. Since 1997 research interest covers the fields of Financial Modeling, Credit Spread Modeling and Causality Testing in Financial Economics. Numerous publications in Time Series Analysis and Causality Testing and considerable private sector experience in Management Information System Development. Member of the Bernoulli Society for Mathematical Statistics, the American Statistical Association, and the IEEEC Computer Society.

JOHANNA FASSL

Assistant Professor, Art History
(Germany, 2007)

Ph.D. Columbia University, USA
M.Phil. Columbia University, USA
M.A. Columbia University, USA
B.A. University of Toronto, Canada

Johanna Fassel is Assistant Professor of Art History and Visual Communication and department chair at Franklin College Switzerland, in addition to being the co-director of the Center for Sustainability Initiatives (CSI) at Franklin College Switzerland. She is also the director of Casa Muraro, Columbia University's Study Center in Venice. She received her PhD (with distinction) from Columbia University and has since been the recipient of a Mellon Fellowship and Getty Postdoctoral Fellowship for her research. Her areas of specialization include the art and architecture of Venice; her book on Giambattista Tiepolo with Peter Lang was published in 2010. Current research projects include notions of visibility in Enlightenment art, science, and philosophy with respect to Newton's discoveries of white light, space, and gravity. She is also engaged in a study titled "Body Obsession: Stuffed Animals, Plastinated Bodies, and Other Observations on the Body in Contemporary Art and Culture," and a comprehensive research project that concerns the visual culture of disasters, in particular investigating the art of young veterans from Iraq and Afghanistan.

FABIO FERRARI

Assistant Professor, Italian and Comparative Literary and Cultural Studies
(Italy/USA, 2007)

Ph.D., The University of Chicago
M.A., The University of Chicago
B.A., Connecticut College

Fabio Ferrari is Chair of Modern Languages, Assistant Professor of Italian and Comparative Literature and Cultural Studies at Franklin College Switzerland. He has taught undergraduate courses in language and culture at The University of Chicago, DePaul University, Columbia College, L'Università del Sacro Cuore, and L'Università degli Studi di Milano. In his research and teaching, Ferrari experiments with principles of theater and methods of acting as a means to unlock authentic reactions to the primary texts and theoretical discourse under scrutiny. His areas of critical interest range from Italian Cinema of the "Boom" Era, French Surrealism and Avant-Garde, Performance and Fringe Theater of the New York 1980s and '90s, Contemporary Queer Theory and Cultural Politics, Italian Poetry and Prose of the Interwar Years. His first book, titled *Italian Myths and Counter-Myths of America* was published by Longo Editore, Ravenna, in 2010. Ferrari is currently working on a new book, *Immaculate Reconceptions: Queering International Surrogacy, Querying Cultural Paradigms of Family Values*.

ANN GARDINER

Adjunct Professor, English
Director, Learning Center and Writing Across the Curriculum
(USA, 2008)

Ph.D. New York University, USA
M.A. Université de la Sorbonne Nouvelle, France
B.A. University of Massachusetts, Amherst, USA

Has been involved in writing and learning centers for over a decade, both in the United States and in Europe. Teaches courses at Franklin in the Academic Bridge Program, the English Writing Program, Literature and Culture Department, and Department of Communications and Media. Works with students at all levels in the Writing and Learning Center to ensure active and engaged learning. Collaborates closely with faculty and staff to sustain academic support across the curriculum. Organizes accommodations for students with learning disabilities.

ORNELLA GEBHARDT

Instructor, Modern Languages
(Italy, 2000)

Dottore in Lettere, Università degli Studi di Firenze, Italy

Has taught Italian Language and Literature in the USA, Italy and Switzerland. She developed the Italian module of the International Baccalaureate Programs for TASIS, Switzerland and has taught Italian at Franklin since 2000. Has published translations of books and articles related to physical training for professional sports. Special interest in Florentine history and culture, with emphasis on late medieval period. Formerly President of the International Women's Club of Zug, Prof. Gebhardt is currently the President of the Lugano International Women's Club.

GABRIEL N. GEE

Assistant Professor, Art History
(France/United Kingdom, 2011)

Ph.D. University Paris X, France
M.A. University of Paris X, France
B.A. University of Paris X, France

Professor Gee earned his Ph.D. with a thesis devoted to contemporary art in the North of England. He has published extensively on contemporary art and artists in Great Britain, Ireland and France. A former postgraduate researcher at the Ecole Normale Supérieure in Lyon, Professor Gee's research and teaching interests include painting and photography in the 20th Century as well as the relation between art and industrial change in the 20th and 21st centuries. He is currently pursuing research on British painting in the 2nd half of the 20th Century in collaboration with the Walker Art Gallery in Liverpool, a project supported by a grant from the Paul Mellon Centre for Studies in British art, as well as on contemporary visual arts in Northern Ireland. Professor Gee is the current treasurer of One Piece at a Time, an interdisciplinary study group on British arts, co-editor of its online journal Pied-à-Terre, and co-founder of the TETI research group (Textures and Experiences of Transindustriality).

MARGARET GLASS (ARTIST'S NAME: P.M. MACKWORTH-PRAED)

Adjunct Associate Professor, Studio Art and Sculpture
(Great Britain/Switzerland, 1982)

Diploma, Epsom School of Art and Design, UK

Has studied at Wimbledon, Falmouth and Epsom Schools of Art and Design. One-person and various group exhibitions in Great Britain and throughout Europe. Public exhibits and Museum Collections in Switzerland and Germany. Private collections in Canada, France, Germany, Japan, Great Britain, Italy, U.S.A. and Switzerland.

