



# Catalog

## 2022 - 2024

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Please refer to the University website for any updates to the information in this catalog.



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## ACCREDITATION

John Cabot University is accredited by the Middle States Commission on Higher Education (www.msche.org), 1007 North Orange Street, 4th Floor, MB #166, Wilmington, DE 19801, USA. Tel: +1 (267) 284-5000.



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# GENERAL INFORMATION

John Cabot University is an independent, four-year liberal arts university, offering an American undergraduate education in Rome. It is incorporated as a not-for-profit organization in the State of Delaware and is licensed to award its degrees by the Delaware Department of Education. John Cabot University is authorized by the Italian Ministry of Education to operate as an American university in Italy. It is governed by a Board of Trustees composed of prominent American and Italian leaders from the academic, government, and business communities. The University is a member of the Middle States Association of Colleges and Schools, the Association of American International Colleges and Universities (AAICU), and the American Association of College and University Programs in Italy (AACUPI).

John Cabot University is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools.

JCU confers the Bachelor of Arts degree with majors in Art History, Business Administration, Classical Studies, Communications, Economics and Finance, English Literature, History, Humanistic Studies, International Affairs, International Business, Italian Studies, Marketing, Political Science, and Psychological Science. Students may also choose a two-year program leading to the Associate of Arts degree.

In Fall 2017 John Cabot University launched its first graduate program, the Master of Arts (MA) in Art History. The program cultivates professional mastery of the materials and methods of the history of art with emphasis on first-hand study in the museums, monuments, and archives of Rome.

In 2018, JCU launched the John Cabot University's Frank J. Guarini School of Business, which is ideally placed to educate a new generation of business leaders. In Spring 2022, the Frank J. Guarini School of Business was accredited by the Association to Advance Collegiate Schools of Business (AACSB).

The University welcomes visiting students in keeping with its goal of creating a diverse and dynamic student community and has agreements with many U.S. and some foreign universities.

John Cabot University does not discriminate on the basis of race, color, national origin, religion, sex, age, sexual orientation, marital or parental status, or disability in any of its policies, programs, and services.

## **MEMBERSHIPS**

American Association of College and University Programs in Italy (AACUPI)

American Association of Collegiate Registrars and Admissions Officers (AACRAO)

American International Consortium of Academic Libraries (AMICAL)

Association of American International Colleges and Universities (AAICU)

Association of College and University Housing Officers - International (ACUCHO-I)

Association of International Education Administrators (AIEA)

Association of International Educators (NAFSA)

Association of Writers and Writing Programs

Association to Advance Collegiate Schools of Business (AACSB International)

CFA Recognized Program

College Board

Council of Independent Colleges (CIC)

Council of International Schools (CIS)

European Association for International Education

European Council of International Schools (ECIS) (Associate Member)

Forum on Education Abroad

Institute of International Education (IIE)

International Education Council (IEC)

Middle States Association of Colleges and Schools, Commission on Higher Education (MSA/CHE)

National Association of College Admission Counseling (NACAC)

National Association of Student Personnel Administrators (NASPA)

Near East / South Asia Council of Overseas Schools (NE/SA) (Associate Member)



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## MESSAGE FROM THE PRESIDENT

Fifty years ago, in September 1972, John Cabot International College opened its doors to its first group of 30 students. This was the start of a journey that would take it from a tiny building on the outskirts of Rome to the very heart of the Eternal City, and from a small international college to John Cabot University, one of the most prestigious American overseas universities in Europe.

As we celebrate our fiftieth anniversary, we take pride in our accomplishments. Relying upon the time-tested American liberal arts tradition, our University has built an outstanding international academic environment in one of the most beautiful and stimulating cities in the world. In Spring 2022, the Frank J. Guarini School of Business received accreditation from the Association to Advance Collegiate Schools of Business (AACSB), thus placing it among the world's leading business schools. John Cabot is one of fewer than 6% of business schools worldwide, and the first American overseas university in Europe to have earned this important accreditation.

JCU continues to implement its mission of fostering academic excellence in our students, who will become the scholars and leaders of tomorrow. It is up to the new generations to ensure that a more peaceful future becomes a reality by striving for progress and promoting dialogue, wisdom, and compassion. Our outstanding multicultural faculty, committed to teaching and research, our dedicated staff, and our talented and diverse student body from across the United States, Europe, and the rest of the world, are major features of JCU's educational experience, which promotes an inclusive intercultural dialogue as the key to acquiring a better understanding of ourselves and our world.

We proudly cherish academic excellence, open and respectful debate, the practical application in the workplace of knowledge acquired in the classroom, and the communal spirit of our University life. Our alumni have gone on to important graduate schools and outstanding careers, and our visiting students have returned home completely transformed by the unique "John Cabot experience."

Our three beautiful campuses in the heart of the Eternal City, all within walking distance from each other, contribute to providing a memorable urban campus experience. With its wealth of historic and artistic treasures, its vibrant, cosmopolitan character, and its welcoming beauty, Rome offers the ideal learning environment for degree-seeking and visiting students from all fields of study.

In recent years, Covid-19 has had an enormous impact upon all of us. I praise the JCU student body, faculty, and staff for having overcome the challenges, anxieties, limitations, and isolation that the pandemic has produced. This resilience is the compass that will guide the University into the future.

*Explorando Excello* ("Excellence through exploration") is John Cabot University's motto. Whether you are considering earning your degree at JCU or coming here to study abroad for a semester or a year, I welcome you to our University, a place that is unique and unforgettable. If you join us, you will understand what I mean.

Franco Pavoncello, Ph.D.  
President

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## WHO WAS JOHN CABOT?

Giovanni Caboto, or John Cabot as he was later called when he sailed under the English flag, was a skilled Italian navigator and explorer of the fifteenth century.

Although John Cabot lived in England as an adult, he was a citizen of Venice. He engaged in eastern trade in that city, and it was this experience that became the stimulus for his later explorations. After leaving Venice, he spent several years in Valencia and Seville, and in the 1480s he went to the important English port of Bristol where he established his base for exploration and discovery.

Independently of Christopher Columbus, John Cabot envisioned the possibility of reaching Asia by sailing westward. England, hoping to profit from any trade Cabot might establish with the New World, gave support to his efforts to sail to unknown lands and to return with goods. Under a patent granted by Henry VII in 1496, Cabot sailed from Bristol in 1497 and discovered Newfoundland and Cape Breton Island on the North American coast. His voyages to North America in 1497 and 1498 helped lay the groundwork for Britain's later claim to Canada. It was during a voyage to the Americas in 1499 that John Cabot was lost at sea.

We at John Cabot University are proud to bear the name of such an illustrious Italian who opened the channels for further exploration to North America and thus forged a link between Italy and the Americas that has lasted over five hundred years.

## THE UNIVERSITY

John Cabot University offers students of every nationality a unique experience in studying and living that broadens their intellectual horizons, encourages critical thinking, strengthens their communication skills, and develops self-reliance. As an American liberal arts university located in Rome, JCU's environment furthers students' intellectual and personal growth, providing them with a foundation to continue lifelong learning in a world of extensive information and rapid change.

A multicultural and multilingual faculty of over 100 professors is dedicated to delivering an undergraduate American education in an international setting. Faculty members hold advanced degrees from major universities all over the world. With an average class size of 15, students enjoy a personal classroom experience and get to know their professors well.

JCU's urban campus is located in the neighborhood of Trastevere – the Transtiber of the ancient Romans. The main facility is the Guarini Campus, named in honor of JCU Trustee and generous donor, the Honorable Frank J. Guarini. This building is in the same complex as Italy's four hundred-year-old National Academy of Sciences, whose most famous member was Galileo. The University recently acquired a new building on the banks of the Tiber River, a five-minute walk from the main campus. With the Tiber Campus, the University was able to expand its academic programs and offer an even wider range of services to students. The building underwent complete renovations with a view to reinforcing the sense of community that exists at JCU. In addition to modern classrooms and computer laboratories, the space features the Marc and Peggy Spiegel Student Center and Cafeteria.

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In September 2017, JCU dedicated the Caroline Critelli Guarini Campus, located in Piazza Belli. The first University-owned property, the new building represents the permanence of John Cabot University in Rome's Trastevere neighborhood. The campus was named for Caroline Critelli Guarini (1900 – 2001), mother of the Hon. Frank J. Guarini, Chairman of the JCU Board of Trustees.

John Cabot University is proud to announce that in May 2022, the Frank J. Guarini School of Business received accreditation from the Association to Advance Collegiate Schools of Business (AACSB), thus placing it among the world's top business schools. In June 2022, John Cabot University and POLIMI Graduate School of Management launched a Rome-based Executive MBA in Italian.

Encouraging academic excellence is fundamental to the University's educational mission to produce graduates who are successful in the international communities of business, public service, and academe. At John Cabot, students from over seventy countries and nearly every state across the U.S. work together in an atmosphere of dialogue and tolerance.

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## MISSION STATEMENT

The Mission of John Cabot University is to provide an educational experience firmly rooted in the American tradition of the liberal arts and solidly international in orientation. The academic programs are designed to use to the fullest extent the special resources of a multicultural faculty, an international student body, and the extraordinarily rich culture and history of Rome and the surrounding region.

In support of its mission, the University professes a commitment to:

- develop within all students the skills and the learning habits that will make it possible for them to educate themselves throughout their lives;
- enable students to appreciate, benefit from, and contribute to the richness and diversity of other cultures;
- encourage leaders who will accept responsibility and make positive contributions to an increasingly interdependent and multicultural world;
- create an academic community composed of both full-time, four-year matriculating students and visiting students that fosters intellectual tolerance, freedom, and integrity.

John Cabot University sets the following goals:

- to achieve an international reputation as a distinguished institution of higher education;
- to be known for the teaching excellence, the scholarly achievements, and the community service of its faculty;
- to produce graduates who are sought after by and successful in the international communities of business, public service, and academe; who aspire to the highest ideals of professional and personal achievement, and who motivate a similar dedication to excellence in their colleagues;
- to provide a campus environment that encourages sensitivity to the diverse ethnic and cultural origins of the members of the University community;
- to foster reasoned and reasonable discussion of contemporary issues through public lectures, forums, and conferences;
- to provide a broad spectrum of activities which draws on the inherent talents of the international student body;
- to develop courses, seminars, and other programs that instill an eagerness to embrace the challenges of a more global future;
- to provide a physical environment that invites teaching and learning and that encourages excellence in both faculty and students;
- to promote and support a sound financial environment, studied growth of academic programs,

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improvement of salary and benefit packages for faculty and staff, and the accumulation of endowment funds;

- to continue to support an active alumni relations program that incorporates and encourages alumni participation in student recruiting, program assessment, and financial development;
- to preserve the character of the University as an American institution of higher education by attracting a significant percentage of students who are U.S. citizens.

A distinguished international faculty and staff and a student population representing over seventy countries combine to create an unparalleled learning environment. Opportunities for interaction among faculty, staff and students are provided on an on-going basis in a variety of ways: through organized social and cultural opportunities within the University; through contacts outside the University with international scholars, business and government leaders, and students from the other universities in Rome; and through academic, personal, and career advising.

A primary goal of the instructional program of the University is to provide each student with the academic preparation needed for life-long learning and personal fulfillment in an increasingly multicultural environment. Graduates of the University have been impressively successful in assuming responsibility in their chosen fields and pursuing advanced studies at prestigious institutions in Europe and the United States. A high percentage of our graduates pursues further studies and careers in international settings. Internationally educated students find that their credentials for job advancement and career development are well-respected and often superior to those of others who have not had the benefit of the international experience and training available at John Cabot.

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## **STUDENT RIGHTS AND RESPONSIBILITIES**

### **UNIVERSITY’S RESPECT FOR STUDENT PRIVACY**

John Cabot University adheres to the student privacy standards set forth in FERPA and will not release information or documentation to outside parties inconsistently with FERPA protections.

### **STUDENT RESPONSIBILITIES**

Students are responsible for understanding and observing all policies and procedures related to their academic and social participation in the University community, as described in the catalog and Student Handbook. Although University staff and faculty assist students, responsibility for following policies and meeting deadlines and academic requirements rests with the student. A student’s lack of awareness of any JCU policy or procedure will not be accepted as grounds for a waiver or exemption from any regulation.

### **STUDENT CONDUCT**

Students who attend the University are expected to behave in a manner consistent with life at an academic institution. The Student Code of Conduct, intended to reinforce this policy, is published in the Student Handbook. Students violating standards of conduct will be subject to disciplinary action.

## **UNIVERSITY FACILITIES**

### **LIBRARY RESOURCES**

The Frohring Library is a unique, dynamic, and highly appreciated learning environment open to all members of the University community. Located in the Guarini Campus, it provides access to what is recognized as one of the best academic English language collections in Rome, consisting of over 33,000 books, print journals, video and music recordings. A growing number of online databases, e-books and e-reference tools are available 24/7 through remote authentication.

Recently expanded first with the addition of the Aurelian Wing, thanks to the generous support of the Paul and Maxine Frohring Foundation, and then with the another space also used for art exhibits, the Library now consist of 6 reading rooms (130 seats), 3 private study rooms, and a space dedicated to instruction.

All library services are strongly user-oriented, and include extended operating hours, weekend openings, and the continued presence of welcoming and knowledgeable professionals ready to assist patrons. The library staff is available both to help students individually or through workshops, and to partner with faculty for tailored in-class research education sessions. A library portal linking to resources and offering guidance and up-to-date information as well as virtual reference services is available to all users. Resource discoverability has been further enhanced with the implementation of OCLC WorldShare Management Services, a cutting-edge library management platform.

The Frohring Library is very active in creating connections locally and at the international level. It works as a bridge to the numerous specialized libraries available in Rome, helping students to navigate their services and rich collections. The Library also provides interlibrary loan and

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document delivery services through Italian and international networks, allowing its users to connect to other library collections, thus expanding the possibility to answer the user's information needs. As a member of AMICAL, the American International Consortium of Academic Libraries, the Library has regular relationships with other 28 American-modeled institutions located in Europe, the Middle East, Africa and Asia. Multicultural and international, AMICAL is an essential forum for sharing ideas and resources, best practices and standards, as well as for anticipating the needs of the new technologically skilled generations of users.

### **INFORMATION TECHNOLOGY SERVICES**

John Cabot University is committed to staying on the cutting edge of educational technology. Computer labs on both campuses guarantee that students are always connected to the world through a high speed, fiber-optic network, and have the software tools to maximize their productivity and input in their education. The Frohring Library's Multimedia Lab provides a quiet study space for bibliographic work and lessons, while the Mac Lab at the Largo dei Fiorentini Art Studio gives students access to the latest graphics and multimedia software. The University's Digital Media Lab serves as an important resource for Communications faculty and students.

### **SECCHIA PUBLIC AFFAIRS AND COMMUNICATIONS CENTER**

The Peter F. Secchia Center at John Cabot University, named for the former U.S. Ambassador to Italy who was instrumental in advancing information technology at JCU, provides an open-air setting for events and seminars on current affairs and international issues.

## **UNIVERSITY INSTITUTES**

### **GUARINI INSTITUTE FOR PUBLIC AFFAIRS**

The Guarini Institute for Public Affairs was established in 2005 through the generosity of the Honorable Frank J. Guarini, John Cabot University Trustee. The Institute offers an annual series of lectures, seminars, and encounters aimed at enhancing knowledge and understanding of the key issues and challenges facing the world today, in particular those affecting the United States and Europe.

The Institute's international conferences have been co-sponsored by, among others, Fondazione Liberal and a number of foreign embassies to Italy. The Institute is run by an Advisory Council of renowned experts in various fields of public affairs and has offered since 2007 a semester-long internship which attracts outstanding degree-seeking students and, occasionally, also visiting students with excellent credentials. The Institute's Director is Prof. Federigo Argentieri and the Coordinator is Ms. Jacqueline Maggi.

### **INSTITUTE FOR CREATIVE WRITING AND LITERARY TRANSLATION**

Since its founding in 2009, the Institute for Creative Writing and Literary Translation has quickly become a thriving community of writers in Rome. The Institute's reading series has featured such luminaries as Kim Addonizio, Antonella Anedda, Marianne Boruch, Peter Campion, Andrew Cotto, Kevin Craft, Paul Darrow, Eliza Griswold, Joseph Harrison, Jay Hopler, Kimberly Johnson, Richard Kenney, Brad Leithauser, Dacia Maraini, Susan Minot, Robert Polito, Mary Jo Salter, and Edmund White. Our Summer Writers in Residence have been Mark Strand and Simon Mawer

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(2010), Dorothy Allison and Marilyn Hacker (2011), Billy Collins and Joyce Carol Oates (2012), Jhumpa Lahiri (2013), Tyler Dilts (2014), Edmund White (2015), Susan Minot (2016), Frederic Tuten (2017), Dolen Perkins-Valdez (2018) and James Arthur (2022). With workshops in the major genres (Fiction, Poetry, Creative Nonfiction) and Literary Translation offered in the fall, spring, and summer terms, the Institute is the place for creative writing students to spend serious time on their writing as they get to know the Eternal City.

### **INSTITUTE FOR ENTREPRENEURSHIP**

The JCU Institute for Entrepreneurship was established in 2011 to promote best practices in entrepreneurship and to assist aspiring entrepreneurs achieve their goals. The primary aim of the Institute is to provide a world-class entrepreneurial education, instilling a strong sense of social responsibility, and building an international network of researchers, practitioners, and leading innovation hubs.

### **INSTITUTE OF FUTURE AND INNOVATION STUDIES**

The Institute of Future and Innovation Studies promotes international collaboration, transdisciplinary research, and dialogue on emerging and future innovations of high societal relevance and impact in a variety of domains: scientific, technological, economic, environmental, cultural, and social. The Institute, through its research activities promoting critical evidence-based public debate, aspires to influence accountability and good governance in these areas.



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## **CENTER FOR PROFESSIONAL AND CONTINUING EDUCATION**

The Center for Professional and Continuing Education is part of the Frank Guarini's School of Business. The Center offers courses for managers and professionals as well as educational programs for recent graduates. In accordance with the mission of the Center, the courses are based on a very practical approach to learning and allow students to combine frontal lectures with work experience to develop professional and soft skills. The Center collaborates with the Graduate School of Management of Milan Polytechnic and currently offers the Executive MBA of the Milan institution.

### **SERVICE LEARNING**

Service Learning- combining Fieldwork and Education- promotes co-curricular activities for students and graduates interested in working in the humanitarian field; it has been conceived as a resource to prepare young generations for a life of civic engagement, enhancing their career development.