PAUL GLASS

Adjunct Professor, Music History
(USA/Switzerland, 1981)

Accademia di Santa Cecilia, Rome, Italy
B.A. University of Southern California, USA

Has studied music composition with Ingolf Dahl (U.S.C.), Goffredo Petrassi (Rome), Roger Sessions (Princeton), Witold Lutoslawski (Warsaw) and others. Awards: Los Angeles Chamber Symphony Award, BMI Award, Fulbright Scholar, Franklin Murphy, Minister of Higher Education Warsaw, Minister of Culture Warsaw, various awards from the American Society of Composers, Authors and Publishers (ASCAP), Swiss Music Edition Award 1988. Recent commissions include: the WDR (Radio Cologne), Musica nel Mendrisiotto, Settimane Musicali di Ascona (with the contribution of Pro Helvetia), and Pro Helvetia 1993. Composition for “la giornata Ticinese” at Expo ’02. Professor of Composition at the Conservatorio della Svizzera Italiana.

SHERYL GRANVILLE

Adjunct Lecturer, Theater
(USA, 2008)

MS. Ed. Counseling and Guidance, Indiana University, USA.
BS. Ed. Speech and Theater, Indiana University, USA.

Lived in Indiana, Belgium, Ireland and Switzerland. Taught at Brownsburg High School, Brownsburg, Indiana 1973-1975. Founder and Partner of Silent Butler Catering, Co. Cork, Ireland 1984-1988. Produced and directed 13 plays at Franklin College since 2002.

BRACK W. HALE

Associate Professor, Biology and Environmental Science
(USA, 2006)

Ph.D. University of Wisconsin-Madison, USA
M.E.M. Duke University, USA
B.A. Duke University, USA

Co-director of the Center for Sustainability Initiatives (CSI) at Franklin College Switzerland, he taught courses in environmental studies and river conservation at Duke University and organismal biology at UW-Madison prior to coming to Franklin. His scholarly publications span a wide range of topics, including river conservation, ecosystem management, climate change, sustainability, and environmental health. His research has involved field experiences in the U.S., Switzerland, Germany, Sweden, and the Caribbean (Puerto Rico). His current research interests include the ecology and conservation of riparian and freshwater systems, the role of sustainability in higher education (particularly off campus study), and invasive species and natural heritage. Additional areas of

interests include environmental health and environmental justice. He is a member of the Ecological Society of America, National Association of Science Teachers, the Association for Environmental Studies and Sciences, and the Società Ticinese di Scienze Naturali.

BRIGITTE CAZEBONNE HARTZELL

Adjunct Lecturer, Modern Languages
(France, 2006)

M.Phil. University of Cambridge, England
B.A. New England Conservatory, USA

Started teaching French as a Foreign Language in the USA in 1977. Has taught English as a Second Language and French literature at The American School in Switzerland since 1993. Her previous professional experience includes performing as a classical guitarist and being a language consultant for Arco Oil and Gas Co. in Texas. Her research interests include gendered attitudes and motivation in second language learning. Member of the American Association of Teachers of French (AATF).

FINTAN HOEY

Assistant Professor, History
(Ireland, 2012)

Ph.D. University College Dublin, Ireland
M.A. University College Dublin, Ireland
B.A. University College Dublin, Ireland

Fintan Hoey recently completed a Ph.D. dissertation on U.S.-Japanese diplomatic and security relations during the tenure of Satō Eisaku, Prime Minister of Japan, 1964-1972 at University College Dublin, Ireland. Using recently released material from the Japanese Foreign Ministry Archive as well as U.S. archival material and Satō's diary, this work, now being prepared for publication, presents a more informed and nuanced account of U.S.-Japanese security relations in this period and argues that Satō's foreign policy was not motivated by a slavish adherence to Washington but from a realist appraisal of Japan's security needs. Professor Hoey's research interests include Asian (particularly Japanese) history, international relations, U.S.-Japanese relations, the Cold War in Asia and American diplomatic history. Further teaching interests include Australian history, modern Ireland and the concept of 'Global Britishness'. He has held teaching appointments at Queen's University Belfast and National University of Ireland, Maynooth and research positions at Rikkyō University, Tokyo and the University of Kyoto.

WASIQ N. KHAN

Assistant Professor, Economics
(USA, 2006)

Ph.D. American University, USA
M.A. The University of Texas at Austin, USA
B.A. University of Virginia, USA

Has taught classes in microeconomics, international trade, labor economics, the economics of development, and the economics of globalization. Recent research centers on the economics of global migration and the effectiveness of foreign food aid. He serves as a consultant at the World Bank with a focus on HIV/AIDS relief and mitigation efforts in Sub-Saharan Africa as well as social development issues in the Middle East and North Africa region. He also serves on the Board of Trustees of a non-governmental organization known as Partners for Development which administers public health and agricultural development projects in Bosnia, Cambodia and Nigeria.

LAURA LAZZARI

Assistant Professor, Italian Studies, Italian Coordinator
(Switzerland/Italy, 2011)

Ph.D. Université de Lausanne
M.St. Oxford University
M.A. Université de Lausanne
B.A. Université de Lausanne
Diploma d'insegnamento dell'italiano per le scuole di maturità, ASP Locarno Diplôme d'aptitude à l'enseignement du français comme langue étrangère, Université de Lausanne

Professor Lazzari earned her Ph.D. in Italian Studies from the Université de Lausanne and her M.St. in Women's Studies from Oxford. Her recent book, *Poesia epica e scrittura femminile nel Seicento: "L'Enrico" di Lucrezia Marinelli*, appeared in 2010. She has published scholarly articles on Lucrezia Marinelli, Elsa Morante, Benvenuto Cellini and authors from Italian-speaking Switzerland. Her teaching and research interests include Italian language and literature, Swiss-Italian literature, and women's writing in the Italian-speaking world. Prior to joining Franklin College, she taught Italian to undergraduates and postgraduate at the Universities of Lausanne and Fribourg ([webpage: http://lazzari.laura.googlepages.com](http://lazzari.laura.googlepages.com))

TRACIE MACKENZIE

Coordinator, English for Academic Purposes
Instructor, English and English for Academic Purposes
(USA, 1996)

M.A. Monterey Institute of International Studies
B.A. University of California, Los Angeles, USA

Lecturer in both the undergraduate and post-graduate programs at IULM University in Milan, Italy. Formerly English Language Coordinator for the Foreign Language Modules in the Faculty of Public Relations and Communications at IULM University, Milan. Has taught English at Bocconi University in Milan, the Politecnico of Milan, Mills College and the University of California, Berkeley. Taught Italian at Monterey Peninsula College in California.

LUCA MOSCATELLI

Adjunct Lecturer, Italian and French
(Switzerland, 1990)

Dip. Phil 1 (Romanistik), Universität Zürich, Switzerland
Master di specializzazione formativa, (CMC2, CHQ, INT3, Istituto Universitario Svizzero di Pedagogia)

Expert in French and Italian language and literature acquisition. Associate professor at the Scuola Specializzata Superiore di Tecnica and at the Scuola d'Arti e Mestieri di Bellinzona, Switzerland, and responsible for all the cultural activities for the professional sector of the School. Coordinator for French Language and Literature for the Dipartimento Istruzione e Cultura, section Maturità Professionale Tecnica, Ticino, Switzerland. Member of the CAM administration board. Journalist for the Swiss Television Broadcasting Corporation.

MORRIS MOTTALE

Professor, Political Science
(USA, 1986)

Ph.D. York University, Canada
M.A. San Diego State University, USA
B.A. San Diego State University, USA

Morris Mottale's main teaching and research interests are in international relations, comparative politics, Middle Eastern politics, international political economy, strategic studies, energy, and mass communication. He has taught in the United States, Canada and England, and has been a research scholar at universities in North America, Europe and the Middle East, including the Harvard Center for Middle Eastern Studies. Publications include several articles and reviews on international and Middle Eastern politics, and several monographs and books.

RAFAËL NEWMAN

Visiting Professor, Literature and Creative Writing
(Canada/Switzerland, 2011)

Ph.D. Princeton University, USA
M.A. Princeton University, USA
B.A. University of Toronto, Canada

Rafaël Newman's research interests include the representation of money and economic disparities in drama, and the history of Jewish writing in Switzerland. He is also a published translator, from the German and French. Before coming to Franklin College Switzerland, he taught courses in comparative literature and literary theory at the University of Zurich and the University of Washington. His work has appeared in book form and journals. Newman has received fellowships and honors in Canada, the United States and Switzerland.

ERIK O. NIELSEN

Chancellor, Franklin College Switzerland (2012-13)
President, Franklin College Switzerland (1995-2012)
(USA/Canada)

Ph.D. Bryn Mawr College, USA
M.A. State University of New York, Buffalo, USA
B.A. State University of New York, Buffalo, USA

Prior institutional affiliations: Bowdoin College (Maine); Intercollegiate Center for Classical Studies in Rome (Stanford University); Trinity University (Texas); University of Evansville (Indiana). Classical archaeologist, principal scholar and Director of the Etruscan archaeological excavation at Poggio Civitate, Vescovado di Murlo (Siena, Italy). He is an Elected Foreign Member of the Istituto Nazionale di Studi Etruschi ed Italici, a member of the Board of Trustees of the Etruscan Foundation, serves on the Editorial Board for the archaeological journal *The Etruscans* and has been a consultant to Time-Life publications for their archaeological series on the Etruscans. He is a past Fellow of the National Endowment of Humanities and the Canada Council. Currently involved in the design and renovation of an Italian-State-funded archaeological museum near Siena.

LAURA ORSI

Adjunct Professor, Italian
(Italy, 2008)

Ph.D. The Warburg Institute, University of London, UK
M.A. The Warburg Institute, University of London, UK
B.A. Università di Pisa, Italy

Has taught Italian language, history of Italian cinema and Renaissance thought and literature since 2000. Her research field is the Renaissance, with a focus on literature, natural philosophy, ethics and art. She is the author of a book of memories and aphorisms: *La Gioconda sotto il letto e altre avventure* (La Mandragora Editrice, 2004) and of a journal from her academic year at Duke University (2004-2005): *Notturmi Americani* (Aracne, 2008). Her book on Giovan Battista della Porta, the author of physiognomy's revival in the Renaissance, is forthcoming by Peter Lang, Bern with the title *Nature's Rhetoric: Giovan Battista della Porta's Physiognomic Works*. Her latest book of creative writing, *Tra il nero e il bianco l'azzurro*, a "journal without dates," features numerous Franklin College students and was recently published by Aracne (2012). She is co-editor, with Professor Paolo Luca Bernardini (Università dell'Insubria, Como) of the series *Studies in Early Modern European Culture* published by Peter Lang, Bern.

ALEXANDRA PEAT

Assistant Professor, Literature
(Great Britain, 2011)

Ph.D. University of Toronto, Canada
M.A. University of Aberdeen, UK
B.A. University of Aberdeen, UK

The research and teaching interests of Alexandra Peat include modern literature, post-colonial literature, travel fiction, and narrative theory. Her research looks to transnational and trans-cultural elements in modernism, specifically in narratives of travel and in travelling exhibitions and world fairs. Before joining Franklin College Switzerland, she was an Assistant Professor at the University of Toronto Scarborough, and she is currently involved in a collaborative project sponsored by the Social Science and Humanities Research Council of Canada called *Modernism: Keywords*. Unlike standard dictionaries and encyclopedia, this book, forthcoming from Wiley-Blackwell, does not aim to sum up, but rather documents disagreements, debates, and changes in actual usages of keywords in order to better understand the character and thought of the modernist era. She participates regularly in the conferences of the Modernist Studies Association, The International Society for the Study of Narrative, and the International Virginia Woolf Society. Her recent book, *Travel and Modernist Literature: Sacred and Ethical Journeys*, appeared with Routledge in 2010.