## **CENTER FOR CAREER SERVICES**

The Center for Career Services is dedicated to helping students (both degree-seeking and study abroad) and alumni prepare for and successfully enter the workforce. Our services are designed to assist students and alumni in gaining work experience and preparing for their professional careers.

Our services include:

- **Internship/Job Opportunities:** The Center for Career Services offers internships for both degree-seeking and visiting students. On average, more than 900 positions are offered every year. Internships can be for- credit or not-for credit.
- **Career Fairs:** Three times in a year we host our Career Fair. Career Fairs serve as an opportunity for students and alumni to begin investigating their future careers, exercise their interviewing skills, and gain valuable work experience with various companies and organizations.
- **Organizations:** John Cabot University is currently collaborating with more than 720 companies and organizations, which provide professional opportunities to our students and graduates.
- **Weekly seminars as orientation to the job market:** To better prepare the students and alumni we offer seminars on: how to write CVs and cover letters; how to get prepared for an interview; how to learn the art of personal branding and use social media in an effective manner.

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# STUDENT LIFE

Student Life at John Cabot University is Rome is responsible for co-curricular life. Its programs and policies are founded on the belief that life outside the classroom influences a student's growth and development as much as the academic experience.

## **THE OFFICE OF STUDENT HEALTH AND WELLBEING**

John Cabot University encourages students to contact the Office of Student Health and Wellbeing whenever they need assistance. Whether the concern is in regard to illness or medication, homesickness, or simply questions about navigating the Eternal City, we are here to support our students. If a student requires continued medical treatment during their stay in Rome, it is best to notify the Office of Student Health and Wellbeing ahead of time so that the best possible assistance may be provided

## **COUNSELING SERVICES**

Counseling and psychiatric services are offered free of charge. To make an appointment with the counselor or the psychiatrist, send your class (and work) schedule as well as your mobile phone number or email address to [counseling@johncabot.edu](mailto:counseling@johncabot.edu). A counselor or the psychiatrist will contact you with a suggested meeting time. Your request is absolutely confidential--no one but the practitioners will read the email.

## **MEDICAL SERVICES**

No one likes to be sick. It can be especially difficult when you are in an unfamiliar place. The Office of Health and Wellbeing will assist you should you need medical attention during your time at John Cabot.

For the convenience of the student body, John Cabot has a doctor on campus twice a week. An English speaking house-call service is also available to address healthcare concerns when the on-campus doctor is not available.

## **HEALTH INSURANCE**

Italian law requires that all non-Italian students living in Italy have medical insurance, whether they need a Permit to Stay or not. John Cabot University works with Cultural Insurance Services International (CISI) to assist you in obtaining high quality health insurance that will fulfill your immigration requirements.

# HOUSING AND RESIDENTIAL LIFE

## **HOUSING**

John Cabot University Housing offers students various accommodation options in residential areas to promote an authentic study abroad experience in support of the overall mission of the University. Students housed through JCU should be mature, open to new experiences, and ready for an international "off-campus" housing experience. Living in JCU housing will give students a better understanding of urban Italian life.

Applying for JCU housing is not a mandatory part of the University application process. Before

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applying for housing, we invite students to carefully review all of our online materials, rules and regulations, the application process, assignment policies, move-in/out dates, and all application and payment deadlines.

## **HOUSING OPTIONS**

All JCU students will be placed in furnished, fully equipped apartments which, unlike a typical college dorm, allow students to become a part of an Italian neighborhood and community. Students are encouraged to integrate and experience their surroundings which are near the academic buildings of JCU's campuses but are always set a bit apart in a residential environment.

A) The Gianicolo Residence consists of over 70 varying apartments, as well as the JCU Housing and Residential Life Office itself, and it is located steps away from the Guarini Campus and a short walk to the Tiber Campus. The Gianicolo Residence offers security guards on duty 24/7, a regular cleaning service, internet connection, and air conditioning/heating. During the Fall semester, the Gianicolo Residence is an entirely alcohol free residence building and houses a number of freshman students.

B) The Viale Trastevere Apartments can house around 150 JCU students in addition to having the benefit of integrating students into a building with local Italian neighbors. These buildings are located steps from the tram line and they are a 20-25 minute walk from both the Guarini and Tiber Campuses. The Viale Trastevere Apartment buildings also have a 24/7 security guard on duty, a regular cleaning service, internet connection, and heating.

C) The Lungara Apartments are conveniently located across from the Guarini campus and have the benefit of integrating students into a building complex with local Italian neighbors. Regular cleaning service is provided, as well as WiFi and air conditioning/heating. At night, the complex is accessible through a code-protected gate and there is a guard on duty.

## **RESIDENT ASSISTANTS**

Resident Assistants (RAs) are students who work as an extension of the Housing Office Staff and live in University housing. Alongside the office staff, the RAs are available to help students, encourage responsibility and accountability, help build and maintain a healthy, active student community, explain JCU policies, provide personal and academic referrals, and organize and participate in housing activities in order to enhance students' academic progress and success.

RAs supervise day-to-day life in both JCU housing settings - the Gianicolo Residence and the Viale Trastevere Apartments. RAs make themselves available to students by visiting all apartments throughout the semester. They also carry out announced inspections of all apartments on a regular basis to ensure the health and safety of all students.

## **MEAL PLAN**

The JCU Meal Plan offers students a variety of breakfast, lunch, and dinner options throughout the week, and is available to all enrolled students. Participating students are issued meal credits on their student account that can be redeemed for a full meal. This allows students to eat "as the Romans do" and gives parents the assurance good meals are being provided for their son or daughter. For current options and prices, please visit the Meal Plan section of our website.

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## **STUDENT SERVICES**

The Office of Student Services aims to enhance the quality of student life at JCU by providing non-academic assistance in a caring environment, as well as specific programs and services designed to promote the ongoing development of the person as a whole. Student Services comprises Activities & Trips, Athletics, Community Service, Immigration Services, Orientation, Performing Arts Company and Student Clubs and Organizations.

### **ATHLETICS**

The Athletics Office, located in the Fitness Center at the Gianicolo Residence, offers classes and equipment as well as the opportunity to join JCU's Intramural Tournaments teams. To participate in athletic activities, students need to follow the Athletics Handbook policies and regulations. In accordance with Italian law, they must also submit a Physical Exam certificate, issued by an Italian doctor. For more information, see the website or email: [athletics@johncabot.edu](mailto:athletics@johncabot.edu).

### **CLUBS AND ORGANIZATIONS**

The Clubs and Organization office supports over 25 registered student organizations and groups that are a vital part of student life. These associations provide students with an opportunity to assume leadership positions and learn to develop skills in a variety of areas, including time management, communication, teamwork, problem solving, conflict resolution, and human relationships. Students may consider joining one of the existing clubs, or starting their own. For more information email: [clubs@johncabot.edu](mailto:clubs@johncabot.edu).

### **COMMUNITY SERVICE PROGRAM**

The Community Service Program supports students' personal development and civic engagement. By volunteering with the different community service organizations with which JCU is affiliated, students have the opportunity to build their international resume, and receive an official Certificate of Participation from the University. Students can go to the Student Services Office and meet with the Community Service Coordinator to discuss different volunteering opportunities. JCU has agreements with various non-profit organizations, some of which are located in the University's immediate vicinity. For more information email: [jcucommunityservices@johncabot.edu](mailto:jcucommunityservices@johncabot.edu).

### **ORIENTATION AND ORIENTATION LEADERSHIP PROGRAM**

The Orientation Office assists incoming students by coordinating programs, services, and resources designed to successfully prepare and support students in their university experience. Through active participation in programs, students are engaged in the campus experience and are introduced to resources that contribute to academic success and increase student interaction.

The Orientation Leadership program allows students to develop their leadership skills in order to become mentors for new students and guide them in exploring the academic and student life environment. Each semester the Orientation Office selects a group of mature and dedicated undergraduate leaders to assist with Orientation and serve as role models for incoming students. For more information, email [orientation@johncabot.edu](mailto:orientation@johncabot.edu).

### **PERFORMING ARTS**

As a unique American university located in Italy, John Cabot benefits from the immense cultural and artistic heritage that its host country possesses. Under such a strong influence, the University has developed a particular attachment to the arts, and offers students opportunities in theater, music, and dance.

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## **CULTURAL PROGRAMS**

The Cultural Programs Office offers a wide variety of activities and trips each semester. All JCU activities and trips have been specifically chosen to teach students about the rich history and culture of Italy. All students are encouraged to take advantage of the many opportunities provided each semester.

## **STUDENT GOVERNMENT**

The Student Government of John Cabot University seeks to provide the official voice through which student opinion may be expressed. It undertakes to provide and stimulate student participation in overall policy and decision-making within the University. Student Government endeavors to encourage interaction between all three branches of the academic community: administration, faculty and students. It is committed to supporting the mission of the University “by using to the fullest extent the unique resources of a multicultural faculty, an international student body and the incredibly rich culture and history of Rome and the surrounding region.” For more information email: [stugov@johncabot.edu](mailto:stugov@johncabot.edu).

## **COUNSELING SERVICES**

The JCU Counseling Center offers students in Italy short-term individual counseling sessions in English and Italian, both in presence and remote. Our psychiatrist is also available for evaluations, medication management, and follow-up appointments. Our services are an included part of the Rome Campus experience and are covered by tuition.

## **THE OFFICE OF DEVELOPMENT AND ALUMNI AFFAIRS**

This office focuses on fundraising in order to help the University to fulfill its mission of providing an educational experience firmly rooted in the American tradition of the liberal arts and solidly international in orientation. The office works closely with our alumni in order to create a flourishing community we can all be proud to be part of. Our aim is to connect local alumni with each other, organize events and reunions, support your professional endeavors, and invite you to return to Rome to visit your Alma Mater.

## **THE ALUMNI ASSOCIATION**

The John Cabot Alumni Association was established in 1995 to help create a sense of community among alumni and the University. Whether you completed your degree at JCU or spent only a semester or summer session with us, we consider you a part of our Alumni community, which has over 10,000 members.



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# ADMISSIONS

## STANDARDS

In order to help foster and maintain the diverse community at JCU, we take a comprehensive approach to admissions. Not only do we examine your grades and test scores, we carefully read your personal statement, letters of recommendation, and assess your past course of study. We are looking for students who want a diverse international environment, challenging dynamic classes, and who want to take full advantage of the opportunities that come with studying and living in Rome.

Admission to John Cabot University is selective and we review every application carefully. Successful applicants have a scholastic record that demonstrates a serious academic commitment and the ability to succeed at college-level work. We require at least a 12-year course of study from beginning to diploma award. We welcome any other supporting material (such as information about extracurricular activities, community service, previous employment, or international travel/study) that reflects your special qualities and achievements.

### STUDENT CATEGORIES

Eight categories of students can be admitted to the University. Please see the chart below to determine which type of student you are.

<b>You...</b>	<b>You can enter JCU...</b>	<b>You are considered a...</b>
have completed 12 years of education and have earned a high school diploma or certificate but have not attended college or	in the freshman year: fall, spring or summer sessions	<b>freshman</b>
have completed a five-year secondary education program or final exam such as AP, "A" Level, IB, Maturità, etc.	in the freshman year: fall, spring or summer sessions	<b>an advanced freshman</b>
have taken previous university-level courses	during any semester or summer session, but you must complete at least 60 credits at JCU in order to receive a JCU degree	<b>a transfer student</b>
are currently enrolled at another institution and want to take courses at JCU for one or two semesters	during any semester or summer session	<b>a study abroad (visiting) student</b>
graduated high school and would like to spend a semester abroad but are not yet associated with a university	during any semester or summer session	<b>a gap year student (visiting)</b>

<b>You...</b>	<b>You can enter JCU...</b>	<b>You are considered a...</b>
have been accepted to a partner university through a delayed acceptance program and will spend a year or semester abroad	during the fall semester or full academic year	<b>a freshman program student</b>
completed 12 years of education and have earned a high school diploma or certificate and do not want to pursue a JCU degree and are NOT matriculated at another university	during any semester or summer sessions	<b>an “External” student who is non-degree or continuing education students who may audit or take classes for credit</b>
have completed a BA degree and are pursuing an MA or taking summer courses	during the fall semester or summer I session	<b>a graduate student</b>

## **VISAS AND PERMITS**

All students who are citizens of countries that do not belong to the European Union are required to obtain a Student Visa before entering Italy. Obtaining a Study Visa is **MANDATORY** according to Italian law and this visa **MUST** be obtained **BEFORE** you come to Italy, in some cases even for Summer Sessions. It is the student’s responsibility to apply for a Study Visa as soon as possible after being admitted to the University, as it will take up to two months or longer to obtain it.

In order to obtain a Study Visa, the applicant must present the Italian consulate in his/her place of legal residence with the Official Visa Request and Acceptance Letter provided by the Admissions Office at John Cabot. Among many other documents, the student must provide proof of a health insurance policy which will cover the stay abroad at the University. The Letters will be sent to all students for whom a visa is required once they have been accepted to the University and have paid the tuition deposit.

Upon arrival in Rome, Master and Degree seeking students who are non-EU citizens must apply for a Permit to Stay (Permesso di Soggiorno per Studio).

ENLUS and Visiting students who are non-EU citizens and have obtained a visa valid for more than 150 days, must apply for a Permit to Stay (Permesso di Soggiorno per Studio).

All other ENLUS and Visiting students who are non-EU citizens and have obtained a visa valid for less than 150 days, must request a Declaration of Presence.

E.U. citizens are exempt from this requirement. For detailed information, please see the “Immigration Services” page in the “Student Life” section on the JCU website.

## **HEALTH INSURANCE**

Italian law requires that all non-Italian students living in Italy have medical insurance, whether they need a Permit to Stay or not. John Cabot University works with Cultural Insurance Services International (CISI) to assist you in obtaining a high quality health insurance that will fulfill your immigration requirements.



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## DEGREE PROGRAM ADMISSIONS

Admission to John Cabot's undergraduate degree programs is based on a review of the following items:

**Application Form:** A completed application form (either Common Application or online version) and a personal statement (e.g. life experiences, and an indication of how JCU's academic programs will benefit your future plans), the Privacy Statement, and a non-refundable application fee.

**Official Transcripts:** Official transcripts of all secondary and post-secondary school work to date are required. These transcripts must be uploaded directly on the portal. Documents in languages other than English or Italian must be accompanied by a certified translation.

**Letters of Recommendation:** For **transfer students:** one letter from a college administrator or college counselor at the applicant's last school or university summarizing the student's experience there; for **freshmen:** two letters from recent teachers, professors, or high school counselors.

Letters should comment on the applicant's scholastic abilities and potential, character, and contributions to extracurricular and community life.

**Standardized Test Results:** Students who are attending or who have attended American secondary schools in the U.S. must provide the results of their Scholastic Aptitude Test (JCU's SAT Code: 2795) or American College Test (JCU's ACT Code: 5283). For the incoming classes of 2021 and 2022, the SAT and ACT are waived.

**Evidence of English Language Proficiency:** Applicants whose language of instruction was not English must demonstrate sufficient preparation in the English language. Standardized test scores, such as the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS), are useful in assessing a student's language capability. A score of 85 on the TOEFL iBT (internet-based TOEFL) or C1 on the IELTS is required. John Cabot University offers an internal English Language Placement Test that may be taken by students in place of the TOEFL or IELTS.

The University operates on admissions deadlines that can be found under the "Admissions" pages of the website. Candidates are urged to submit their application and supporting documents early to guarantee a place at the University and to allow sufficient time for passport and visa processing.

Please use the chart below to determine which documents you need to submit according to your student category:

Freshman	Transfer Student	Study Abroad Student
Application (including application fee, personal statement, privacy statement)	Application (including application fee, personal statement, privacy statement)	Application (including application fee, privacy statement)
Official Transcripts/Diploma	Official Transcripts	Official Transcripts
Two Letters of Recommendation	One Letter of Recommendation	n/a

Standardized Test Results such as SAT or ACT (not required for students who did not attend an American high school). Waived for 2022 and 2023 entry classes.	n/a	n/a
Evidence of English Language Proficiency if not native English speaker (please see website)	Evidence of English Language Proficiency if not native English speaker (please see website)	Evidence of English Language Proficiency if not native English speaker (please see website)

Applications will not be considered until all supporting materials have been received.

If the English proficiency of any applicant is in question, the Admissions Committee will request additional information or documentation. Students who otherwise meet the entrance requirements of the University but who lack sufficient preparation in written and spoken English may be eligible to enter the University’s ENLUS Program (see ENLUS), an intensive English language course which prepares students for study at the university level.

Upon acceptance to the University, new students will be requested to submit a non-refundable Tuition Deposit to confirm their intention to attend the University. This deposit will be deducted from the final tuition payment.

Application materials may be obtained by contacting the Admissions Office or via the University’s website ([www.johncabot.edu](http://www.johncabot.edu)). Candidates are responsible for ensuring that the completed application and all supporting materials reach the University in time (preferably two months prior to the beginning of the term) for the Admissions Committee to review the application and make a final decision. Non-European applicants should allow sufficient time for the processing of their student visas by the Italian consulate in their area of residence.

### **CAMPUS VISITS AND INTERVIEWS**

Personal interviews are part of the application procedure. Prospective students and their families are always welcome to visit John Cabot University. We strongly encourage a telephone or zoom interview if you are unable to visit us in Rome. Office hours are Monday through Friday from 9:00 a.m. to 5:00 p.m. Please contact the Admissions Office to schedule an appointment.

### **DEFERRED ADMISSION**

A student who has been accepted to the University but who cannot enroll immediately may request a deferral. Once granted, a deferral can be extended up to one academic year, after which the student must re-apply for admission to the University.

### **PLACEMENT EXAMINATIONS**

Mandatory placement exams in English Composition and Mathematics are administered to all incoming, degree-seeking students to determine their proficiency and proper placement in these two areas. In addition, the Italian and French language placement exam is required for degree-seeking students with some knowledge of Italian and/or French in order to ensure correct course selection. Visiting students planning to study Italian or French are also encouraged to take the exam. Consult the JCU website for more information.

### **TRANSFER CREDITS FOR ADVANCED STANDING**

To complete the American Bachelor of Arts (BA) degree, students need 120 US credits. This

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degree is normally earned in four years with students taking 30 credits each year (normally five 3-credit courses per semester). The calendar time may be less than 4 years should students attend summer sessions. Students who come from secondary educational systems or are transferring from another university may have already earned credits which can be applied towards the 120 US credits required for the BA degree. Documents supporting the granting of advanced standing credit must be presented before enrollment at the University. For detailed information about transfer credit rules applied at JCU, please see the website or contact [admissions@johncabot.edu](mailto:admissions@johncabot.edu).