ERICH PRISNER

Associate Professor, Mathematics and Computing
(Germany, 2002)

Habilitation, Universität Hamburg, Germany
Ph.D. Universität Hamburg, Germany
Diploma (M.A.), Universität Hamburg, Germany

His teaching and research experience includes the University of Louisville, the University of Maryland University College (Schwäbisch Gmünd), the Technical University of Cottbus (Germany), the Technical University of Berlin, and Franklin College. Dr. Prisner has published extensively on intersection graphs and graph-theoretic operators, to include a book on graph dynamics. A recipient of numerous research awards and grants, he also has been particularly active in integrating information technology in his teaching.

MARCUS PYKA

Assistant Professor, History
(Germany, 2007)

Ph.D. Ludwigs Maximilians Universität München, Germany
M.A. Rheinische Friedrich Wilhelms Universität Bonn, Germany

His research interests focus on questions of identity politics in history. In his book *Jewish Identity in Life and Works of Heinrich Graetz* (Vandenhoeck & Ruprecht Publishers, 2009), he addressed the construction of Jewish identity by means of historiography in 19th century Germany. He has received research fellowships from the German National Academic Foundation, the Institute for European History (Mainz/Germany), and Harvard University, among others. Current research projects deal with the history of migration and tourism to Ticino, identity politics in 20th century popular music (with particular reference to Operetta and to the Eurovision Song Contest), the role of biography in Jewish culture, and the use of morality and of religious values for identity politics, both with regard to modern Bourgeoisie and the modern understanding of “Europe”. His teaching experience includes survey courses on global history and the history of several European states, including Switzerland, alongside the history of the Jewish and Islamic world.

GEORGES ROCOURT

Executive in Residence, International Management
(USA, 2003)

Ph.D. study (ABD) The Johns Hopkins University Baltimore, Maryland USA
B.A. Northwestern University, Evanston, Illinois USA

Formerly Adjunct Professor, Economics and Finance, Andreas School of Business, Barry University, Miami, Florida 1991-2003. Past academic appointments also include Towson University (Maryland), Loyola College of Baltimore, and The Maryland Bankers School (University of Maryland). Currently serves as Assistant Program Director, Programa Forum/Nexus (summer study/travel abroad), Monterrey Institute of Technology Mexico (ITESM). He is also President of GRE Services, Inc., an economics and capital markets consulting firm. Past private sector experience includes positions as Chief Economist, Mercantile Safe Deposit and Trust Company, in Baltimore; and Vice President Economics and Investment Strategy, Ganz Capital Management, in North Miami Beach. Research interests include financial theory, multinational corporate financial strategy and corporate exchange rate hedging.

PATRICK SAVEAU

Associate Professor, French
(France, 2000)

Ph.D. New York University, USA
M.A. University of Oregon, USA
Maîtrise d'anglais Université Jean Moulin, Lyon, France

He is a specialist of Serge Doubrovsky, the first open practitioner of autofiction. In the numerous articles he has published on this writer, he has explored topics as varied as autofiction as a genre, Judeity, memory and trauma, masculinity and sexuality. His recent book is entitled *Serge Doubrovsky ou l'écriture d'une survie* focuses on the haunting presence of this dark period of French history in all of this author's autofictions. He teaches both in the French and in the Comparative Literary and Cultural Studies (CLCS) departments. He is a member of the Women in French (WIF) organization and the Société d'Etude de la Littérature Française du XXème siècle.

MEL SCHLEIN

Professor Emeritus, Political Science and History
(USA, 1973)

Ph.D. Rutgers University, USA
M.A. Johns Hopkins University, USA
B.A. Rutgers University, USA

Former Assistant Director of the Bologna Center of the School of Advanced International Studies of Johns Hopkins University from 1969 to 1973. Areas of specialization: European politics, international relations, international law, political theory. Organized and participated in conferences for U.S.I.S. throughout Italy. Lectured for the Milan city government on US foreign policy. Active member of the European Union movement since 1969. Professional membership in the International Political Science Association, and the American Society of International Law.

BRIAN STANFORD

Professor Emeritus, Art History and Studio Art
(Great Britain, 1970)

M.C.S.D. (Chartered Designer), The Chartered Society of Designers, UK
A.T.D. University of Southampton Institute of Education, UK
National Diploma in Design (Special Level), Beckenham School of Art, London, UK

Previous positions: Head of Art Dept. at St. John's College, Hampshire, Lecturer Hampshire Further Education Committee, Professor, Fleming College, Switzerland. With Franklin College since its inception in 1970. Former Director of Summer Programs in St. Ives, Cornwall, England. Practicing painter, has had one-man exhibitions in Britain, Switzerland, Italy and the USA, including, in 1990, an exhibition with Suzanne Bollag in Zürich. Commissioned to design eight sets for a Swiss television production (TSI) entitled "Writers in America" directed by Matteo Bellinelli. Main academic interest is the illusion of identity in modernist painting. Works in private collections in Switzerland, Italy, Great Britain, United States, Holland, Belgium, Saudi Arabia and Brazil.

SARA STEINERT BORELLA

Professor, Comparative Literary and Cultural Studies
(USA, 2005)

Ph.D. Brandeis University, Massachusetts, USA
B.A. Bates College, Maine, USA

Professor Steinert Borella teaches in French Studies and in the Department of Literature and Culture on a variety of topics such as migration, cuisine, travel and deception. She is the recipient of research fellowships from Brandeis University, Pacific University, the canton of Ticino and Pro-Helvetia and has been recognized for excellence in teaching, including the Pacific Northwest Conferences for Languages Award. She served as the book review editor for *Women-in-French Studies* from 2006-2011. Her research interests include travel writing and women travelers in Switzerland and Europe, feminism, and law and culture in their Swiss and European contexts. Her publications include *The Travel Narratives of Ella Maillart: (En)Gendering the Quest* (Peter Lang in 2006) and, together with Caroline Wiedmer and Priska Gisler, *The Intersections of Law and Culture* (Palgrave MacMillan, 2012). She is now at work on a study of human rights, travel and migration in Switzerland. She currently serves as Dean of the College.

SATOMI SUGIYAMA

Associate Professor, Communication and Media Studies
(Japan, 2006)

Ph.D. Rutgers University, USA
M.A. Wake Forest University, USA
B.A. Sophia University, Tokyo, Japan

Her research interests include communication technology, intercultural communication, and fashion theory. Before joining Franklin College Switzerland, she taught courses in communication and culture including intercultural communication, interpersonal communication, and communication in Japan at Rutgers University and at Colgate University. She has been conducting research on the way young people perceive and use mobile communication technologies in various cultural contexts. Her work has appeared in several edited books as well as academic journals including *New Media and Society*. Sugiyama received MacArthur and National Endowment for the Humanities fellowships at Colgate University. She is a member of the Center for Mobile Communication Studies at Rutgers University, European Communication Research and Education Association, and International Communication Association. She has recently received the international exploratory workshop grant from the Swiss National Science Foundation in order to initiate a collaborative work exploring the notion of social robots and ICTs.

ANDREA TERZI

Professor, Economics
(Italy, 1986)

Ph.D. Rutgers University, USA
M.A. Rutgers University, USA
Dottore in Economia Politica, Università Bocconi, Milan, Italy

Has taught at Rutgers University, the Institute for International Studies in Florence, the European College of Parma, and the Catholic University in Milan, and has been Jean Monnet Fellow at the European University Institute. Has published in both American and European scholarly journals. Author of a book on money and co-author and coeditor of a book on Euroland and the World Economy: Global Player or Global Drag? (Palgrave Macmillan, 2007). Areas of interest include macroeconomics, monetary theory, central banking, and financial instability. Current research topics include liquidity crises and monetary sovereignty, operational procedures of monetary and fiscal policy.

LUCA TRIACA

Communication and Media Studies
(Switzerland, 2007)

Ph.D. University of Lugano, Switzerland
M.Sc. University of Lugano, Switzerland

He is a partner and founder of Your Interface SA, a full-service digital communication agency. As a communication practitioner, his primary interest is to help companies and organization to improve their communication effectiveness using the digital media. His early research focused on the development of methodologies for improving the user experience for interactive and digital applications (e.g. information intensive websites). He has published his work in an academic journal *Studies in Communication Sciences* as well as numerous conference proceedings. His current research fields include the brand design and the intercultural and international communication.

EVA VADILONGA

Adjunct Lecturer, Modern Languages
(Switzerland, 2004)

Diploma, Handels-Fachschule Rischik, Berne, Switzerland
Certificate, Università Per Stranieri di Siena, Italy
Certificate, University of Cambridge, UK

Has taught Italian at the European Center of the Virginia Polytechnic and State University, Riva San Vitale, Switzerland since 1993. Has also taught Italian and German at The American School in Switzerland (TASIS) and adult education classes for the Department of Education, Canton Ticino.

ALISON VOGELAAR

Assistant Professor, Communication and Media Studies
(USA, 2008)

Ph.D. University of Colorado, USA
M.A. San Diego State University, USA
B.A. Colorado State University, USA

Research emphases include rhetorical theory and criticism, critical-cultural studies, strategic communication, activism and social influence, the discourses of biotechnology and bioethics, and science and technology studies and policy. She has taught at Georgetown University, The George Washington University, San Diego State University and the University of Colorado. Her academic awards include Top Paper Awards of the National Communication Association and a fellowship from the University of Colorado. She is currently working on a manuscript on the climate change controversy and the rhetorics of graphic display.

P. GREGORY WARDEN

President, Franklin College Switzerland
(USA/Italy, 2012)

Ph.D. Bryn Mawr College, USA
M.A. Bryn Mawr College, USA
B.A. University of Pennsylvania, USA

On July 1, 2012, P. Gregory Warden began his tenure as the fourth president of Franklin College Switzerland, succeeding Erik O. Nielsen, who served as Franklin's President since 1995. As Distinguished Professor of Art History at Southern Methodist University in Dallas, Texas, Dr. Warden has taught and pursued his own scholarship in Classical and Near Eastern Archaeology since 1982. In addition, he has served as Associate Dean for Research and Academic Affairs at the Meadows School of the Arts at SMU since 1998. In the course of his 33-year academic career, Dr. Warden has been affiliated with the University of Pennsylvania, Bowdoin College and the University of Texas at Arlington, and has helped SMU develop important relationships with over 100 schools in Europe and Asia, including Franklin, as a result of his work with SMU's Study Abroad programs. Over the past 17 years Dr. Warden has developed and led the Mugello Valley Archaeological Project, an international research project in Italy. Dr. Warden, who was born in Florence, speaks fluent Italian and holds dual U.S.-Italian citizenship. He was inducted into the "Order of Italian Solidarity" and given the title of Knight by the Italian government for his efforts on behalf of Italian culture associated with the Mugello project and the 2009 exhibit on the Etruscans: "From the Temple and the Tomb."

CAROLINE WIEDMER

Professor, Comparative Literary and Cultural Studies
(Switzerland, 2005)

Ph.D. Princeton University, USA

M.A. Princeton University, USA

B.A. University of North Carolina at Chapel Hill, USA

Caroline Wiedmer is the author and editor of a number of books, including *The Claims of Memory: Representations of the Holocaust in Contemporary Germany and France* (Cornell University Press, 1999), *Inventing the Past: Memory Work in Culture and History* (Schwabe Verlag Basel, 2005 together with Otto Heim), *Motherhood and Space: Configurations of the Maternal in Politics, Art and the Everyday* (Palgrave Macmillan, 2005, with Sarah Hardy) and *The Intersections of Law and Culture* (Palgrave MacMillan, 2012, with Priska Gisler and Sara Steinert Borella). She has received research fellowships from the University of London, the Center for Gender Studies of the University of Basel, Princeton University, Stanford University, the Collegium Helveticum at the ETH in Zürich and the Center for Advanced German and European Studies of the Freie Universität of Berlin. In the Department of Literature and Culture she teaches classes on memory, poverty, law and culture, catastrophe, and urban studies. Her classes in German Studies focus on Swiss-German Film and Migration. Her research interests include memory studies, gender, film, law and culture, spatiality, and the workings of narrative in multiple domains of cultural and intellectual life. She is currently at work on a study of street newspapers and the construction of public space.