### **TRANSFER STUDENTS**

The University welcomes applications from students currently attending other colleges and universities. To be considered, applicants must be in good academic and disciplinary standing at their current or last-attended institution and must submit official transcripts from all colleges and universities attended. Students entering with 45 credit hours or more of college or university transfer credit need not supply secondary school records unless they are seeking advanced standing credit for their secondary school work. Academic credit from recognized institutions may be transferred for corresponding courses offered at John Cabot University. The University may require an official course description, such as that found in the college's catalog and course syllabus, before awarding transfer credit for any course. No transfer credit is awarded for any grade below C. To be eligible for the B.A. degree at John Cabot, all students, including transfer students, must normally complete at least 60 credit hours, including their last academic year, in residence at the University. Students desiring to enter with more than two years of transfer or advanced standing credit may, in exceptional cases, request a waiver of this requirement from the Dean of Academic Affairs.

### **STUDY ABROAD FOR JCU DEGREE-SEEKING STUDENTS**

The **Going Global Program** offers degree-seeking students the opportunity to study at universities in the United States as well as several international locations. This enriching opportunity contributes to educational growth and cultural awareness in general and helps prepare students for careers in international fields. JCU has agreements with a number of prestigious universities in the U.S., and some of them have developed special programs for JCU students. Transfer credit policies apply: please see Transfer Credit in the Academic Policies section. For more information, please contact the Admissions Office ([admissions@johncabot.edu](mailto:admissions@johncabot.edu)) or see the website.

### **POLICY ON STUDENTS WITH LEARNING DISABILITIES**

John Cabot University does not discriminate on the basis of disability or handicap.

Students seeking disability accommodations should identify themselves at the time they pay their tuition deposit or housing placement fee. Students requesting accommodations for medical or physical disabilities should contact the Dean's Office directly at [deansoffice@johncabot.edu](mailto:deansoffice@johncabot.edu). Students requesting accommodations for learning disabilities should contact the Coordinator of Learning Disability Accommodations (Associate Dean Pamela Harris) at [learningdisability@johncabot.edu](mailto:learningdisability@johncabot.edu).

To determine feasible and appropriate recommendations, the university will need recent (no older than four years), detailed medical and/ psychological documentation of the disability to be accommodated. The university assesses the accommodations that would be necessary for the student to complete a course or program at JCU. After this evaluation has taken place, students will be informed directly by the Academic Dean's Office of the accommodations that have been granted. In the event it appears that reasonable accommodations cannot be made for a student with

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a learning or other disability, the University will refund the application fee, the tuition deposit, and the housing placement fee.

**John Cabot University cannot provide individual learning or other disability accommodations to students who do not follow the above guidelines.**

For more information, contact the Admissions Office in Rome at: +39-06-681-9121 or: [admissions@johncabot.edu](mailto:admissions@johncabot.edu).

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## M.A. IN ART HISTORY PROGRAM ADMISSIONS

John Cabot University's M.A. program in Art History welcomes applications from holders of a Bachelor's degree or the equivalent from an accredited university who have completed at least twelve (12) semester credit hours or the equivalent in the History of Art. The application requirements are as follows:

**Application Form:** A completed application form with the non-refundable application fee and Privacy Statement.

**Personal Statement:** A statement of 600 words, detailing the applicant's reasons for interest in the program.

**Official Transcripts:** Official transcripts of all post-secondary study undertaken to date are required. Transcripts may be either uploaded directly to the portal, or sent to our Graduate Admissions Office. Proof of completion of a Bachelor's degree or equivalent is also required, if not attested in the official transcripts.

**Letters of Recommendation:** Three letters of reference from current or recent professors evaluating the applicant's academic work and appropriateness for graduate study.

**CV:** A copy of the applicant's up-to-date CV/Resume

**GRE Results:** GRE results are optional but highly recommended for applicants seeking funding, as they are used as an additional indicator in the evaluation of financial aid. JCU's GRE code is 7772.

**Evidence of English Language Proficiency:** Non-native speakers of English who have not studied at an English-speaking institution for at least 2 years must demonstrate sufficient preparation in the English language, according to the English proficiency requirements listed on the JCU website.

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## STUDY ABROAD AT JOHN CABOT

### ADMISSIONS CRITERIA

Each term John Cabot welcomes study abroad students who attend for one or two semesters or a summer session. The greatest cultural and academic benefits are gained by those students who attend for the entire year, but even one semester or a summer session can provide a valuable learning and life experience. Students can come individually or as participants in a college or university-sponsored group.

Admission to John Cabot's study abroad program is based on a review of the following items:

**Application Form:** The application form with the non-refundable application fee and Privacy Statement.

**Official Transcripts:** Official transcripts from the applicant's college, university or high school. Documents in languages other than English or Italian must be accompanied by a certified translation.

### CREDIT TRANSFER

Study abroad students who wish to satisfy graduation requirements by transferring credits for courses taken at John Cabot should consult with their home institution's academic advisor and choose their courses prior to departure. All study abroad students are encouraged to take at least one Italian language course as part of their program while studying at John Cabot.

Students receiving financial aid should contact the Financial Aid office at their home institution to ensure that through a consortium agreement, their aid will transfer to cover the study abroad period.

Study abroad students enjoy all the rights, privileges, and services of regular students, although priority in course registration is granted to full-time, degree-seeking students.

Please see the website for the most up-to-date information.

### NON-DEGREE/STUDY ABROAD STUDENTS

An applicant who wishes to take one or more courses for academic credit but who is not seeking a John Cabot degree will be admitted as a non-degree or study abroad student if he or she meets the normal requirements for admission and space is available. While reasonable efforts are made to ensure that students choose courses that will help them reach their academic goals, the ultimate responsibility for these choices rests with the student alone. Both non-degree students and study abroad students should fill out an application form and provide documentation as do all other applicants. They are free to select those courses that best suit their interests and which have been approved (if visiting from another University) by their home institution's dean or academic advisor as necessary. It is strongly recommended that students meet the prerequisites for courses selected. Non-degree status will be awarded for a limited period of time, not to exceed one year in duration. Upon request, the University may approve a change of status from non-degree to degree-seeking student.

### SUMMER SESSIONS

Two Summer Sessions are offered each year, allowing visiting students as well as recent high school graduates the opportunity to spend a summer in Rome while earning university credits. For further information on summer admissions and course offerings, contact our Admissions Office or

visit our website.

## **VISAS AND PERMITS**

### **Summer sessions**

All students who are citizens of non-European states or states that do not have a Schengen visa waiver program, are required to obtain a Student Visa before entering Italy for the Summer sessions.

It is the student's responsibility to apply for a Study Visa as soon as possible after being admitted to the University, as it will take up to two months or longer to obtain it.

Depending on the entry stamp on their passport, non-European summer students might need to file a Declaration of Presence. JCU staff will check and communicate the requirements during Orientation.

### **Fall and Spring semesters**

All students who are citizens of non-European states are required to obtain a Student Visa before entering Italy for the Fall and Spring semesters.

Obtaining a student visa is MANDATORY according to Italian law. The visa MUST be obtained BEFORE students arrive to Rome. It is the students' responsibility to apply for a student visa as soon as they are accepted as it will take approximately two months to obtain it.

In order to obtain a Student Visa, the applicant must present the Italian consulate in his/her place of legal residence with the Official Visa Request and Acceptance Letters provided by the Admissions Office of John Cabot University. The Letters will be sent to all students for whom a visa is required once they have been accepted to the University and have paid the tuition deposit.

Upon arrival in Rome, Visiting students who are non-EU citizens and have obtained a visa valid for more than 150 days, must apply for a Permit to Stay (Permesso di Soggiorno per Studio).

All other Visiting students who are non-EU citizens and have obtained a visa valid for less than 150 days, must request a Declaration of Presence.

Please refer to the "Immigration Services" page under the "Student Life" section on the JCU website.

## **HEALTH INSURANCE**

Italian law requires that all non-Italian students living in Italy have medical insurance, whether they need a Permit to Stay or not. John Cabot University works with Cultural Insurance Services International (CISI) to assist you in obtaining a high quality health insurance that will fulfill your immigration requirements.

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## FINANCIAL AID AND SCHOLARSHIPS

The JCU Financial Aid Office is committed to helping finance students' education. Financial aid at JCU exists in various forms, such as University-funded scholarships, U.S. government loans, and other resources. In determining the type of financial aid for which an individual student is eligible, both academic achievement and financial need are taken into consideration, as appropriate.

### SCHOLARSHIPS

**University Funded Scholarships:** John Cabot University offers a limited number of University-funded scholarships to new freshman and transfer students admitted to JCU. The University is committed to helping dedicated and deserving students meet their educational goals through a focused and merit-based scholarship program. The University believes that students with excellent academic achievements and/or limited means should have the opportunity to avail themselves of the high quality education that JCU offers.

**External Scholarship Opportunity: Secchia Scholars Program.** The Secchia Family Foundation's "Secchia Scholars" program grants partial tuition scholarships each year to qualifying students. In an effort to promote international education, the various Secchia scholarships are available for degree-seeking and study abroad students applying to John Cabot University in Rome. John Cabot University is proud to participate in the Secchia Family Foundation's program of "Secchia Scholars."

For complete details on the Secchia Scholars Program and other scholarship resources, consult the John Cabot website ([www.johncabot.edu](http://www.johncabot.edu)) or contact the Financial Aid Office ([financialaid@johncabot.edu](mailto:financialaid@johncabot.edu)).

**Study Abroad Scholarships:** To recognize the important role visiting students have in promoting JCU's mission, scholarships are available for visiting students who qualify. Please see the website for details.

### FEDERAL LOANS

**United States Federal Financial Aid:** Students at John Cabot University may be eligible for student loans from the United States Federal government. John Cabot University is authorized by the United States Department of Education to participate in the Title IV Program.

All citizens and permanent residents of the United States who are enrolled as degree-seeking students at John Cabot University may be eligible to participate in the Direct Loan Program. Parents may borrow through the Direct Plus for Undergraduate Students loan program.

**Note:** Current United States government legislation prohibits U.S. citizens enrolled in colleges or universities outside the United States from receiving Pell Grants, SEOG, Perkins Loans, or Federal Work Study funds, even though they may be eligible for such assistance.

**Satisfactory Academic Progress (SAP) Policy:** To remain enrolled and receive Federal Financial Aid, all students must make satisfactory academic progress, as measured by cumulative grade point average and the ratio of credits earned vs. attempted (completion rate). Please see the complete policy in the Financial Aid and Scholarships section of the JCU website, under U.S. Federal Aid/Loans.



## **PRIVATE LOANS**

Private loans are an additional way for students to finance their education at JCU. Private loans are not administered or backed by the federal government (unlike Direct Loans), so there may be no deferment or forbearance options for postponing payment. Typically, these loans are credit-based, which means borrowers are required to pass a credit check. In some cases, a co-signer may be required.

## **ADDITIONAL INFORMATION**

**Department of Veteran Affairs Benefits:** All courses at John Cabot University have been approved by the United States Veterans Administration for educational training under the G.I. Bill. Qualifying veterans may contact the Financial Aid Office for further information.

**Cost of Attendance:** Please consult the JCU website under the Financial Aid/Scholarships section to review a current anticipated budget for cost of attendance.

*For further details on Scholarships and Financial Aid, including application deadlines if applicable, check the JCU website. For additional information, please contact the Office of Financial Aid: [financialaid@johncabot.edu](mailto:financialaid@johncabot.edu).*

## **TUITION AND FEES**

Please see the JCU website ([www.johncabot.edu](http://www.johncabot.edu)) for detailed information regarding tuition and fees, payment options, and refund policy.

**For Canadian Students:** John Cabot University has been recognized by the Canada Revenue Agency. This permits a Canadian taxpayer who is registered during a given year as a full-time student at John Cabot University – in a course leading to a degree – to claim the appropriate percentage of tuition fees as a tax credit if the tuition fees were paid subject to certain restrictions. Furthermore, the parent or legal guardian of said student is also eligible to claim the transferred portion of the tuition.

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# ACADEMICS

## THE CURRICULUM

Unlike most European university systems, the American system of higher education encourages experimentation, particularly during the first two years of university experience. The University's requirements are, therefore, divided into two categories: the Proficiency and General Distribution requirements of the first two years of study, which give the student a broad exposure to the basic disciplines of the liberal arts, and the specific requirements of the major.

The General Distribution courses expose the student to English Composition and Literature; areas of the Humanities such as Art History, Literature, Philosophy, Religion, and Theater; Mathematics and Science (including Computer Science); and the Social Sciences (Economics, Political Science, and Psychology). In these courses, students are encouraged to explore subjects not yet familiar to them, broaden their intellectual interests, and discover previously unrecognized aptitudes and abilities. They equip the student to select an area of specialization as a degree candidate in the Junior and Senior years.

Within each degree program, there are specific requirements to be met by the student who wishes to earn a degree at John Cabot. These requirements include core courses, deemed by the Faculty to be essential to the discipline and comparable to the requirements for the same degree at other recognized and accredited colleges and universities in the American system of higher education. In addition to the core requirements, students select electives that support the core program and courses in other discipline areas of particular interest.

As an American international university, John Cabot attaches special importance to skills in written and spoken English. At the beginning of their education at the University, all students are required to take a sequence of courses in English Composition and Literature, with the goal of developing the ability to think logically, to communicate accurately and clearly, and to appreciate the beauty and force of the English language, as reflected in its rich literary heritage. These skills will be used and reinforced throughout students' careers at the University and in life-long learning. An English Composition Placement examination is given to determine the entry level for each entering student in this important sequence of courses.

Generally, courses at John Cabot University carry three units of credit. The academic year is divided into two semesters of fifteen weeks each, beginning in September and January. In one semester, a student normally enrolls in five courses, earning 15 credits in the semester and 30 credits in the year. Two summer sessions of five weeks each allow students to take one or two additional courses. To earn the Bachelor's degree, a student must complete 120 credits (40 courses), and to earn the Associate of Arts degree, a student must complete 60 credits (20 courses).

John Cabot University offers the Bachelor of Arts degree in:

- Art History
- Business Administration
- Classical Studies
- Communications

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- Economics and Finance
  - English Literature
  - History
  - Humanistic Studies
  - International Affairs
  - International Business
  - Italian Studies
  - Marketing
  - Political Science
  - Psychological Science

**Common Requirements** for all Bachelor's degree candidates fall into the following categories:

### **PROFICIENCY REQUIREMENTS**

1. **English:** All students must demonstrate English proficiency by completing EN 110 Advanced Composition with a grade of C or above. New students will be placed in EN 103, EN 105, or EN 110 on the basis of the University's English Composition Placement Examination and must take Composition courses until this requirement is satisfied.
2. **Mathematics:** All students must demonstrate proficiency in Mathematics by completing MA 101 Algebra or MA 100 Finite Mathematics, with a grade of C- or above. Students who are enrolled or plan to enroll in the Business Administration, International Business, and Economics and Finance majors are required to take MA 101 Algebra. Other students have the option of choosing between MA 101 and MA 100. New students may be exempted from this requirement on the basis of the University's Mathematics Placement Examination; otherwise they must take MA 101 or MA 100 during their first semester of attendance and until this requirement is satisfied.
3. **Foreign Language:** All students must demonstrate foreign language proficiency equivalent to a year of study in a foreign language with a written literature. Students with a national secondary education credential in a language other than English will be considered to have satisfied this requirement. Students are not allowed to register for language courses (101, 102, 103, 201, 202, 203, 301 and 302) in any language in which they are fluent. Language instructors have the right to request an assessment of language skills in order to determine fluency.

### **GENERAL DISTRIBUTION REQUIREMENTS**

1. **English Literature:** Two courses in English Literature, one of which may be replaced by a course in comparative or dramatic literature in English translation.
2. **Mathematics and Science:** Two courses in Mathematics, Natural Science, or Computer Science. (MA 100 and MA 101 do not fulfill this requirement.)
3. **Social Sciences, Humanities, and Fine Arts:** Seven courses distributed as follows:
  - a. Social Sciences - at least two courses in Communications, Economics, Political Science, or Psychology.
  - b. Humanities - at least two courses in History, Literature, Philosophy, or Religion.
  - c. Fine Arts - at least one course in Art History, Creative Writing, Dramatic Literature, Music, Studio Art, or Theater.

No course may be used to satisfy more than one General Distribution Requirement.

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## BACHELOR OF ARTS DEGREE PROGRAMS

### BACHELOR OF ARTS IN ART HISTORY

Art informs and deceives. It forces us to ask questions about art and about ourselves. What is art, and why is it important to human beings? Who creates art? What are the reasons and cognitive and technical processes for its existence? Do outsiders view a given work of art in the same manner as the work's intended audience? Why do some observers perceive Marcel Duchamp's *Bicycle Wheel* as a remarkable work worthy of a place in New York's Museum of Modern Art, while others see it as an overpriced stool with a bicycle wheel mounted on top?

With its wealth of archaeological sites, churches, museums, and contemporary art galleries, Rome offers an environment of unparalleled richness for the study of art and the human experience across time. John Cabot University's Bachelor of Arts degree in Art History emphasizes art-historical theories and analytic methods with a strong focus on the visual arts of Europe, the Mediterranean and North America. Given the University's location at the geographical and temporal crossroads of Europe and the Mediterranean, the program places a strong emphasis upon the visual cultures of Rome and of Italy. After an initial series of four foundation courses, majors develop their command of art history and its approaches through upper-level courses in a variety of pertinent subject areas. The major culminates in the fourth year, when each student selects a topic and works individually with a specialized faculty member to research and write a senior thesis. Students can win internships at institutions that include the Museo Nazionale Romano, the Galleria Doria Pamphilj, and the Biblioteca Angelica, Europe's first public library and a major repository of illuminated manuscripts.

The faculty consists of internationally recognized scholars strongly committed both to teaching and to research. The faculty members are active in their fields and often involve students in their research endeavors. Earning a bachelor's degree in art history can constitute the first step toward a fascinating career in the field—for example, as a college professor, a museum or gallery curator, a museum educator, or a cultural officer in the diplomatic corps. The skills gained through art historical training, especially analytic and critical thinking and effective writing, offer outstanding preparation for careers in law, journalism, marketing, media, secondary education and many other creative vocations.