ARMANDO L. ZANECCHIA

Professor, International Management
(USA, 1998)

Ph.D. University of Oregon, USA

M.A. Old Dominion University, USA

B.S. Old Dominion University, USA

Prior institutional affiliations: Berkshire Community College, University of Oregon, Old Dominion University, and Golden Gate University; Summer Fellow at the Cooperative Institutes of Moscow, Gomel (Belarus), and Poltava (Ukraine); scholarly and consulting work in Europe, Central America and Asia; research and training in the former Soviet Republics and Nepal. Research interests include financing sustainable, community-based economic development, international organizational analysis, institutional strategic planning, and issues of labor and capital mobility in global markets. Grant recipient from the Massachusetts Department of Food and Agriculture, National Endowment for the Humanities, the Eurasia Foundation, and the US Department of Education to conduct research and training seminars abroad. He has served on a number of foundation, NGO and private investment company advisory boards.

CLARICE ZDANSKI

Artist in Residence, Art History and Studio Art
(USA, 1995)

Ph.D. The University of Chicago, USA

M.A. The University of Chicago, USA

B.F.A. The University of North Carolina at Greensboro, USA

Dottore, Istituto Universitario di Lingue Moderne, Feltre, Belluno, Italy

Diploma Conservatorio di Novara, Italy

Translations and publications in art history (Venetian Renaissance and late nineteenth century travel literature) and publications on techniques of translation. Prior institutional affiliations: Università degli Studi, Milan and IULM, Milan. Practicing painter and musician, with frequent concerts and one-man exhibitions in Milan; works in private collections in Milan. Current academic interest is travel literature and the historiography of art history.

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(USA/Italy, 2012)

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M.A. Bryn Mawr College, USA

B.A. University of Pennsylvania, USA

On July 1, 2012, P. Gregory Warden began his tenure as the fourth president of Franklin College Switzerland, succeeding Erik O. Nielsen, who served as Franklin's President since 1995. As Distinguished Professor of Art History at Southern Methodist University in Dallas, Texas, Dr. Warden has taught and pursued his own scholarship in Classical and Near Eastern Archaeology since 1982. In addition, he has served as Associate Dean for Research and Academic Affairs at the Meadows School of the Arts at SMU since 1998. In the course of his 33-year academic career, Dr. Warden has been affiliated with the University of Pennsylvania, Bowdoin College and the University of Texas at Arlington, and has helped SMU develop important relationships with over 100 schools in Europe and Asia, including Franklin, as a result of his work with SMU's Study Abroad programs. Over the past 17 years Dr. Warden has developed and led the Mugello Valley Archaeological Project, an international research project in Italy. Dr. Warden, who was born in Florence, speaks fluent Italian and holds dual U.S.-Italian citizenship. He was inducted into the "Order of Italian Solidarity" and given the title of Knight by the Italian government for his efforts on behalf of Italian culture associated with the Mugello project and the 2009 exhibit on the Etruscans: "From the Temple and the Tomb."

CHANCELLOR (Former President, Franklin College Switzerland 1995-2012)

ERIK O. NIELSEN

(USA/Canada)

Ph. D. Bryn Mawr College, USA

M.A. State University of New York, Buffalo, USA

B.A. State University of New York, Buffalo, USA

Prior institutional affiliations: Bowdoin College (Maine); Intercollegiate Center for Classical Studies in Rome (Stanford University); Trinity University (Texas); University of Evansville (Indiana). Classical archaeologist, principal scholar and Director of the Etruscan archaeological excavation at Poggio Civitate, Vescovado di Murlo (Siena, Italy). He is an Elected Foreign Member of the Istituto Nazionale di Studi Etruschi ed Italici, a member of the Board of Trustees of the Etruscan Foundation, serves on the Editorial Board for the archaeological journal *The Etruscans* and has been a consultant to Time-Life publications for their archaeological series on the Etruscans. He is a past Fellow of the National Endowment of Humanities and the Canada Council. Currently

involved in the design and renovation of an Italian-State-funded archaeological museum near Siena.

DEAN OF THE COLLEGE

SARA STEINERT BORELLA

Professor of Comparative Literary and Cultural Studies

(USA, 2005)

Ph.D. Brandeis University, Massachusetts, USA

B.A. Bates College, Maine, USA

Professor Steinert Borella teaches in French Studies and in the Department of Literature and Culture on a variety of topics such as migration, cuisine, travel and deception. She is the recipient of research fellowships from Brandeis University, Pacific University, the canton of Ticino and Pro-Helvetia and has been recognized for excellence in teaching, including the Pacific Northwest Conferences for Languages Award. She served as the book review editor for *Women-in-French Studies* from 2006-2011. Her research interests include travel writing and women travelers in Switzerland and Europe, feminism, and law and culture in their Swiss and European contexts. Her publications include *The Travel Narratives of Ella Maillart: (En)Gendering the Quest* (Peter Lang in 2006) and, together with Caroline Wiedmer and Priska Gisler, *The Intersections of Law and Culture* (Palgrave MacMillan, 2012). She is now at work on a study of human rights, travel and migration in Switzerland.

DIRECTOR OF THE WRITING CENTER

CHRISTINA BELL

(USA, 2004)

B.A., Emory University, USA

Previously a writer, editor, and curator for an art consulting firm and a professional writer for national publications, corporations, and museums. While at Emory, nominated to be a University Writing Center administrator and Writing Tutor. Attended Franklin College from 1993-1994.

DIRECTOR OF THE LEARNING CENTER AND WRITING ACROSS THE CURRICULUM PROGRAM

ANN GARDINER

(USA, 2008)

Ph.D. New York University, USA

M.A. Université de la Sorbonne Nouvelle, France

B.A. University of Massachusetts, Amherst, USA

Has been involved in writing and learning centers for over a decade, both in the United States and in Europe. Teaches courses at Franklin in the Academic Bridge Program, the English Writing Program, Literature and Culture Department, and Department of Communications and Media. Works with students at all levels in the Writing and Learning Center to ensure active and engaged learning. Collaborates closely with faculty and staff to sustain academic support across the curriculum. Organizes accommodations for students with learning disabilities.

REGISTRAR

CAROLE WELLINGTON

(UK, 2012)

M.Ed. University of Maryland College Park

B.A. University of Maryland University College

Previously worked for University of Maryland University College's Europe Division in Heidelberg, Germany in various positions including Assistant Director of the graduate counseling program, and Director of Graduate Programs. She also worked in undergraduate programs administration for several years and taught undergraduate classes in counseling-related areas. She also has experience teaching English as a second language in Greece.

ACADEMIC AFFAIRS ANALYST

LINDA REY-DELLA CORTE

(USA/Switzerland, 2005)

B.A. San Francisco State University, California, USA

Former analyst/programmer at Sonoma State University, California, playing a lead role in the implementation of the PeopleSoft Student Administration System and in developing user-friendly reporting capabilities against administrative databases. Other former experience includes Bechtel Corporation, San Francisco, California, serving as project team lead for developing Oracle-based strategic reports for financial and operational decision making. Responsible for defining and monitoring project milestones, implementation of application design, resolving faults with software vendors and delivering technical and end-user training.

VICE PRESIDENT FOR CONTINUING AND PROFESSIONAL EDUCATION

ANDREW STARCHER

(USA, 1993)

D.B.A in Higher Education Management (abd), University of Bath, UK

M.A.T. (English as a Second Language), University of Washington, USA

B.A. Williams College, USA

Has also taught at the University of Washington, Bocconi University, and the University of Milan. In addition to coordinating other initiatives, he directs the English Language Teaching program. A former Fulbright Scholar, research interests include international education, student development, student learning outcomes assessment, enrollment management, and the first-year experience. Additional publications in ESL/EFL, including two textbook series.

STUDENT LIFE

DEAN OF STUDENT LIFE AND ENGAGEMENT

LESLIE GUGGIARI

(USA/Switzerland, 2003)

M.A. SIT Graduate Institute, Brattleboro, USA

B.A. Skidmore College, USA

Previous positions held: Dean of Student Services. Adjunct Faculty member at Franklin College in Intercultural Communications. Consultant for 15 years designing and implementing cross-cultural courses, seminars and workshops for individuals, groups, schools and companies. ESL Teacher and facilitator of ESL teacher training workshops on cultural awareness. Lecturer and presenter of seminars for intercultural and transracial adoption services. Founding member of the Society for Intercultural Education, Training and Research (SIETAR) Europa.

ASSISTANT DEAN OF STUDENT LIFE

EBONIE RAYFORD

(USA, 2010)

M. Edu. Miami University, Ohio USA

B.A. Kentucky State University USA

Former Assistant Resident Dean at the University of California, San Diego (John Muir College), former Resident Director for the Institute for Shipboard Education (Semester at Sea). Extensive experience in residence life, judicial affairs, educational leadership, and student development programming. Certified to conduct Myers Briggs Type Indicator and other inventories for career counseling .

FINANCE AND ADMINISTRATION

VICE PRESIDENT FOR FINANCE AND ADMINISTRATION

TOMASO RIZZI

(Italy, 2000)

Dottore in Lettere, Università di Milano, Italy

Previous experience as trade analyst and chief accountant in the private industry and for accounting, auditing and consulting firms in Italy and Switzerland and lecturer in accounting and statistics in Italy.

BURSAR

NEELA RAFFAELLI

(UK, 2005)

Fellow Member of Association of Accounting Technicians (FMAAT)

Experience has been gained within the UK banking sector in London while working for American, Japanese and Italian Investment Banks (financial control departments). Position held prior to Franklin College was within the private sector in Italy (Milan Office) as Finance and Administration Director of a Swiss Finance Co.

DIRECTOR OF IT SERVICES

SEAN ESSUE

(USA, 2002)

B.S. University of Maryland University College

Formerly IT Manager at the University of Maryland University College Schwäbisch Gmünd campus, where his responsibilities included management of the campus network, email, web mail and technical support. Extensive knowledge and experience in network security, programming languages, relational databases, operating systems, web design, and computer applications. Experience also includes user training, LAN architecture, and product testing and evaluation for the academic environment.

DIRECTOR OF PHYSICAL PLANT

DOMENICO LA GAMBA

(Italy, 1999)

Past experience includes working as Engine Maintenance Supervisor on a luxury cruise-ship and as Security Supervisor at an Italian hospital.

ADVANCEMENT

VICE PRESIDENT FOR ADVANCEMENT

ROBERT L. PALLONE

(USA, 2009)

A.M. University of Pennsylvania, USA

A.B. University of Pennsylvania, USA

Robert Pallone previously served as Director of Corporate and Foundation Relations and Advancement Services, Bates College, Lewiston Maine, where he also held an appointment as lecturer in Sociology. Prior to that he worked at the University of Pennsylvania, where he held positions as Director of Development and Alumni Relations Services; Analyst in the Office of Planning and Analysis in the School of Arts and Sciences; and Teaching and Research Fellow . Other former experience includes as Marketing Director and Consulting Analyst at Planning Data Systems in Philadelphia, PA. Pallone maintains affiliations with the Association of Fundraising Professionals and the Council for Advancement and Support of Education for which he has been an invited speaker at conferences and workshops.

DIRECTOR OF ALUMNI AND PARENT RELATIONS

AUSTIN TOMLINSON

(USA 2006)

B.A. Franklin College Switzerland

Although born and raised in Northern Minnesota, Austin considers himself a citizen of the world. He has been afforded the opportunity to live in four different countries for extended periods of time as well as travel extensively throughout the Americas, Europe, Africa and Asia. Austin is fluent in four languages; English, Hungarian, Italian and Spanish and is passionate about cross-cultural relations. Since graduating from Franklin College Switzerland in 2006, Austin has been working full-time for the College; first as an Admissions Counselor and now as the Director of Alumni and Parent Relations.