#### Requirements for the Degree

**A. The Proficiency Requirements** of the University in English, Mathematics and Foreign Language.

**B. The General Distribution Requirements** of the University in English, Mathematics and Science, Social Sciences, Humanities, and Fine Arts. (Many of the Humanities and Fine Arts requirements will be satisfied by the core curriculum courses below.)

#### C. Core Curriculum

The core courses are aimed to provide the student with a solid foundation for the study of art history and prepare the students for the Senior Thesis.

- AH 151 Foundations in Ancient Art
- AH 152 Foundations in Medieval Art
- AH 153 Foundations in Early Modern Art
- AH 154 Foundations in Modern and Contemporary Art

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- One AS (Studio Art) course (100-300 level)
  - Three AH or ARCH courses (200-300 level) in three of these four areas: Ancient World; Medieval World; Early Modern World; Modern and Contemporary World
  - AH 240 Art Historical Thinking
  - AH 460 Research Practicum
  - AH 480 Senior Thesis

The University requires an overall minimum grade point average of 2.00 in all courses taken at the University, with no more than two grades lower than C- in core courses.

#### **D. Major Electives**

Six Art History courses, of which:

- Three must be 300-level AH courses
- One must (if not already taken in the core) be a 200-300 level AH course with a substantial onsite component
- Two 200-level AH courses may be substituted with any 200-300 level courses chosen from ARCH, AS, CL, CMS, DMA, HS, or PH

Please see the website for a complete list of approved major electives.

**E. General Electives** sufficient to give a total of 120 credits.

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## **BACHELOR OF ARTS IN BUSINESS ADMINISTRATION**

The Bachelor of Arts in Business Administration is distinguished by its international emphasis. In keeping with the tradition of American business education, the program provides students from diverse cultural and educational backgrounds with a challenging business curriculum in the context of a dynamic learning environment.

Students pursuing a Bachelor of Arts degree in Business Administration at John Cabot University are required to take business-related courses that balance theory with practice, in addition to courses from other disciplines, such as economics, finance, law, or even mathematics aimed at promoting critical thinking in future business leaders. Small class sizes permit most of the upper-level courses to focus on active learning through class discussion and teamwork and allow for an excellent interaction between students and professors with a careful attention to an individual student's needs. All courses emphasize the importance of clear and accurate communication, both written and oral, and require projects, reports, and/or formal presentations. Professors regularly invite renowned guest speakers from the world of business to talk to their students.

The final course of the business program is a capstone course in Strategic Management. This course is taken by students in their senior year to integrate the principles, concepts, and techniques developed in earlier core courses. In this course, they test their understanding of business theory and practice by analyzing an underperforming company and proposing a new strategy to bring the company back to health. Strategic Management makes extensive use of the case-study method of teaching.

### **Requirements for the Degree**

- A. The Proficiency Requirements** of the University in English, Mathematics, and Foreign Language.
- B. The General Distribution Requirements** of the University in English, Mathematics and Science, Social Sciences, Humanities, and Fine Arts. (The Mathematics and Science requirement will be satisfied by completing the courses in C.)
- C. Additional Requirements** for the Business Major (3 courses)
  - 1. CS 110 Microcomputer Applications
  - 2. MA 198 Calculus I
  - 3. MA 208 Statistics I

Any two of these three courses will satisfy Requirement D of the Associate of Arts degree in Business Administration.

### **D. Core Curriculum**

- 1. BUS 220 Business Communications
- 2. EC 201 Principles of Microeconomics
- 3. EC 202 Principles of Macroeconomics
- 4. FIN 201 Financial Accounting
- 5. FIN 202 Managerial Accounting
- 6. FIN 301 Finance
- 7. LAW 219 Legal Environment of Business
- 8. MGT 301 Principles of Management
- 9. MGT 310 Organizational Behavior

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10. MGT 330 Operations Management
  11. MKT 301 Principles of Marketing
  12. MGT 498 Strategic Management

The University requires an overall minimum grade point average of 2.00 in all courses taken at the University, with no more than two grades lower than C- in core courses.

**E. Major Electives**

Four additional courses from the following: upper division Business courses, upper division EC courses, MA 209 Statistics II, MA 299 Calculus II, CS 310 Management Information Systems.

**F. General Electives** sufficient to give a total of 120 credits.

**Scheduling Core Courses in Business Administration:** It is recommended that courses in Group 1 below be completed before taking courses in Group 2 and that those in Group 2 be completed before taking courses in Group 3. It is required that courses in the first three groups be completed before taking MGT 498 Strategic Management.

<b>Group 1</b>	<b>Group 2</b>	<b>Group 3</b>	<b>Group 4</b>
CS 110	MA 198	MGT 310	MGT 498
MA 208	LAW 219	MGT 330	
FIN 201	MKT 301	FIN 301	
FIN 202	MGT 301		
EC 201	BUS 220		
EC 202			

Please note that students cannot earn a double major in Business Administration and International Business.

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## **BACHELOR OF ARTS IN CLASSICAL STUDIES**

Rome offers students the ideal location for majoring in Classical Studies. The Ancient Roman world is still present in the city's monuments, artwork, and inscriptions, in its rich museum collections, and in the profound influence of the classical tradition on its contemporary architecture.

Students majoring in classical studies have the exceptional opportunity to complement their study of classical language and written sources with on-site, first-hand experience of ancient art and material culture in Rome and throughout Italy. Major Roman library holdings greatly facilitate and enhance research in all areas of classical studies, including such specialized disciplines as numismatics, ancient medicine, science, engineering and industry.

While this major emphasizes the study of ancient Roman culture and society, the range of courses is designed to provide a solid foundation in classical civilization as a whole, from Greek and Roman literature to ancient history, philosophy, religion, mythology, archaeology, art, and architecture. Through their choice of major electives, students can focus in more depth on one or more of the areas of Greco-Roman culture that interest them the most.

The interdisciplinary study of the Classical World teaches students to think analytically about the foundations of Western Civilization, it also prepares them to think critically about their own contemporary world, and to seek innovative solutions to future challenges.

### **Requirements for the Degree**

**A. The Proficiency Requirements** of the University in English, Mathematics, and Foreign Language.

**B. The General Distribution Requirements** of the University in English, Mathematics and Science, Social Sciences, Humanities, and Fine Arts. (Many of the Humanities and Fine Arts requirements will be satisfied by the core curriculum courses below.)

### **C. Additional Requirements**

1. LAT 101 Elementary Latin I and LAT 102 Elementary Latin II, or LAT 103 Intensive Elementary Latin

### **D. C. Core Curriculum**

#### **Five foundation courses**

Students should take one course in history, one in art or archaeology, one in classical literature or philosophy, and two in the same classical language.

#### **Five courses in a track**

Track A: Classical Languages and Literature

- two language courses (at least one at 200-300 level)
- two literature courses
- one other course in language or literature



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Track B: Classical Archaeology and Ancient History

- two history courses
- two courses in art and/or archaeology
- one course in history, art, or archaeology

**Two research courses, to prepare the Senior Thesis**

- HM 460 Research and Writing in the Humanities
- CL 480 Senior Thesis

**The University requires an overall minimum grade point average of 2.00 in all courses taken at the University with no more than two grades lower than C- in core courses required for the major.**

**D. Major Electives**

**Students should take six further courses relating to the ancient world.**

- At least two of these courses must be at 300-level
- Students may take any 100-300 level GRK or LAT course
- Students may take any 200-300 level CL, AH, ARCH, HS, PH, PL, or RL course that pertains to the ancient world

**E. General Electives** sufficient to give a total of 120 credits.

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## **BACHELOR OF ARTS IN COMMUNICATIONS**

At JCU, the Bachelor of Arts in Communications is a rigorous, multi-disciplinary program designed to give students the analytical, critical, and creative skills that are fundamental to any career in the digital age. The major provides students with excellent skills in oral, written and multimedia proficiency. The program is dedicated to integrating technology in its instruction and incorporating international contexts for the study of communications, in order to prepare students for a multicultural, globalized communication environment.

Our core curriculum balances theory, practice, dialogue, and creativity, requiring students to study a range of topics and to learn a variety of skills, including writing for the media and multimedia production. The program focuses on students by actively mentoring and working closely with them and student organizations to foster a sense of community and inclusion.

For information on the dual degree program between John Cabot University and the Università degli Studi di Milano, please see the JCU website.

### **Requirements for the Degree**

**A. The Proficiency Requirements** of the University in English, Mathematics, and Foreign Language.

**B. The General Distribution Requirements** of the University in English, Mathematics and Science, and Social Sciences, Humanities, and Fine Arts.

### **C. Core Curriculum**

1. COM 101 Public Speaking
2. COM 111 Introduction to Visual Communication
3. COM 210 Introduction to Cinema
4. COM 220 Media, Culture, and Society
5. COM 230 Foundations of Digital Video Production
6. COM 221 Writing Across the Media
7. COM 311 Digital Media Culture
8. CMS 300 Level Course
9. COM 470 Advanced Communication Theory
10. COM 480 Senior Capstone Seminar

The University requires an overall minimum grade point average of 2.00 in all courses taken at the University, with no more than two grades lower than C- in core courses.

### **D. Major Electives**

Seven major electives at the 200 level or higher not in the core in CMS/DMA/DJRN/COM.

Of these:

• Three must be chosen from one of the following clusters/areas of concentration:

1. CMS: Communication and Media Studies

This will include all studies and theory courses.

2. DMA: Digital Media Arts

This will include all production courses in both digital audiovisual production and digital graphic arts.

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### 3. DJRN: Digital Journalism

This will include courses related to print and visual media journalism.

- Four must be at the 300-level or higher. You may substitute up to two with ANY course from the list of approved major electives.

No more than two courses other than those courses coded CMS/DMA/DJRN/COM that are related to the student's area of concentration and aimed at increasing the breadth of their studies may be used as major electives. These must be chosen from the list of approved courses. Other courses (still within the limited two) related to the major but not included on the list might qualify as major electives depending on the students' area of interest and require approval of the chair.

Please see the website for a list of approved major electives.

**E. General Electives** sufficient to give a total of 120 credits.

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## **BACHELOR OF ARTS IN ECONOMICS AND FINANCE**

The Bachelor of Arts in Economics and Finance at John Cabot University participates in the CFA® Institute University Affiliation Program (UAP). This status is granted to institutions that embed a significant portion of the CFA Program Candidate Body of Knowledge™ (CBOK) into their curriculum. For further information, contact Dr. Mary Merva, CFA.

The Major in Economics and Finance is designed to give students a solid base in the theoretical, quantitative, and analytical skills necessary to pursue further study and careers in the areas that require a solid background in economics and finance. Through appropriate choices of major electives, students can further develop their expertise in finance, economics, law, international affairs, marketing, and management. The major features a senior seminar that strengthens students' ability to undertake research, work with empirical information, communicate their knowledge effectively via position and policy papers, and become aware of the CFA Institutes' Code of Ethics and Standards of Professional Conduct. In addition, following the University's liberal arts tradition, students undertake study on the history of economic thought or business ethics to develop an understanding of the power of ideas that shape economic opinions and policy.

"A study of the history of opinion is a necessary preliminary to the emancipation of the mind."  
John Maynard Keynes, English economist and financier, 1883-1946.

### **Requirements for the degree**

- A. The Proficiency Requirements** of the University in English, Mathematics, and Foreign Language.
- B. The General Distribution Requirements** of the University in English, Mathematics, Science, Social Sciences, Humanities, and Fine Arts.
- C. Additional Requirements** (Prerequisites) for the Economics and Finance Major
  - CS 160 Programming Concepts and Applications
  - MA 197 Pre-Calculus
  - MA 198 Calculus I
  - MA 208 Statistics I
  - FIN 201 Financial Accounting
  - FIN 202 Managerial Accounting
  - EC 201 Principles of Microeconomics
  - EC 202 Principles of Macroeconomics
- D. Core Courses**
  - EC 301 Intermediate Microeconomics
  - EC 302 Intermediate Macroeconomics or EC 316 International Economics
  - MA 209 Statistics II
  - EC 360 Econometrics
  - EC/MKT 361 Applied Data Analytics or EC 369 Applied Economics
  - FIN 301 Finance
  - EC 350 History of Economic Thought or BUS 301 Business Ethics
  - FIN 372 Financial Institutions and Capital Markets
  - EC 480 Research Seminar in Economics and Finance

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The University requires an overall minimum grade point average of 2.00 in all courses taken at the University, with no more than two grades lower than C- in core courses required for the major.

### **E. Major Electives**

Five major electives are required for the major. A minimum of three must be chosen from 300-level or higher EC, FIN, MA, or 200-level or higher CS courses (MA 299 can also be used as one of these three courses). Up to two major electives can be 200-level or higher courses in BUS, MKT, MGT, LAW, PL, PS, and SOSC.

More specifically:

- Students interested in graduate school either in Economics or in such Finance sub-fields as quantitative/computational, mathematical finance, asset pricing, portfolio management, risk analysis etc. should consider pursuing the minor in Mathematics and taking EC 302, EC 369, MA 299, MA 491, MA 492, MA 497. It is advisable to take also CS 320, EC 327, and EC 328.
- Students interested in data analysis should consider taking both EC/MKT 361 and EC 369, and MA 299, MA 491, and CS 320.
- Students interested in supply chain management/logistics or MBA should consider taking EC/MKT 361, MGT 301, MGT 330, MGT 335, MGT 338, CS 230, BUS/EC 336, EC 310.
- Students interested in the Chartered Financial Analyst® (CFA®) designation awarded by the CFA Institute or graduate studies in Corporate or International Finance, or Business, Management should consider taking EC 316, FIN 331, FIN 312, FIN 330, FIN 340, FIN 350, and FIN 360.

Please see the CFA® Institute's website for further information on the CFA program: [www.cfainstitute.org](http://www.cfainstitute.org). A limited number of scholarships are available for the Level I exam for qualified degree-seeking and visiting students; interested students should refer to the CFA or contact Dr. Mary Merva, CFA, [mmerva@johncabot.edu](mailto:mmerva@johncabot.edu).

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Students should consult with their advisor regarding the major electives most appropriate for their interests and future career or academic plans.

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## **BACHELOR OF ARTS IN ENGLISH LITERATURE**

The organized study of literature written in the English language has long proved its worth as a traditional discipline that exercises the imagination, encourages intellectual precision, and inculcates a critical appreciation of humane, liberal values. Students trained in this discipline have generally found that it has provided an appropriate background for careers in a variety of fields beyond the discipline including law, government, diplomacy, journalism, publishing, education and, by no means least, business.

The program emphasizes the historical and cultural understanding of the development of literature in English from the Anglo-Saxon period to the 21st century, but courses in the theory of the various literary genres are also required. In all courses, students must not only read texts with great care, but also criticize them and present the results of their own research in well-written essays. The training in the skills of research and writing culminates in the thesis that a student must present in his/her senior year.

There are clear advantages in pursuing an English major at an institution that belongs, like John Cabot University, to the English-speaking academic tradition, and this may be especially true for students whose first language is not English. There is also particular value, however, in studying English literature at an international university, which John Cabot is as well. In this international atmosphere the content of each English course inevitably becomes somewhat internationalized, as it is related to the Italian context and to the other national backgrounds of the various students. Courses in Comparative Literature and Creative Writing are also part of the English Literature program.

### **Requirements for the Degree**

**A. The Proficiency Requirements** of the University in English, Mathematics, and Foreign Language.

**B. The General Distribution Requirements** of the University in English Literature, Mathematics and Science, Social Sciences, Humanities, and Fine Arts.

### **C. Core Curriculum**

1. EN 200 Introduction to Literature
2. EN 205 Introduction to the Novel
3. EN 210 Introduction to Poetry and Poetics
4. EN 215 Introduction to Literary & Cultural Theories
5. EN 223 American Literature
6. EN 230 English Literature I: Literary Beginnings to Milton
7. EN 231 English Literature II: The Enlightenment to Romanticism
8. EN 232 English Literature III: The Victorians to the Modernists
9. EN 245 Shakespeare or EN 243 Shakespeare in Italy
10. EN 278 Classical Influences on English Literature or  
EN 282 Italian Visions
11. EN 480 Senior Thesis

The University requires an overall minimum grade point average of 2.00 in all courses taken at the University with no more than two grades lower than C- in core courses.

### **D. Major Electives** (Six courses)

At least four 300-level or higher English Literature courses, plus up to two relevant courses to be

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chosen from the list of approved courses (see website). Up to two Creative Writing courses may count as major electives.

**E. General Electives** sufficient to give a total of 120 credits.

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## **BACHELOR OF ARTS IN HISTORY**

The Bachelor of Arts in History is designed to provide the intellectual breadth and the analytical skills that allow students to make meaningful connections between the past and the present. To that end, history majors are encouraged to interpret and question the cultural, social, economic and political factors that shape the ways in which individuals, societies and cultures change over time.

History faculty help students develop the skills of historical analysis, critical reading and writing, and research through a combination of survey courses and limited enrollment seminars. Throughout the history program, students develop their intellectual agility, curiosity and responsibility, along with research and communicative abilities. As such, our history major provides a strong foundation for graduate study in history and related fields, professional education (e.g., Law School or teacher training), and careers in any field that places high value on analytical and communicative skills.

### **Requirements for the Degree**

**A. The Proficiency Requirements** of the University in English, Mathematics, and Foreign Language.

**B. The General Distribution Requirements** of the University in English, Mathematics and Science, Social Sciences, Humanities, and Fine Arts. (The General Distribution Humanities requirements will also be satisfied by taking the core courses below.)

**C. Core Curriculum** (12 courses):

1. HS 120 Introduction to Western Civilization I
2. HS 121 Introduction to Western Civilization II
3. HS 200 Doing History
4. HS 201 The Long Term History of Globalization
5. One 200 or 300 level HS course in each of the following areas: Ancient History (before c. 500 C.E.), Medieval History (c. 500-1500 C.E.), Early Modern History (c. 1500-1800 C.E.), Modern History (c. 1800-2000 C.E.)
6. HM 460 Research and Writing in the Humanities
7. HS 480 Senior Thesis

The University requires an overall minimum grade point average of 2.00 in all courses taken at the University with no more than two grades lower than C- in core courses.

**D. Major Electives:**

Seven HS courses, at least four of which are at the 300 level. At least two of these must be 300-level courses designated as 'Research Seminars' -- students are strongly encouraged to complete these before the semester in which they enroll for their thesis. Students are encouraged to propose relevant courses from other disciplines to be considered as major electives. Such proposals must be approved by their advisor and the Humanities Department Chair.

**E. General Electives** sufficient to give a total of 120 credits.



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## **BACHELOR OF ARTS IN HUMANISTIC STUDIES**

How can we understand humans' different ways of life and thinking? Humanities students learn to appreciate and analyze cultures by exploring literature, art, history, philosophy, and religion. For instance, they might examine Homer's poetry or Plato's ethics, study sacred paintings or modernist architecture, analyze the workings of slavery or the rise and fall of fascism, or evaluate James Joyce's writing or Andy Warhol's pop art. By exploring such cultural products, they learn to understand the distinctive objects, approaches, and debates in the relevant fields and how to connect, compare, and theorize about them. They may also choose to concentrate on one or more specific fields, developing their own interests and expertise and taking advantage of the University's unique location in Rome, Italy, and the Mediterranean. The cultural knowledge that they gain and the reading, analysis, and research skills that they develop provide the basis for a wide range of graduate studies and careers.

### **Requirements for the Degree**

**A. Proficiency Requirements** of the University in English, Mathematics, and Foreign Language.

**B. General Distribution Requirements** of the University in English, Mathematics and Science, Social Sciences, Humanities, and Fine Arts.

### **C. Core Curriculum** (7 courses)

- PH 101 Introduction to Philosophical Thinking
- PH 235 Ethics
- Two of the following: HS 200 Doing History, AH 240 Introduction to Art Historical Thinking, EN 215 Introduction to Literary and Cultural Theories, CMS 300 Foundations in Critical Media Studies
- One AH course or literature course (other than EN 215, if taken)
- HM 460 Research and Writing in the Humanities
- HM 480 Senior Thesis

The University requires an overall minimum grade point average of 2.00 in all courses taken at the University, with no more than two grades lower than C- in core courses.

### **D. Major Electives**

10 courses in the fields of HS, CL, ARCH, AH, literature (including EN, IT, and ITS), RH, MUS, PH, and RL, including at least 4 300-level courses and at most 2 100-level courses.

Students are encouraged to select their major electives according to a coherent plan developed with their advisor, and also encouraged to take courses in other fields, pending the approval of their advisor and the Chair of the History and Humanities Department.

**E. General Electives** sufficient to give a total of 120 credits.

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## **BACHELOR OF ARTS IN INTERNATIONAL AFFAIRS**

The Bachelor of Arts in International Affairs at John Cabot University provides students with an opportunity to understand contemporary global problems and issues. The program focuses on the institutions and the processes by which international affairs are conducted and on the forces which influence global policy-making. The emphasis is not only upon those factors which cause international conflict, but also upon the instruments of peace.

JCU's curriculum in International Affairs has traditional strengths in global justice, public policy, European institutions, religion and politics, peace and conflict resolution studies, human rights and global political theory. Reflecting its home in Rome, the curriculum is inserted in a unique international and multicultural context with special exposure to a thick hub of international institutions, organizations and diplomats, all propelled forward by a city that boasts to be the capital of both a political state (Italy) and a transnational religious faith (the Catholic Church), in addition, of course, to its immense, unparalleled political and cultural historical legacy.

This degree program will be of value to anyone planning a professional career with an international dimension. It prepares students for future work or graduate study in:

- International Institutions
- Global Development Organizations
- Diplomacy and Foreign Service
- Transnational Financial, Business and Law Firms and Corporations
- Global Service and Advocacy

### **Requirements for the Degree**

**A. The Proficiency Requirements** of the University in English, Mathematics and Foreign Language.

**B. The General Distribution Requirements** of the University in English, Mathematics and Science, Social Sciences, Humanities, and Fine Arts. (The Social Sciences and Humanities requirements will be satisfied by completing the core curriculum courses below.)

### **C. Additional Foreign Language Requirement**

International Affairs students will need to demonstrate language proficiency in a language other than English. Language proficiency is defined as:

- two years of U.S. college-level language instruction or,
- level B2 or higher in the Common European Framework of Reference for Languages (CEFR) or,
- completion of a secondary education in a language other than English.

Students may demonstrate language proficiency by taking JCU placement tests in Italian, Spanish or French or the Dialang which covers 14 European Languages. These services are offered by JCU's Foreign Language Resource Center. Students who wish to be evaluated for languages for which the Dialang is not available should contact the Coordinator of JCU's Foreign Language Center.

### **D. Core Curriculum**

- PL 209 World Politics
- PL 210 Introduction to Political Theory
- PL 212 International Organizations

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- PL 223 Comparative Politics
  - HS 210 Nineteenth-Century Europe and the World
  - HS 211 Twentieth-Century Europe and the World
  - MA 208 Statistics I or PL 280 Statistical Analysis for Political Science
  - EC 201 Principles of Microeconomics
  - EC 202 Principles of Macroeconomics
  - EC 316 International Economics
  - PL 320 Public International Law
  - PL 499 Writing Intensive Senior Seminar (in lieu of this seminar, students with a cumulative GPA of 3.5 or above can choose to write a thesis).

The University requires an overall minimum grade point average of 2.00 in all courses taken at the University, with no more than two grades lower than C- in core courses.

**E. Major Electives**

Six major electives are required for the major, to be chosen from the PL, LAW, EC and HS listings not included in the core curriculum. Of these courses, no more than two EC and two HS courses each may be taken as major electives. In addition, credit earned from an internship can be applied towards the Major Electives. All courses must be at the 200 level or above and at least four courses must be at the 300 level or above. MA 209 Stats II can count as a major elective for the IA major.

**F. General Electives** sufficient to give a total of 120 credits.

*Please note that students cannot earn a double major in International Affairs and Political Science.*

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## **BACHELOR OF ARTS IN INTERNATIONAL BUSINESS**

The Bachelor of Arts in International Business prepares students to successfully pursue business careers in a globalized world. The emphasis of this degree is on identifying global business strategies, managing risks, and creating value for companies under specific macroeconomic, political, and social context conditions.

In keeping with the tradition of American business education, the program provides students from diverse cultural and educational backgrounds with a challenging and interdisciplinary business curriculum. Students pursuing a Bachelor of Arts degree in International Business at John Cabot University are required to take courses that aim at building a strong competence with regard to the understanding of the crucial role of external environments for doing business.

The required courses should be taken from a variety of disciplines, such as economics, finance, international business law, international management, or marketing. Small class sizes permit most of the upper-level courses to focus on active learning through class discussion and teamwork. All courses balance theory with practice, emphasize the importance of clear and accurate communication, both written and oral, and require projects, reports, and/or formal presentations. Professors regularly invite renowned guest speakers from the world of business to talk to their students.

The final course of the international business program is a capstone course, International Business Seminar. This course is taken by students in their senior year, to integrate the principles, concepts, and techniques developed in earlier core courses. In this course, students examine issues regarding the strategic management of enterprises competing in a global environment. The International Business Seminar makes extensive use of the case-study method of teaching.

### **Requirements for the Degree**

**A. The Proficiency Requirements** of the University in English, Mathematics and Foreign Language.

**B. The General Distribution Requirements** of the University in English, Mathematics and Science, Social Sciences, Humanities and Fine Arts. (The Mathematics and Science requirement will be satisfied by completing the courses in C).

**C. Additional Requirements** for the International Business Major (Five courses)

1. CS 110 Microcomputer Applications
2. EC 201 Principles of Microeconomics
3. EC 202 Principles of Macroeconomics
4. MA 198 Calculus I
5. MA 208 Statistics I

Any two of these five courses will satisfy Requirement D of the Associate of Arts degree in International Business.

### **D. Core Curriculum**

1. BUS 220 Business Communications or IT/BUS 303 Italian for Business
2. FIN 201 Financial Accounting
3. FIN 202 Managerial Accounting
4. FIN 301 Finance
5. LAW 323 International Business Law
6. MGT 301 Principles of Management
7. MKT 301 Principles of Marketing
8. MGT 310 Organizational Behavior
9. MGT 330 Operations Management
10. BUS 330 International Business

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11. MGT 426 International Management or MKT 330 International Marketing
  12. BUS 498 International Business Seminar

The University requires an overall minimum grade point average of 2.00 in all courses taken at the University, with no more than two grades lower than C- in core courses.

### **E. Major Electives**

Four additional upper division (300 or 400 level) courses as follows:

- Four courses with BUS, EC, FIN, MGT, MKT, LAW prefixes with a strong international focus.
- One of these courses may be substituted with a business language course if not taken in the core curriculum.
- One of these courses may be a 300 level for-credit internship.

**Concentrations:** Students majoring in International Business may select a concentration in Marketing, which would mean three upper division (300 or 400 level) courses with a MKT prefix and a strong international focus.\*

**G. General Electives** sufficient to give a total of 120 credits.

\*Current courses that would qualify for this concentration include: MKT 302 Service Marketing, MKT 305 Market and Marketing Research, MKT 320 Integrated Marketing Communications, MKT 330 International Marketing, MKT 340 e-Marketing, MKT 350 Marketing for Not for Profit Organizations. Prerequisites for these courses include EN 110, MA 208, MGT 301 and MKT 301, which IB majors would have fulfilled under (A), (C) and (D).

Please note that students cannot earn a double major in International Business and Business Administration.

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## **BACHELOR OF ARTS IN ITALIAN STUDIES**

The Bachelor of Arts in Italian Studies is a rigorous interdisciplinary degree that combines the study of Italian literature, culture, society, and politics while developing students' fluency in Italian language. The context of an American liberal arts university exposes students to many fields of study and ways of approaching intellectual problems related to Italy, while John Cabot University's Roman setting enables students to engage daily with the multifaceted realities of contemporary Italian life.

The core curriculum combines a progression of language courses which develop a high level of proficiency in all language skills areas (C1 of the Common European Framework) with courses that provide students with a strong foundation in Italian literary and cultural studies and in the country's evolving social, political and business environments. Students are then guided to further carve out their preferred areas of specialization through appropriate choices of major electives.

Italian Studies majors have the exceptional opportunity to enhance their study with on-site learning and field research, and they are strongly encouraged to do internships in companies, organizations and institutions which best fit their career plans. The major culminates in the final year when each student selects a topic and works individually with a specialized faculty member to research and write a senior thesis.

### **Requirements for the Degree**

**A. The Proficiency Requirements** of the University in English, Mathematics, and Foreign Language.

**B. The General Distribution Requirements** of the University in English, Mathematics and Science, Social Sciences, Humanities, and Fine Arts.

### **C. Core Curriculum**

1. IT 301 Advanced Grammar and Conversation
4. IT 302 Italian Composition
3. IT 308 Introduction to Professional Translation, or IT 309 Italian Language Through Literature
4. IT 310 Introduction to the Study of Italian Literature
5. IT 317 Roots of Italian Identities
6. HS 365 Italy from the Risorgimento to the First World War (1815 - 1915), or HS 366 Italy from Mussolini to the Crisis of the First Republic (1918 to present), or other courses in Modern Italian History approved by the advisor
7. ITS/SOSC 250 Contemporary Italian Society, or PL 215 Italian Politics and Society
8. BUS/ITS 260 Made in Italy: The Italian Business Environment
9. ITS/CMS 332 Italian Media and Popular Culture
10. IT 401 Advanced Workshop in Italian Writing
11. PL 460 Social Science Research Methods, or IT/SOSC 380 Researching Rome: Fieldwork in the Eternal City, or HUM 460 Research and Writing in the Humanities
12. IT 480 Senior Thesis

The University requires an overall minimum grade point average of 2.00 in all courses taken at the University, with no more than two grades lower than C- in core courses.

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**D. Major Electives**

Five electives, to be chosen with the advisor from the following:

1. Any core courses not taken in fulfillment of the core requirements
2. Any IT 300 level classes not required for the core
3. Any ITS courses
4. Any approved major electives from outside the Department

Please see the website for a complete list of approved major electives.

**E. General Electives** sufficient to give a total of 120 credits.

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## **BACHELOR OF ARTS IN MARKETING**

The Bachelor of Arts in Marketing provides a comprehensive education in business and marketing. In keeping with the tradition of American business education, the program provides students from diverse cultural and educational backgrounds with a challenging business curriculum in the context of a dynamic learning environment.

The Bachelor of Arts in Marketing was designed to prepare students to enter the field of marketing by combining the necessary knowledge, tools, and skills required in today's world. The curriculum of the major provides students with a firm base in the core conceptual fields for a marketing professional, including the study of market dynamics and consumer behavior theories, the comprehension of the marketing strategy scope, and the specific operation fields such as product and service management, communication and branding efforts, pricing decisions and distribution/value chain/demand management.

JCU Marketing students also have the opportunity to earn a Double Bachelors' Degree with Pace University (NYC), a leading AACSB-accredited business school located in the Financial District (near Wall Street) of New York City.

The final course of the marketing program is a capstone course in Strategic Marketing Management. This course is taken by students in their senior year to integrate the principles, concepts, and techniques developed in earlier core courses. In this course, students develop skills in diagnosing marketing problems, formulating and selecting strategic alternatives, and recognizing problems inherent to strategy implementation. The development of a comprehensive marketing plan is a major requirement of the course.

### **Requirements for the Degree**

- A. The Proficiency Requirements** of the University in English, Mathematics, and Foreign Language.
- B. The General Distribution Requirements** of the University in Humanities, Mathematics and Science, English, Fine Arts, and Social Sciences.
- C. Additional Requirements** for the Marketing Major:
  1. FIN 201 Financial Accounting
  2. EC 201 Microeconomics
  3. MA 208 Statistics I
  4. PS 101 General Psychology
  5. COM 111 Visual Communications
  6. CS 110 Microcomputer Applications
- D. Core Curriculum**
  1. MA 209 Statistics II
  2. BUS 220 Business Communications
  3. MKT 301 Principles of Marketing
  4. MKT 310 Consumer Behaviour
  5. MKT 305 Market and Marketing Research
  6. MKT 304 New Product Management, or MKT 340 E-Marketing
  7. MKT 320 Integrated Marketing Communications
  8. MKT 490 Strategic Marketing Management (capstone)



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The University requires an overall minimum grade point average of 2.00 in all courses taken at the University, with no more than two grades lower than C- in core courses required for the major.

**E. Major Electives (4 courses)**

Two upper divisions (300 or 400 level) MKT courses and two additional upper division (300 or 400 level) courses to be chosen from: BUS/CMS/COM/EC/FIN/MGT/MKT, and MA 198

**F. General Electives** sufficient to give a total of 120 credits.

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## **BACHELOR OF ARTS IN POLITICAL SCIENCE**

The Bachelor of Arts in Political Science has as its focus the theoretical and methodological aspects of the study of politics. It introduces students to the systematic analysis of political structures, institutions, issues and events. An understanding of the historical and behavioral aspects of political life in an increasingly globalized world is the foundation on which the academic curriculum for this degree is based. The Bachelor of Arts program in political science prepares students to identify, analyze, and critically interrogate relations of power and governance. Whether the particular topic is legislative systems, international relations, parties and elections, social movements, law, or political theory, coursework in political science provides the opportunity for in-depth study of the distribution, dynamics, and legitimization of political power.

### **Requirements for the Degree**

**A. The Proficiency Requirements** of the University in English, Mathematics and Foreign Language.

**B. The General Distribution Requirements** of the University in English, Mathematics and Science, Social Sciences, Humanities, and Fine Arts. (The Social Sciences and Humanities requirements will be satisfied by completing the core curriculum courses below.)

### **C. Additional Foreign Language Requirement**

International Affairs students will need to demonstrate language proficiency in a language other than English. Language proficiency is defined as:

- two years of U.S. college-level language instruction or,
- level B2 or higher in the Common European Framework of Reference for Languages (CEFR) or,
- completion of a secondary education in a language other than English.

Students may demonstrate language proficiency by taking JCU placement tests in Italian, Spanish or French or the Dialang which covers 14 European Languages. These services are offered by JCU's Foreign Language Resource Center. Students who wish to be evaluated for languages for which the Dialang is not available should contact the Coordinator of JCU's Foreign Language Center.

### **D. Core Curriculum**

- PL 209 World Politics
- PL 210 Introduction to Political Theory
- PL 223 Comparative Politics

Plus, one of the following courses:

- PL 260 Social Science Research Methodology
- PL 280 Statistical Analysis for Political Science
- PL 299 Philosophy of Social Science
- MA 208 Statistics I

Plus, one additional 200/300-level PL course

### **E. Major Electives**

Six additional PL courses, including a maximum of two 200-level PL courses and at least one 400-level Writing Intensive Senior Seminar. In lieu of ONE 400-level seminar, students with a cumulative GPA of 3.5 or above can choose to write a thesis. Note: Credit earned from an internship can also be applied towards the Major Electives.

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The University requires an overall minimum grade point average of 2.00 in all courses taken at the University, with no more than two grades lower than C- in core courses.

**F. General Electives** sufficient to give a total of 120 credits.

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## **BACHELOR OF ARTS IN PSYCHOLOGICAL SCIENCE**

The Bachelor of Arts in Psychological Science provides a solid base for the scientific study of individual and group behavior and mental processes within a liberal arts curriculum. It allows students to gain the discipline-specific knowledge essential to pursue further studies in Psychology and related fields (e.g., social work, education, business). It also allows students to develop and hone interpersonal, analytical, quantitative, and communications skills that can be employed in a variety of domains, from social services to science journalism, to sales and advertising.

### **Requirements for the Degree**

**A. The Proficiency Requirements** of the University in English, Mathematics and Foreign Language.

**B. The General Distribution Requirements** of the University in English, Mathematics and Science, Social Sciences, Humanities, and Fine Arts.

### **C. Core Courses**

1. PS 101 Introduction to Psychology
2. PS 208 Introduction to Statistical Analyses of Psychological Data
3. PS 210 Introduction to Research Methods
4. PS 307 Cognitive Psychology
5. PS 370 Psychobiology
6. PS 320 Developmental Psychology
7. PS 334 Social Psychology
8. Two PS courses from two of four areas: Cognitive, Psychobiological, Developmental, and Sociocultural
9. One PS course from one of three areas: Clinical Psychology, Industrial Organizational Psychology, Educational Psychology
10. PS 480 Senior Seminar in Psychology

### **D. Major Electives**

Five additional courses to be chosen, as advised, from any of the available psychology courses not already used to satisfy core course requirements.