ADVANCEMENT OFFICER

JULIE P. WALKER

(USA, 2010)

M.A. Tufts University, USA

B.A. Boston University, USA

Before joining Franklin, Julie Walker served as Director of Leadership Gifts and Donor Programs at Bates College, Lewiston, Maine, where she developed and implemented strategies to increase the engagement and philanthropic involvement of alumni, parents, and friends of the College during its successful \$120M fundraising campaign. Prior to that she was Manager of Communications and Public Affairs for the ship building firm, General Dynamics Bath Iron Works, Maine's largest private employer. Julie began her career teaching English at the high school level in Eliot, Maine.

MARKETING AND ENROLLMENT MANAGEMENT

VICE PRESIDENT OF MARKETING AND ENROLLMENT MANAGEMENT

CALHOUN ALLEN

(USA, 2001)

M.B.A. University of Mississippi, USA

B.A. University of Mississippi, USA

Formerly Executive in Residence/International Management---Marketing at Franklin College Switzerland and Executive Vice-President and Chief Operating Officer for The Atkins Agency, San Antonio, Texas. Responsibilities have included the instruction of college courses in international marketing and the management of day-to-day operations and strategic planning for a major U.S. advertising firm whose clients included Time Warner Cable, The Hearst Corporation, Christus Healthcare and the Mexico Tourism Trust. Previous advertising account management experience included Coca Cola USA, The Adolph Coors Company and La Quinta (Hotels), Inc.

DEAN OF ADMISSIONS

KAREN BALLARD

(USA, 1992)

B.A. San Francisco State University, California, USA

Held various positions at The TASIS Schools, (Switzerland, England, Greece) including: Dean of Students; Administrative Dean; member of the Academic Committee and Governing Board. US Director of Admissions for 12 years and served as a member of the TASIS Development Board.

DIRECTOR OF PUBLIC RELATIONS

CONSUELO GRIECO

(Switzerland, 2009)

M.A. Università della Svizzera Italiana, Switzerland

B.A. Franklin College Switzerland, Switzerland

A 2002 graduate of Franklin College Switzerland, formerly a media planner responsible for the strategic planning of advertising campaigns in the Spanish market for clients such as Haribo, Kao Brands, Media Markt, and Zurich Connect. Previous marketing and PR experience in a Swiss consultancy agency.

TAYLOR INSTITUTE

EXECUTIVE DIRECTOR OF THE TAYLOR INSTITUTE

ROBERT GEBHARDT

(USA, 2010)

M.B.A. Harvard

B.A. Princeton

Professional experience in the fields of international trade, strategic planning and finance. Formerly a member of the Chicago Board of Trade, with corporate positions as trader and manager in New York, Argentina, and Switzerland. He established Selva Ltd. A management consulting firm advising on international growth and diversification strategy for midsize corporations. He has served on the Boards of European, North and South American corporations, as well as a Swiss foundation. He has also taught courses in Finance and International Management as adjunct professor.

APPENDIX A

ACADEMIC CALENDAR 2012 – 2013

For current academic calendar information, please access the online calendar at:
<http://www.fc.edu/content/academics/academic-calendar>

	FALL 2012	SPRING 2013
New Students Arrive	August 21	January 17
Orientation	August 21 – 26	January 17 – 20
Returning Students Arrive	August 24 (noon)	January 18 (noon)
New Student Registration	August 25	January 19
Classes Begin	August 27	January 21 (Mon)
Deadline for Schedule Changes (Drop/Add)	August 31 (noon)	January 25 (noon)
February Break	n/a	February 15 (Fri)
Academic Travel	October 13 – 28	Mar 9 – 24
Advising and Registration	October 30 – November 9	March 26 – Apr 5
SpringForward – Campus Event	n/a	April 10 (Wed)
Withdrawal Deadline	November 22 (Thurs)	April 26 (Fri)
Thanksgiving/Easter Breaks	November 23 (Fri)	April 1 (Mon)
Last Day of Classes	December 7	May 10
Reading Day	December 8 – 9	May 11 – 12
Final Exams*	December 10 – 14 (Make-up exams will be held on Fri, Dec 14 th from 16:00 – 18:00)	May 13 – 17 (Make-up exams will be held on Fri, May 17 th from 16:00 – 18:00)
Offices Closed for Holidays/ Commencement Ceremony	Dec 24, 2012 Jan 4, 2013	May 19 (Sun)

* Students are obligated to remain on campus through their last scheduled exam, final assessment, or make-up exam. Early departures from campus are not permitted.

APPENDIX B

DEPOSIT AND FEES – ACADEMIC YEAR 2012 – 2013

For current information please access the tuition and fees page online at: <http://www.fc.edu/content/admissions/tuition-fees>

	CURRENCY	
	Swiss Francs	U.S. Dollars
Application Fees		
Fall 2010	90.00	90.00
Spring 2011	90.00	90.00
Summer 2011	55.00	55.00
Enrollment and Confirmation/Leave of Absence Deposit	500.00	500.00
Registration Fees		
Fall Enrollment Deposit	500.00	500.00
Spring Enrollment Deposit	500.00	500.00
Audit Fee	1,000.00	1,000.00
Continuing Enrollment Fee	800.00	800.00
Deferred Payment Plan Fee	800.00	800.00
Late Withdrawal Fee	500.00	500.00
Housing		
Reservation Deposit	1,000.00	1,000.00
Damage Deposit	400.00	400.00
Health Insurance Refundable	800.00	800.00
Long-Term Deposit		
Graduation Application Fees		
Associate of Arts and/or Bachelor of Arts Graduation Application Fee	130.00	130.00
Late Graduation Application Fee	75.00	75.00
Transcript Fees (sent via UPS)	60.00	60.00
Late Payment Fee	350.00	350.00

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