*The University requires an overall minimum grade point average of 2.00 in all courses taken at the University, with no more than two grades lower than C- in core courses.*

**E. General Electives** sufficient to give a total of 120 credits.

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## **MASTER OF ARTS IN ART HISTORY**

John Cabot University's Master of Arts (MA) in Art History guides students toward professional mastery of the materials and methods of art history with emphasis on first-hand research in the museums, monuments, and archaeological sites of Rome. The program has a dual focus: the visual cultures of Rome and the Mediterranean across time, from antiquity to the present; and the acquisition of technical skills for primary research. It also stimulates critical perspectives on the impact of Roman art worldwide. The MA welcomed its inaugural class in Fall semester 2017. It is the first graduate degree program in art history based entirely in Rome offered by a US-accredited university. Taught by John Cabot University's international faculty, the degree program can be completed in three semesters of full-time study (Fall-Spring-Fall) and an intervening summer. It unfolds in three phases: a structured Foundation Year (Fall-Spring); a Master's Exam (Summer); and a Thesis Semester (Fall).

Seminars and courses take place at John Cabot University's campuses in the centrally-located Trastevere district of Rome and in nearby Roman museums, churches, palaces, monuments, archaeological parks, archives, rare book libraries, restoration labs, study collections, artists' workshops, public installations, and contemporary art galleries. These venues of visual culture and documentation constitute the laboratory of the degree. Some courses involve travel to other parts of Italy—for example, to Naples, Florence, or Assisi.

### **Requirements for the Degree:**

- A. Six graduate-level courses in the history of art and architecture (eighteen credit hours total), including at least three graduate research seminars and one seminar or topics course focused on each of four periods: Antiquity, Middle Ages, Early Modernity, and the Modern and Contemporary era.
- B. Two methodological foundations courses (six credit hours total): Case Studies in Art-Historical Practice (Fall); and Practicum in Art-Historical Research and Problem Solving (Spring).
- C. Cultural events attendance component: each student attends and reviews at least ten approved events over the course of the first academic year.
- D. Reading Knowledge of a Foreign Language: Before registering for the Master's thesis, students must demonstrate the ability to read Italian, French, or German at the B2 (upper intermediate) level or higher in the Common European Framework of Reference for Languages (CEFR).
- E. Master's Exam: The exam tests mastery of the basic image-repertoire, chronology, and methodologies of art history, with emphasis on Rome and related cultures. Students must pass the exam with a grade of C or higher.
- F. Master's Thesis: The thesis is typically based on a research project initiated during the Foundation Year in the context of a graduate research seminar or topics course. It concentrates on primary source material and is written under the guidance of a professor from the John Cabot University art history faculty.
- G. Thesis Colloquium: The colloquium accompanies and structures the thesis-writing experience.
- H. Art-Historical Apprenticeship: Completed during the final semester, the apprenticeship may take the form of a teaching or research assistantship at John Cabot University or an external internship.

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## **FRANK J. GUARINI SCHOOL OF BUSINESS**

### **Vision**

Founded in 2018, John Cabot University's Frank J. Guarini School of Business, located in the heart of Rome, is ideally placed to educate a new generation of business leaders.

The School's culturally diverse students are taught by an international faculty that is both highly qualified and dedicated to an education that enriches business courses with the strengths and rigor of an American liberal arts education. In this distinctive educational environment, students develop an intellectual breadth that provides them with a wider outlook to envision and build a future business world that is ethical, compassionate and open to innovation.

The School of Business also serves as a focal point to encourage sustainable business growth in the Roman and Italian community in the profit and not-for-profit sectors by providing a forum for the exchange of ideas based on an openness of vision. This wide educational space is the underlying foundation that aims to contribute to the development of a dynamic entrepreneurial ecosystem within the business community.

### **Mission**

The mission of the Frank J. Guarini School of Business is to provide excellence in business education that capitalizes on the University's liberal arts tradition and international environment to build an ecosystem of ethical, compassionate, and innovative business leaders who are prepared to engage in an interconnected, complex world.

The School of Business achieves its mission by supporting and developing synergies among the dedicated missions of the Department of Business Administration, the Institute for Entrepreneurship, and the Center for Continuing and Professional Education.

### **Frank J. Guarini**

The School of Business was created thanks to a generous donation by the Hon. Frank J. Guarini, Chairman Emeritus of the JCU Board of Trustees. After a distinguished career as an attorney, Mr. Guarini served in the New Jersey State Senate for two terms and in the U.S. House of Representatives for seven terms. Throughout his career in public and private life, he has always maintained a strong interest in education. He founded centers and institutes at Dartmouth College, New York University School of Law, St. Peter's University, New Jersey City University, and John Cabot University. Since joining the JCU Board of Trustees in 1995, Mr. Guarini has shown unwavering support of the University.

### **Accreditation**

The Frank J. Guarini School of Business received accreditation from the Association to Advance Collegiate Schools of Business (AACSB) in 2022.

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## ASSOCIATE OF ARTS DEGREE

The Associate of Arts Degree is a two-year liberal arts program consisting of 20 courses (60 credit hours) including a major field and the distribution requirements listed below. The A.A. degree is available in every major field of study at John Cabot University.

### Requirements for the Associate of Arts Degree

**A. Proficiency Requirements** of the University in English, Mathematics and Foreign Language.

**B. General Distribution Requirements:** One course from each of the following areas:

1. English Literature (any course)
2. Mathematics or Science (MA 101 Intermediate Algebra does not fulfill this requirement.)
3. Social Science - Communications, Economics, Political Science, or Psychology
4. Humanities - History, Literature, Philosophy or Religion
5. Fine Arts - Art History, Dramatic Literature, Music, Studio Art or Theater.

**C. Six courses in the major field:** core courses of the major (Courses in B may satisfy requirements in C.)

The University requires an overall minimum grade point average of 2.00, with no more than one grade lower than C- in core courses.

**D. Two courses in a field related to the major:** additional core courses or major electives as pertaining to the major.

**E. General Electives** sufficient to give a total of at least 60 credits.

## MINORS

In addition to a major field of study, students may choose to complete one or more minors as part of their B.A. degrees. A minor consists of a coherent group of courses, often approximating a limited version of a major in the field. Minors do not replace a major, and may not be taken in the same field as the student's major.

Minors are currently offered in the following subjects:

Art and Design	Creative Writing	History	Marketing
Art History	Economics	Humanistic Studies	Mathematics
Business Administration	English Literature	International Affairs	Philosophy
Classical Studies	Entrepreneurship	Italian Studies	Political Science
Communications	Gender Studies	Legal Studies	Psychology

### GENERAL REQUIREMENTS FOR ALL MINORS

1. No more than one grade of lower than a C- will be accepted in courses applying to the minor.
2. In the case of multiple minors, no course may apply to more than one minor.
3. No more than two courses may apply to both the major and the minor.

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4. At least four courses must be taken in residence at John Cabot.
  5. Requirements for the minor must be completed by the time of graduation.

## **SPECIFIC REQUIREMENTS FOR EACH MINOR**

### **Minor Art and Design**

Six courses:

1. At least five with the prefix AS and
2. A maximum of one with the prefix AH or DMA
3. One course in Drawing

A minimum of one course must be a 300-level or higher AS course.

### **Minor in Art History**

1. Six courses with the prefix AH, of which
  - a) a maximum of two courses may be at 100-level
  - b) a minimum of one course must be a 300-level or higher AH course
2. One AH course may be substituted with a course in ARCH or AS

The minor should seek to chart a coherent path through the courses in Art History. It should engage either with the breadth of the academic field or with an 'area concentration' within it. It is highly recommended that the student consults with Faculty Advisors in the Department of Art History and Studio Art for guidance on direction, content, and opportunities of the minor.

### **Minor in Business Administration**

Six courses with one of the following prefixes: BUS, FIN, LAW, MGT, MKT. With approval of the Dean and Department Chair, one of the six courses may be substituted by an internship related to business administration, but only if the internship is graded (not P/NP).

### **Minor in Classical Studies**

Six courses including:

1. At least one GRK or LAT course
2. Five courses related to the Ancient World from the following fields: AH, ARCH, CL, GRK, HS, LAT, PH, RL

Of these courses, at least three must be at the 200 or 300 level

### **Minor in Communications**

Six courses, including:

1. COM 111 Intro to Visual Communication
2. COM 220 Media Culture & Society
3. Either COM 230 Foundations of Digital Media OR COM 311 Digital Media Culture
4. One course at 200-level or higher (from CMS, COM, DMA, DJRN)
5. Two courses at 300-level or higher (from CMS, COM, DMA, DJRN)

### **Minor in Creative Writing**

Six courses, including:

1. CW 205 Introduction to Creative Writing
2. EN 285 Literature and Creative Writing: How to Read Like a Writer
3. Two Creative Writing Workshops



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4. One 200 or 300 level literature course (including dramatic literature).
  5. One course in Studio Arts, Music or Theater (excluding dramatic literature)

Note: Only one of the literature courses may be used to fulfill the university's general distribution requirement for English Literature.

### **Minor in Economics**

Six courses, distributed as follows:

1. EC 201 Microeconomics
2. EC 202 Macroeconomics
3. Two 300 level EC courses
4. Two additional courses to be chosen from: MA 198 Calculus I, MA 299 Calculus II, MA 208 Statistics I, MA 209 Statistics II, any higher-level course in mathematics or statistics, PL 360, and courses with the EC prefix.

### **Minor in English Literature**

Six courses, including:

1. EN 200 Introduction to Literature
2. At least two 300 level courses with the EN prefix

Of the remaining three courses, at least two must be EN courses, while the third may be another relevant course chosen from the list of approved substitute major electives for the B.A. in English Literature (see website).

Note: The two general distribution requirements in English Literature can be used towards the minor in English Literature.

### **Minor in Entrepreneurship**

The Minor in Entrepreneurship at JCU is a unique program that allows non-business as well as business students to acquire the entrepreneurial mindset that will enable them to start their own company, participate in a family business, or develop innovative ideas in traditional settings. The program is tailored to students, based on their interests, capabilities, and objectives. Entrepreneurship lends itself to cross-disciplinarity and therefore combines well with any major.

Sequence:

1. BUS 305 Introduction to Entrepreneurship (Junior Standing)
2. Four courses with strong relevance for would-be entrepreneurs, to be recommended by the Director of the JCU Institute for Entrepreneurship and approved by the student's Advisor. Please see website for a list of possible courses.
3. BUS 410 Strategic Decisions in Entrepreneurship (Prerequisites: Junior standing, BUS 305)

### **Minor in Gender Studies**

Six courses, including:

One core course: SOSC/GDR 200 Introduction to Gender Studies

Five additional courses with a GDR prefix (see list on website) OR ones chosen from among approved courses that significantly engage with case studies or practical application of gender studies theory. Students should consult the relevant advisor in the Department of Communications for assistance in determining what courses qualify for the minor in any given semester.

At least three of these five courses must be 300-level or higher.

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**Minor in History**

Six courses with the HS prefix, including at least two 300 level courses.

**Minor in Humanistic Studies**

Six courses from the approved list on the website.

**Minor in International Affairs**

Six courses, including:

1. PL 210 Introduction to Political Theory
2. PL 209 International Affairs
3. PL 223 Comparative Political Systems
4. One other course with the PL prefix and
5. Two 300 level courses with EC or HS prefixes

Note: The minor in International Affairs is not available to students majoring in Political Science.

**Minor in Italian Studies**

Six courses taken from the Italian studies core curriculum and approved major electives.

**Minor in Legal Studies**

Six courses with a LAW prefix.

**Minor in Marketing**

Six courses, including:

1. MA 208 Statistics
2. MKT 301 Marketing
3. Four additional courses to be chosen from: 300 and 400 level MKT courses, and MA 209 Statistics II.

**Minor in Mathematics**

Six courses, distributed as follows:

1. MA 299 Calculus II (prerequisite: MA 198 with a grade of C- or higher)
2. MA 209 Statistics II (prerequisite: MA 208 with a grade of C- or higher=)
3. Four additional courses to be chosen from any 300 or 400-level MA courses. One such course may be substituted with one of the following: CS 160 Programming Concepts and Applications or CS 320 Advanced Programming: Python.

It is highly recommended that MA 299 and MA 209 be completed prior to taking all the other courses.

**Minor in Philosophy**

Six courses, including:

1. PH 101 Introduction to Philosophical Thinking
2. Five additional courses with the PH prefix, two of which must be at the 300 level

**Minor in Political Science**

Six courses with the PL prefix, including at least two 300-level courses. The Minor in Political Science is not available to students majoring in International Affairs.

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**Minor in Psychology**

Six courses with a PS prefix. MA 208 or MA 209 are acceptable substitutes for one PS course.

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## SPECIAL PROGRAMS

### ENGLISH LANGUAGE FOR UNIVERSITY STUDIES (ENLUS)

#### What is ENLUS?

For those students whose level of English does not yet qualify them for entry to the University (see English Proficiency Requirements for Admissions to JCU), John Cabot University's English Language for University Studies (ENLUS) Program offers intensive classes in academic English. The program has three goals:

- to raise students' English proficiency to university level;
- to prepare students for the intellectual demands of university study by using academically-challenging materials;
- to provide a complete English language learning experience, both in and out of class.

ENLUS courses do not carry academic credit towards graduation from the University.

#### How is ENLUS different from other language programs?

The two most distinctive features of ENLUS are its level of intensity (over 200 hours in 15 weeks) and its association with an accredited American university.

- Small daytime classes; four hours a day, four days a week (Monday-Thursday)
- Each level is taught by two different highly-qualified professors
- Academic and American cultural focus
- Student access to all JCU facilities, including the library and computer labs
- Student integration in the cultural and social life of JCU's English-speaking student body
- Successful completion normally leads to direct entrance into JCU's degree program

#### How is the program structured?

The 15-week course follows JCU's academic calendar and is divided into two proficiency levels:

**ENLUS II** (upper-intermediate, C1) meets 4 ½ hours daily, Monday through Thursday, for a total of 252 hours.

Students who are enrolled in Enlus II and not yet admitted to the University as degree-seeking students are eligible to also enroll in one academic (for credit) course in the areas of mathematics, computer science, fine arts, and Italian if they satisfy the University's minimum admission requirements. These minimum requirements may vary depending upon the student's secondary educational background. Students in Enlus II interested in enrolling in a University course should contact the Admissions Office [admissions@johncabot.edu](mailto:admissions@johncabot.edu) to determine if they are eligible. Please note that taking the additional course costs € 670 per credit hour.

**ENLUS I** (intermediate, B2) meets 4 hours daily, Monday through Thursday, for a total of 208 hours. Small class size ensures that each student receives individual attention and has the opportunity to participate actively in class. Attention is also given to introducing foreign students to American culture and university life.

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## Content Areas

Writing	Intensive Grammar Review Principles of Sentence Construction Composition Skills Individual Error Analysis
Listening and Speaking Skills	Basic Language Functions Listening Strategies and Note-taking Skills Pronunciation Idioms and Phrasal Verbs Oral Presentation Skills
Reading	Extracting Main Ideas Improving Reading Comprehension Vocabulary Development

## Who should apply?

- Only applicants with a strong intermediate knowledge of English
- High school graduates aspiring to enter JCU or another English-speaking university
- Anyone 18 or older wishing to achieve a high level of English proficiency for business or personal reasons

## How can I apply?

Applicants must take the University's English Language Placement Test: grammar and essay writing, a standardized listening and reading test after an oral interview. There is an application/testing fee.

## For further information and scheduling:

Tel (+39) 06.6819.121

email: enlus@johncabot.edu

## HONORS COURSES

Students who achieve high levels of academic excellence (minimum cumulative grade point average of 3.5) have the option of taking specially designated Honors Courses. These may also include occasional interdisciplinary seminars open only to such students. More frequently, regular John Cabot University courses may be offered with an option of taking them for four academic credits as Honors Courses. Students who register for such courses as Honors Courses must complete additional assignments (e.g., research papers or portfolios) in which they delve more deeply into the subject matter in question. These additional assignments are graded on a "grant of Honors credit/no grant of Honors credit" basis and are not calculated into the final grade for the course. For the granting of Honors credit, students should produce work of a quality that would receive a B (3.00/4.00) or higher and this will be noted on their transcripts. Students taking a course as an Honors Course also enjoy additional mentoring time with the instructor. Instructors for Honors Courses are chosen by the Dean of Academic Affairs in conjunction with the Department Chair, based on their expertise and teaching excellence.

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## **INTERNSHIPS**

John Cabot University's unique relationship with leading multinational corporations, embassies, media and international organizations gives students the opportunity to participate in exclusive internship programs. These internships, which are awarded on a competitive basis, can be for-credit or not-for-credit, within different fields of interest and are either paid or unpaid.

Not-for-credit internships are available to both degree-seeking and visiting students as well as to recent John Cabot graduates. Internships are either part-time or full-time and last from two to six months.

For-credit internships are available to both degree-seeking and visiting students, and involve meaningful participation in a project. These internships may be performed as a 200 level general elective or as a 300 level major elective.

In order to qualify, students must have at least junior standing (i.e. they must have earned at least 60 credits toward graduation) and a minimum cumulative grade point average of 3.3. Requirements include 120 - 150 hours of work per semester, a daily journal, a written report, and the written evaluation of the intern's performance by the host organization.

The for-credit internship course is graded on a "pass/no pass" basis and is for three academic credits. Only one three credit internship course may be used toward the 120-credit graduation requirement.

All students wishing to do an internship, whether for-credit or not-for-credit, must have a valid Permit to Stay and an Italian Codice Fiscale (which Career Services Center assists students in obtaining). For further information see the website or contact: [careerservices@johncabot.edu](mailto:careerservices@johncabot.edu).

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## ACADEMIC POLICIES

### ACADEMIC ADVISING

All students are assigned an academic advisor drawn from the faculty teaching within their major or a related discipline. Students confer with their advisors on a regular basis to plan their course schedules and discuss their academic progress. Students are however expected to monitor their own academic progress at John Cabot University. They are responsible for knowing their graduation requirements, and for making appropriate course selections, to best facilitate the attainment of their educational goals.

### ACADEMIC COMPLAINTS

Students should try to resolve academic complaints directly with their instructor. Failing agreement, they are entitled to have, in turn, the Department Chair, Dean, and the Academic Council examine the issue and make a final disposition of the matter. Academic complaints will be processed as expeditiously as possible.

As a general principle, grade complaints will be resolved in the student's favor if the instructor's grade determination conflicted with law, University or department policy, or the instructor's own policies, as stated in the syllabus. The University privileges the instructor's academic freedom, which includes the freedom to assign grades. Academic complaints may be resolved in the student's favor if the underlying discrepancy resulted in the student getting a lower grade than s/he effectively deserved. Such review may also reveal that the student's initial grade determination was too high, and students pursuing an academic complaint do run the risk that their grade may be lowered.

Students seeking to appeal their grade for a course must follow this procedure:

1. The student must first ask the instructor to reconsider the grade, within a month of the learning of it or the end of the semester, whichever is earlier. They should email the instructor, with the Department Chair and Associate Dean in cc, setting forth their concern, and asking for their grade breakdown for the course, if necessary.
2. If the instructor is not able to resolve the complaint to the student's satisfaction, the student may appeal in writing to the Department Chair. The student should provide the Department Chair with all documentation necessary to review the contested grade (e.g., course syllabus; the original, graded papers; tests; copies of presentations). Following receipt of a properly documented appeal, the Chair will work with both the student and the instructor to try to resolve the dispute. If the instructor concerned is also the Chair, the student should appeal directly to the Dean of Academic Affairs.
3. If the complaint is still not resolved to the student's satisfaction, the student may appeal in writing to the Dean of Academic Affairs. The Dean will notify the instructor (cc'ing the Chair), and the instructor will be expected to respond to the student and the Dean within a reasonable time, attaching any additional relevant documents. The Dean will then consider the positions of both the student and the instructor and make a final determination. If the instructor concerned is also the Dean, the student should appeal to the Department Chair and then to the Academic Council.
4. The Dean's decision may be appealed, by either the student or the instructor, to the Academic Council.

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## **ACADEMIC ADVISING**

All students are assigned an academic advisor, who is a faculty member teaching within their major or a related discipline. Students confer with their advisors on a regular basis to plan their course schedules and discuss their academic and career plans. Students are still always expected to know their graduation requirements, and make appropriate course selections to best attain their educational goals.

## **ACADEMIC DISPUTES**

Students should first try to resolve academic disputes directly with their instructor by asking for an explanation of the motivation for the disputed grade. Students who are not able to resolve academic disputes directly with their instructor may appeal, in turn, to the relevant Department Chair, the Dean of Academics, and the Academic Council, to examine the issue and make a final disposition of the matter.

Academic disputes are reviewed to assess whether the instructor's grade determination conflicted with law, University or department policy, or the instructor's own policies, as stated in the syllabus. The University privileges the instructor's academic freedom, which includes the freedom to assign grades. Academic disputes may be resolved in the student's favor if the underlying discrepancy resulted in the student getting a lower grade than they effectively deserved. Such review may also reveal that the student's initial grade determination was too high, and students pursuing an academic complaint do run the risk that their grade may be lowered.

### **Procedure for disputing a grade determination:**

1. The student must first ask the instructor to reconsider the grade, within a month of the learning of it or the end of the semester, whichever is earlier. To do this, they should email the instructor, with the Department Chair and Associate Dean in cc, setting forth their concern, and asking for their grade breakdown for the course, if relevant.
2. If the instructor is not able to resolve the dispute to the student's satisfaction, the student may appeal in writing to the Department Chair with the Associate Dean in cc. The student should provide the Department Chair with all documentation necessary to review the contested grade (e.g., course syllabus; the original, graded papers; tests; copies of presentations). Following receipt of a properly documented appeal, the Chair will work with both the student and the instructor to try to resolve the dispute. If the instructor concerned is also the Chair, the student should appeal directly to the Dean of Academic Affairs.
3. If the complaint is still not resolved to the student's satisfaction, the student may appeal in writing to the Dean of Academic Affairs. The Dean will notify the instructor (cc'ing the Chair), and the instructor will be expected to respond to the student and the Dean within a reasonable time, attaching any additional relevant documents. The Dean will then consider the positions of both the student and the instructor and make a final determination. If the instructor concerned is also the Dean, the student should appeal to the Department Chair and then to the Academic Council.
4. The Dean's decision may be appealed, by either the student or the instructor, to the Academic Council.

Academic disputes will be processed as expeditiously as possible.

## **ACADEMIC INTEGRITY**

The academic community is founded on a belief in the free exchange of ideas. An integral part of this free exchange is recognition of the intellectual work of others, and respect for the instructor



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and fellow students. All members of the John Cabot community are expected to maintain the highest standards of academic honesty in all aspects of the University's academic programs.

A student who commits an act of academic dishonesty is subject to disciplinary action. Two reported acts of academic dishonesty could result in dismissal from the University.

### **Definition**

Academic dishonesty is taking credit for academic work (including papers, reports, quizzes, examinations, etc.) that is not one's own or has not been originally produced for the course in which it has been submitted. Assisting another student in submitting work not his or her own may also constitute academic dishonesty.

One form of academic dishonesty is plagiarism, which includes direct copying, as well as any use of another's ideas, words or created product, without properly crediting the source. Plagiarism can be deliberate or negligent; students are responsible for ensuring that any work submitted with their name on it is properly referenced.

Although individual instructors may suggest their own guidelines for avoiding plagiarism in papers and reports, the following rules should generally be observed:

- a. Any sequence of words appearing in a student essay or report that does not originate from the student should be enclosed in quotation marks, and its source fully and accurately identified in a note or in the text. Great care must be taken that quoted material is quoted accurately.
- b. A paraphrase should not be enclosed in quotation marks, but should be marked with an asterisk or a note number, and the source should be given in a note.
- c. An interpretation or idea based on a book or other source of information should be identified in a bibliographic note.

Another form of academic dishonesty is cheating, which includes giving or receiving assistance on a quiz, examination or other assignments in any way not specifically authorized by the instructor. Cheating also includes the unauthorized possession or use of calculators, notes, formulas, dictionaries, tables, graphs, charts or other memory aids on a quiz or examination. Students are responsible for making sure that all unauthorized materials are completely put away, and may be sanctioned for mere negligence in appearing to possess unauthorized materials.

A third form of academic dishonesty consists of submitting the same work in more than one course, without the explicit approval of both instructors.

### **Penalties**

A student who commits an act of academic dishonesty will generally receive a failing grade on the work in which the dishonesty occurred. In addition, acts of academic dishonesty, irrespective of the weight of the assignment, may result in the student receiving a failing grade in the course.

Instructors must report instances of academic dishonesty to the Dean of Academic Affairs. The Dean's Office may notify a student's other instructors, present and future, that he or she has been reported for academic dishonesty. A student who is reported twice for material acts of academic dishonesty is subject to dismissal from the University. In such a case, the Dean will ask the

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Academic Council to make a recommendation to the President, who will make the final decision.

## **ACADEMIC SUPPORT**

John Cabot provides faculty-staffed tutoring centers free-of-charge for all JCU students.

**Writing Center** - The Writing Center, located in the Guarini building, just off the Lemon Tree Courtyard and next to the Secchia computer lab, offers free, one-hour consultations to all JCU students on: brainstorming, choosing a topic, developing research questions; formulating a thesis, building an argument, drafting, and revising; grammar, organization, clarity and style; evaluating and integrating source information; MLA/APA documentation and formatting; and writing statements of purpose/personal statements, cover letters and resumes/CVs.

The Writing Center does not proofread or correct papers. Instead, it promotes a collaborative effort between tutor and tutee that results in effective writing. The focus is on both the form and mechanics of writing, i.e., spelling, punctuation, and grammar, as well as on the more subtle, yet equally important issues of usage, tone, and register. The parameters of academic honesty are also dealt with when appropriate, in order to recognize and clarify differences in cultural expectations.

Students may make appointments twice per week. Beyond that, students can attend appointments on a walk-in basis. Appointments can be made online at: <http://www.bookknow.so/johncabotwritingcenter>. Please arrive on time for your appointment. Students who arrive late may lose their appointment if another student arrives. Please come to your appointment well-prepared. Bring assignment guidelines, drafts, and/or graded papers with professors' comments, and come with specific questions in mind.

**Math Tutoring Center** - The Math Center provides academic support in quantitative subjects (such as mathematics, statistics, economics, and finance) to all students enrolled at John Cabot University. The Math Tutoring Center, located on the ground floor of the Tiber Campus, next to T.G.3, is supervised by a faculty tutor, Prof. Margaret Kneller, and supported by both degree-seeking and visiting student tutors. Students may schedule appointments on-line at <http://www.meetme.so/jcumathtutoringcenter> or by simply walking in.

**Foreign Language Resource Center** - The FLRC provides academic support in Italian, French, Spanish, and German to all students enrolled in JCU Foreign Language courses at any level, in order to create an open atmosphere of learning for students who would like to improve their language skills - speaking, writing, reading, and listening comprehension. FLRC tutors are all mother tongue or near-native speakers and are selected, trained, and supervised by the FLRC Coordinator. Students may make appointments online (up to 24 hours in advance) at the following link: <http://www.meetme.so/jcuitalian tutoringcenter>

FLTC also offers Language Conversation Tables to enable students to practice and improve their oral proficiency. The Conversation Tables take place in the Tiber Cafeteria and are led by FLRC tutors. Check the bulletin board outside the FLTC for the Language Conversation Tables hours.

## **APPEALS**

A student may appeal an instructor's determination of academic dishonesty by submitting a written statement to the Dean, setting forth the relevant facts and interpretations. The statement must be received by the Dean within seven working days of when the student is called to meet with the Dean. The instructor will be given a copy of the student's statement, and the chance to respond to

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The Dean will review the various submissions and make a decision. If this appeal is not resolved to the student's satisfaction, s/he may ask the Dean to refer the matter to the Academic Council. When an academic honesty determination is resolved in the student's favor, the Dean will delete the report of academic dishonesty, and direct the instructor to grade the disputed material on its merits.

### **ACADEMIC PROBATION AND DISMISSAL**

A student whose cumulative grade point average at the University falls below 2.00 will be placed on academic probation. Once placed on academic probation, students then have two regular semesters to remove themselves from probation (or just one semester, in the case of conditional admits). If they fail to do so, they will be dismissed from the University. Students who are dismissed can appeal the dismissal. Their appeal will be evaluated by the Academic Council and Admissions Committee. Students on academic probation are not eligible to hold office in student organizations nor to represent the University in any official capacity.

### **ATTENDANCE POLICY AND ABSENCES**

Specific requirements for attendance in any given course, except as described below, are the prerogative of the instructor and will be stated in the course syllabus distributed by the instructor at the beginning of the term.

The Dean's Office may grant exemptions from specific attendance policies in the case of a chronic medical condition or other serious problem or in the case of exceptional students pursuing high-level activities in such areas as competitive sports, chess or artistic performance. Students seeking such an exemption must ask a Dean as soon as they are aware of a situation impeding their required attendance. Students who cannot meet the attendance requirements for a particular class may be advised to withdraw from it.

Absences from major examinations require a Dean's Office excuse, insofar as the student may seek to take a make-up exam, submit a make-up assignment, or have the weight of the missed exam shifted to another assessment. Likewise, students need the permission of the Dean's office in order to take exams early, or reschedule them in any way. The Dean's Office will only excuse such absences when they are caused by serious impediments, such as a student's own illness, hospitalization or death in the immediate family (iwhen the student is attending the funeral) or other situations of similar gravity. Absences or rescheduling requests due to other meaningful conflicts, such as job interviews, family celebrations, travel difficulties, student misunderstandings or personal convenience, will not be excused. Students seeking such an excuse must notify their instructor and the Dean's Office, as soon as possible, and no later than the beginning of the exam.

Absences from class due to the observance of a religious holiday will normally be excused. Individual students who will have to miss class to observe a religious holiday must notify their instructors by the end of the Add/Drop period (during the first week of classes). Students missing a class for this reason also must make prior arrangements with their instructor to make up any work missed.

### **AUDITING COURSES**

It is possible for students to audit courses if space is available. If the tuition costs of taking the course(s) for credit would be covered by the general tuition payment for 12-17 credits, the course(s) may be audited for no additional fee. In all other cases, there is an auditing fee. Students

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must declare that they wish to audit a course by the end of the drop/add period. Please see the website for fee information.

### **CLASSIFICATION OF STUDENTS**

Students are classified at the end of each semester according to the number of credit hours they have completed, including advanced standing credits and transfer credits, as follows:

0-29	Freshman
30-59	Sophomore
60-89	Junior
90 or more	Senior

### **CLASSROOM ETIQUETTE**

Effective teaching and learning require a classroom ethos of mutual respect. Instructors have a duty to maintain basic decorum in the classroom, and to discipline persistently disruptive students who interfere with teaching and with other students' learning.

The following rules of basic etiquette are expected of students in the classroom:

- a. Come to class on time.
- b. Stay in class for the full class meeting, in the absence of an emergency or prior permission
- c. Listen actively while others are talking and do not interrupt
- d. Clean up after yourself

Instructors may ban the use of laptops and cellphones in class. When allowed, students are expected to avoid inappropriate use of them for non-class purposes.

### **COURSE LOAD**

The normal course load at the University is 15 credits per semester, and 30 credits per year. The minimum full time course load is 12 credits per regular semester. Students with strong academic credentials may petition the Dean for permission to take more than 15 credits in one semester. A maximum of six credits may be taken during each summer session.

### **CREDITS**

Credits are expressed in semester hours. Most courses at John Cabot carry three semester-hours of credit and meet twice a week for 75-minute sessions.

### **DEAN'S LIST**

Undergraduate students who achieve a 3.50-grade point average in a semester earned in a program of not fewer than 13 completed semester hours are placed at the end of the semester on the Dean's List, an academic honor indicated on their transcripts.

### **DECLARING A MAJOR**

Undergraduate students must declare their major by the time that they have completed 45 credit hours. Transfer students who bring 45 or more hours of transfer credit must declare their major upon entry. Once declared, majors can be changed by notifying the Registrar's Office. Students considering a change of major should meet with their advisor to discuss the implications of such change. Majors and/or minors can be changed by using the dedicated form on the website.

### **DISABILITY ACOMODATIONS**

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Students seeking disability accommodations should identify themselves at the time they pay their tuition deposit or housing placement fee, and no later than the first day of classes.

Students requesting accommodations for medical or physical disabilities, chronic conditions or learning disabilities should contact the Associate Dean of Academics (Pamela Harris) at [pharris@johncabot.edu](mailto:pharris@johncabot.edu)

To determine feasible and appropriate recommendations, the university will need recent (no older than four years) and detailed documentation of the disability to be accommodated. In the case of learning disabilities, this includes the report of a cognitive assessment specifying recommended accommodations. The university assesses the accommodations that would be necessary for the student to complete a course or program at JCU. After this evaluation has taken place, students will be informed directly by the Academic Dean's Office of the accommodations that have been granted. In the event it appears that reasonable accommodations cannot be made for a student with a learning or other disability, the University will refund the application fee, the tuition deposit, and the housing placement fee. John Cabot University cannot provide individual learning or other disability accommodations to students who do not follow these policies.

### **DOUBLE DEGREES**

Undergraduate students who want to receive two degrees from John Cabot University must complete the requirements for both degrees and complete a total of 150 credits.

### **DOUBLE MAJORS**

Undergraduate students may complete the requirements for more than one major at the same time, as long as the requirements of the individual majors are satisfied. Students may, therefore, simultaneously use a course to satisfy requirements in multiple majors. Students who complete multiple majors receive only one degree.

### **DROP/ADD**

During the Fall and Spring semesters, the Drop/Add period lasts until the Monday of the second week of classes. During summer sessions, Drop/Add takes place during the first three days of classes. The specific deadline for Drop/Add period is posted on the Academic Calendar. Courses may be added or dropped freely, subject to availability, during this period. Degree-seeking and Study Abroad students follow the online procedures. After the Drop/Add period, no courses may be added and withdrawal penalties will apply (see Withdrawal from a Course). No refunds will be issued for courses dropped after the Drop/Add period. A student who for any reason does not wish to attend a course for which he/she has registered must follow the usual Drop/Add or withdrawal procedures.

### **EXAMS, ABSENCES AND MAKEUPS**

Instructors may, at their discretion, allow students to make-up missed quizzes or other, less important, graded work to students absent without an official excuse. Major examinations may only be re-administered, or otherwise excused or accommodated, with the permission of the Dean's Office.

A student absent from a **major examination**, who wishes to make-up that exam or be otherwise accommodated, must ask the Dean's Office for an official excuse. Such absence will be excused **only** if the student:

1. has notified the Dean's Office of his or her inability to attend before the beginning of the class

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meeting in which the examination was scheduled;

2. presents the Dean's Office with documented evidence of a serious difficulty preventing attendance.

A serious difficulty entitling a student to be excused from a major exam includes a student's own illness, hospitalization or death in the immediate family (iwhen the student attends the funeral) or other situations of similar gravity. Missed exams owing to other meaningful conflicts, such as job interviews, family celebrations, travel plans or difficulties, student misunderstandings, alarm clock failure or personal convenience, will not be excused.

### **FINAL EXAMS**

Students with more than two final exams scheduled on the same day during the final exam period may submit the Request for a Make-Up Final Exam Form, available in the Registrar's Office or on the MYJCU Intranet Resources Students' page, to Assistant Dean Andrea Lanzone by the course withdrawal deadline found on the JCU Academic Calendar. Requests received after the deadline may not be honored. Until the final exam schedule is posted, students should assume that they may have exams as late as the last exam period and not make other plans. The University will not reschedule final exams to accommodate travel plans or anything less than a serious difficulty preventing attendance.

### **GRADING POLICIES**

The following interpretations and numerical equivalents are associated with each letter grade. The grade F means failing work. A failed course must be repeated in order for the student to receive credit. The grade of INC (Incomplete) may be assigned only in cases where illnesses, hospitalization, death in the family, or other situations of similar gravity temporarily prevent completion of the required course work. Grades of INC will normally be granted only to students who have completed the majority of the course work with a grade of C- or better.

Students seeking an INC must contact the Dean's Office to explain the motivation for pursuing an incomplete. The Dean's Office will decide whether an INC would be appropriate in the particular case. If so, the Dean's Office will then ask the instructor and student to submit an INC form, detailing the work remaining to be completed, the grade to date, and the percentage of the work for the term already completed by the student. The form INC form must be signed by the student, the Instructor, and the Dean.

Incomplete work must be completed by the end of the first regular semester (excluding summer sessions) immediately following that in which the INC was assigned. After that time, the grade will be administratively converted to an F.

Students who withdraw by the withdrawal deadline (and after the Add\Drop period) will have a W recorded on their transcript. This does not affect their GPA.

For purposes of computing the GPA on a student's transcript, the following metric is used:

<b>Designation</b>	<b>Interpretation</b>	<b>Numerical Value</b>
A	Excellent	4.00
A-		3.67
B+		3.33
B	Good	3.00
B-		2.67

C+		2.33
C	Satisfactory	2.00
C-		1.67
D+		1.33
D	Poor but Passing	1.00
D-		0.67
F	Failing	0.00
INC	Incomplete	
P	Passing (C or above)	
NP	Not Passing (C- or below)	
W	Official Withdrawal	

The quality points for each course are calculated by multiplying the numerical value of the grade by the number of credit hours of the course. The total of the quality points earned is divided by the total number of credit hours earned. Thus, a student who has taken 30 hours of work and has earned B's (3.0) in all courses would have 90 quality points and would have a grade point average of 3.00. In the case of repeated courses, the number of quality points and hours includes only the grade from the most recent course taken. Courses in which grades of INC, P, NP or W are assigned are not included in the quality point computation.

### Guidelines for What Grades Mean at JCU

These guidelines are presented to provide students with a general idea regarding how letter grades are assigned at JCU. While each individual course may have different assessment criteria for each grade depending upon the material being taught, the general sense of academic expectations remains. Many instructors assign grades in their class based upon a 100 point (100 percent) conversion. An example of these standard numerical equivalents is given below.

Grade	Description of academic work
<b>A (90-100)</b>	Work of this quality directly addresses the question or problem raised and provides a coherent argument displaying an extensive knowledge of relevant information or content. This type of work demonstrates the ability to critically evaluate concepts and theory and has an element of novelty and originality. There is clear evidence of a significant amount of reading beyond that required for the course.
<b>B (80-89)</b>	This is highly competent level of performance and directly addresses the question or problem raised. There is a demonstration of some ability to critically evaluate theory and concepts and relate them to practice. Discussions reflect the student's own arguments and are not simply a repetition of standard lecture and reference material. The work does not suffer from any major errors or omissions and provides evidence of reading beyond the required assignments.
<b>C (70-79)</b>	This is an acceptable level of performance and provides answers that are clear but limited, reflecting the information offered in the lectures and reference readings. This level of performance demonstrates that the student lacks a coherent grasp of the material.
<b>D (60-69)</b>	Important information is omitted and irrelevant points included. In effect, the student has barely done enough to persuade the instructor that s/he should not fail.

<b>F (59 and below)</b>	This work fails to show any knowledge or understanding of the issues raised in the question. Most of the material in the answer is irrelevant.
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## **GRADUATION HONORS**

Graduation Honors are awarded to bachelor's degree recipients whose cumulative grade point average at the University represents superior academic achievement. Students may graduate summa cum laude with a grade point average of 3.90 or above, magna cum laude with a grade point average of 3.70 to 3.89, or cum laude with a grade point average of 3.50 to 3.69.

The Valedictorian is the bachelor's degree recipient with the highest cumulative grade point average among those who have completed at least 60 semester hours at the University and who are attending the commencement exercises. The Valedictorian participates in the commencement ceremony by giving the valedictory address. Students earning multiple degrees may not be Valedictorian more than once.

## **GRADUATION REQUIREMENTS**

Degrees are awarded to candidates who meet the following requirements:

### *The M.A. in Art History Degree*

1. Completion of 36 semester credits distributed over fifteen months of full-time study in three phases: a Foundation Year of research seminars and coursework; a Master's Exam, administered in June; and a Thesis Semester, with a Professional Experience component, MA Thesis, and MA Thesis Colloquium.
2. An overall minimum grade point average of 2.00 in all courses taken at the University, with no more than two grades lower than C- in core courses.

### *The B.A. Degree*

1. Completion of a minimum of 120 credits distributed according to the general requirements of the University and the requirements of the major. At least 60 credits, including the last 30, must be earned in residence at the University. Subject to the approval of the Academic Council, students who are studying abroad in their penultimate semester will normally be awarded a 15-credit exemption.
2. An minimum grade point average of 2.00 in all courses taken at the University with no more than two grades lower than C- in core courses required for the major.
3. Payment of all financial obligations to the University.

### *The A.A. Degree*

1. Completion of a minimum of 60 credits, distributed according to the general requirements of the University and the major requirements. At least 30 credits, including the last 15, must be earned in residence at the University.
2. A minimum grade point average of 2.00 with no more than one grade lower than C- in core courses required for the major.
3. Payment of all financial obligations to the University.

A B.A. degree may be completed after the granting of an A.A. degree once all of the additional B.A. degree requirements have been met, and on the condition that at least two additional semesters of



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coursework have been completed following the completion of the A.A. degree in question.

Candidates for graduation must satisfy the general University and major requirements in effect at the time of their entry to the University. Students who are absent from the University for a period of one year or more may be required to resume under different graduation requirements upon their return. Students who require more than five years completing their graduation requirements must meet the requirements in effect at the beginning of the fourth academic year prior to their graduation.

The commencement ceremony at the close of the spring semester in May is the University's public celebration of the accomplishments of its students. Only students who have completed all graduation requirements, or who have completed all but two courses of their graduation requirements and will complete those two courses by the end of the following summer sessions, will be allowed to participate in the ceremony. Students who complete graduation requirements at a time other than the end of a spring semester or the following summer sessions are encouraged to return to the University the following May to participate in the commencement ceremony.

### **HONORS COURSES**

Students with a minimum cumulative grade point average of 3.5 are eligible to register for Honors Courses, which are selected 3-credit courses that students may take for four academic credits instead. To earn this extra Honors credit, Honors students must complete additional assignments (e.g., research papers or portfolios) in which they delve more deeply into the subject matter in question. The additional Honors credit is awarded to students who earn a B or above on the honors assignments, and is noted on the transcript as "grant of Honors credit/no grant of Honors credit." It is not calculated into the final grade for the 3-credit course nor in the student's cumulative GPA. Students taking courses for Honors credit enjoy additional mentoring time with their instructors, who are chosen by the Dean of Academic Affairs in conjunction with the Department Chair, based on their expertise and teaching excellence.

### **INDEPENDENT STUDY/RESEARCH POLICY**

With the approval of the sponsoring professor, the Department Chair, and the Dean of Academic Affairs, students may register for independent study/research options that allow them to receive credit for academic work, supervised by a member of the Faculty in a non-classroom setting. The Application for Independent Study or Independent Research Form is available on MyJCU, and must be submitted during the normal registration period. Students must have a minimum GPA of 2.5 and have earned a minimum of 60 credit hours (junior status) to apply for Independent Study or Independent Research credit.

Students may earn up to three credit hours through independent study/research, depending on the nature and extent of the project(s). One-credit will be awarded for each 37.5 hours of projected work over the course of the semester, on the basis of documentation of the amount of work a typical student is expected to complete within a specified amount of academically engaged time. Factors considered in the calculation of academic credit can include the number of subjects covered, the depth of the examination, the scope of reading and writing assignments and meetings with faculty supervisor in furtherance of specific educational objectives.

Whether a project will be coded as Independent Study 281 or 381 or Independent Research 481 depends upon the level of the study to be undertaken, as determined by the sponsoring professor and the Dean.

Independent study/research may not be taken to satisfy core requirements in degree programs or

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other specifically- designated requirements. Courses offered regularly in the curriculum cannot normally be taken as independent study.

Independent study courses must be completed within one semester.

### **LEAVE OF ABSENCE**

A leave of absence is a temporary leave from the university. Students may take a leave of absence for such reasons as independent study abroad, medical treatment, family crises, or financial issues. A leave of absence usually runs for one regular semester or academic year. Students may apply for a leave of absence by submitting the proper paperwork to the Office of the Registrar. To extend a leave that has already been granted, contact the Registrar.

### **MATRICULATION POLICY**

Students who have obtained an INC in a thesis course, and who are not enrolled in any other courses during the completion of the incomplete thesis course, must maintain their matriculation at the University. To do this, they must pay a matriculation maintenance fee during the semester of completion of the thesis. Students maintaining matriculation in this manner will not be charged student activity fees. A student who fails to complete the thesis in this period would receive an F for the thesis course, and have to re-register for it, paying the regular tuition costs for that course.

### **PETITIONS**

Normally, all students must abide by the various academic and other regulations of the University. Occasionally, however, a waiver of these regulations may be necessary. In such instances, a written petition seeking an exception to one or more regulations must be submitted by the student, with the recommendation of the Advisor, for consideration by the Dean of Academic Affairs and the Academic Council. Forms for such petitions are available from the Registrar.

### **PLACEMENT EXAMINATIONS**

Entering degree-seeking students may be asked to take one or more placement examinations before registering to determine their proficiency in certain subject areas. There are placement examinations for English Composition, Italian, French, Spanish, and Mathematics. These examinations are administered during the orientation session at the beginning of each semester. Students who miss the English and Math placement examinations, and do not have relevant transfer credit, will be automatically placed into the introductory-level course, no matter what their outside experience or other qualifications.

### **READMISSION**

Students who have been withdrawn from the University for any reason must apply for readmission. Applications for readmission must be submitted to the Admissions Office before the start of the term. The University catalog in effect at the time of readmission will apply to students who are readmitted to the University.

### **REGISTRATION**

The registration dates for each term are listed in the University calendar. During the Registration period, degree-seeking students meet with their Academic Advisor in order to select their courses for the upcoming semester/summer Session. After the Registration period, continuing students may register, but will be charged a Late Registration Fee. No student will be allowed to register after the drop/add period.

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It is the responsibility of the students to ensure that their course schedule corresponds to the classes that they are attending, including the correct section number.

### **REPEATED COURSES**

Courses in which a student received a final grade of C- or below may be repeated. No grade is removed from the transcript, but only the last grade received in a course is considered in computing a student's grade point average and credits earned. This pertains only to classes taken and repeated at JCU. If a class is repeated outside JCU, both the initial grade and the subsequent grade will appear on the transcript and will be considered in calculating a student's grade point average. This policy does not apply to certain skills-based courses with course descriptions that explicitly state that the course can be repeated.

### **TRANSCRIPTS**

Transcripts, both official and unofficial, are available to students, through the Registrar's Office. Transcripts cannot be issued for anyone whose record has been blocked (for outstanding University obligations - tuition and fees, library hold, etc.). Transcript requests are processed within two business days. JCU is not financially responsible for transcripts lost in the mail.

### **TRANSFER CREDIT**

Upon initial entry or readmission to JCU, academic credit from nationally-accredited institutions may normally be transferred for academic coursework where a grade of C or above (or national equivalent) was earned. The University generally requires an official course description or course syllabus before awarding transfer credit. Students who are currently matriculated may transfer credit for courses taken at other institutions by submitting a Course Away form to the Registrar before the courses are taken. Transfer credit will be granted for all passing grades earned, and all grades will be registered on JCU transcripts and factored into the JCU GPA. Students receiving U.S. government financial aid should check with the JCU Financial Aid Office before enrolling in courses at other institutions.

### **WITHDRAWAL FROM A COURSE**

A course officially dropped after the Drop/Add period but before the last day to withdraw from a course (see Academic Calendar) will be recorded on the transcript with a grade of W. A student may withdraw from a course by submitting to the Registrar a completed Drop/Add form signed by the instructor and their Advisor or the Dean. Students are financially responsible for courses for which they are registered after the drop/add period, even if they ultimately withdraw from them.

### **WITHDRAWAL FROM THE UNIVERSITY**

Students who wish to withdraw from the University should first discuss their plans with their advisor or a Dean, and then can submit an Official Withdrawal form. In order to withdraw from the University, a student must clear all debts with the University.

A grade of W will be recorded for all courses in progress at the time of withdrawal. A student who fails to follow the above procedure, and simply stops going to class, may receive a failing grade for courses not completed.

Students who fail to register for courses for two consecutive semesters, will be automatically withdrawn from the university.

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Students who, at the end of their first semester, fail to demonstrate minimal academic progress (more than a 1.0 gpa) AND have not enrolled for the following semester or otherwise demonstrated an intention to continue their studies, will be administratively withdrawn from the university. In the case of students who have been granted a one-year permit to stay, the University will notify the Italian authorities that they are no longer JCU students.

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## COURSE DESCRIPTIONS

Courses numbered 100-299 are freshman, sophomore, or other introductory level courses. Courses numbered 300-399 are junior or senior level courses, requiring background in the material. Courses numbered 400-499 are senior level courses. Students should ensure that they have completed any prerequisites listed.

Not all courses appearing in the catalog are offered every semester or every year. Students should consult with their academic advisors to determine the frequency with which courses are offered and preplan their programs accordingly.

The University reserves the right to cancel courses with insufficient enrollment, and the curriculum is subject to change as a result of ongoing curricular revisions and program development. Unless otherwise indicated, all courses carry three semester hours of credit.

### HONORS COURSES

Students who achieve high levels of academic excellence (minimum cumulative grade point average of 3.5) have the option of taking specially designated "Honors Courses." Please see the website to see which Honors Courses are currently being offered.

### FOR-CREDIT RESEARCH ASSISTANTSHIPS

Students undertaking a for-credit research assistantship have an opportunity to deepen their research skills, while sustaining a more advanced research project in a specific disciplinary area. Research assistants may earn one unit of academic credit (on a P/NP basis) for the completion of at least 45 hours of work. They must complete at least 90% of their work before the end of the semester in which they are registered in order to receive a passing grade. Learn more about For-Credit Research Assistantships

### EXP ONE CREDIT COURSES

These 1 credit courses are designed to provide students with opportunities to acquire useful technical or professional skills, or to engage in academic topics they may enjoy exploring. This particular set of courses aims at encouraging students to think out of the box and break intellectual boundaries. EXP one credit courses, listed on the website, will normally be offered on four Fridays, designated for each semester. These courses cannot be used to fulfill general distribution requirements, or as Major Electives, or towards the fulfillment of Minor requirements; they can only be taken as general electives. Students can take a maximum of three 1 credit courses within the 120 credit graduation requirement.

## ARCHAEOLOGY

### *ARCH 201 Archaeological Theory & Methods (Taught off-campus)*

This course introduces students to the theory and methods of archaeological research with a focus on Classical Archaeology. Students are introduced to the history of archaeological thought, methods of prospection, excavation, documentation and interpretation. Themes include archaeometry, cognitive archaeology and landscape archaeology. The course is generally taught off-campus as part of JCU summer Archaeology Field School.

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***ARCH 202 Archaeological Excavation and Methodology (Taught off-campus)***

The course is an on-site, practical introduction to the methods and techniques of archaeological excavation and interpretation. On-site training and seminars led by specialists provide students with a well-rounded overview of the methods of stratigraphic excavation and recording, of artifact and environmental studies, and of archaeological research and interpretation.

***ARCH 203 Material Culture Studies and Archaeology (Taught off-campus)*** This course is an on-site, practical introduction to the methods and techniques of archaeological artifact studies and interpretation. On-site training and seminars led by specialists provide students with a well-rounded overview of the methods of material culture studies, of archaeological recording methods, and of archaeological artifact research. This is complemented with considerations of museological approaches to archaeology.

***ARCH 204 Technology of The Ancient World: Aqueducts, Armor, Automata (Partially on-site; Activity fee: €25 or \$33)***

The course is an upper-level survey of technology in the ancient world, with particular emphasis on Greece and Rome. The course provides an in-depth familiarity and appreciation of the multifaceted nature of ancient technology through which students will gain a firm understanding of the links between technological innovation (history of engineering) and the development of human civilization (social history). It examines the architecture, waterworks, war machinery, and entertainment industry that framed and generated technological innovations, as well as production techniques related to the working of metal, wood and ceramics. The course will draw on both archaeological and text-based sources, and students will gain an awareness of field-specific methods and research theories: historical, philological and archaeological.

***ARCH 281/381 Independent Study***

***ARCH/CL 101 Introduction to Classical Archaeology (Partially on-site; activity fee: €25 or \$33)***

This is an introduction to the major cultures of the classical world, ca. 2000 BC to AD 400, with archaeology as the primary body of evidence. Following an introduction to the history of classical archaeology and current archaeological theory and methods, the course traces the development of society in the Mediterranean basin from the Minoans and Mycenaeans to the complex system of the Roman Empire. The course involves lectures and museum visits and integrates information from current archaeological projects.

***M-ARCH 204 Technology of the Ancient World: Aqueducts, Armor, Automata***

The course is an upper-level survey of technology in the ancient world, with particular emphasis on Greece and Rome. The course provides an in-depth familiarity and appreciation of the multifaceted nature of ancient technology through which students will gain a firm understanding of the links between technological innovation (history of engineering) and the development of human civilization (social history). It examines the architecture, waterworks, war machinery, and entertainment industry that framed and generated technological innovations, as well as production techniques related to the working of metal, wood and ceramics. The course will draw on both archaeological and text-based sources, and students will gain an awareness of field-specific methods and research theories: historical, philological and archaeological.

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## ART HISTORY

**Please note that on-site classes and classes with mandatory field trips require an activity fee. Check the JCU website for details.**

### ***AH 141 World Art I: Visual Culture of the Ancient World***

This survey course focuses on the art, archaeology and architecture of the Mediterranean world, roughly between 2500 BC – AD 300. The course investigates the material culture of the diverse cultural groups that shaped this cosmopolitan world: Sumerians, Assyrians, Minoans/Mycenaeans, Egyptians, Greeks, Etruscans, Persians, Italics and Romans. Special attention will be given to the interconnectivity and dynamic relationship of inspiration between these cultures. The aim is for a firm contextual understanding of the works examined, and of the cultural, political and historical aspects that shaped these. The course will also assist students in cultivating basic art-historical skills, in particular description, stylistic analysis, and iconographic and iconological analysis.

### ***AH 142 World Art II: Visual Culture of the Medieval World***

This survey course focuses on the art and architecture of Europe, the Mediterranean, and Western Asia from c. AD 400 to c. AD 1300. The course investigates the arts of the Byzantine Empire, the Islamic areas of western Asia, North Africa, and Europe, with brief considerations of the arts of sub-Saharan Africa, the Indian subcontinent, East Asia, and pre-Columbian America. Special attention will be given to religious traditions and to the languages of art (i.e. the symbolic codes) developed to serve, express, and enrich those traditions. The chief objective of the course is to equip students with a mental map of artistic developments of the period in their broader cultural-historical contexts. The course will also assist students in cultivating basic art-historical skills, in particular description, stylistic analysis, and iconographic and iconological analysis.

### ***AH 143 World Art III: Visual Culture of the Early Modern World***

This survey course focuses on the art and architecture of Europe, South and Southeast Asia, China, Japan, and the Americas from the late 1200s to c. AD 1750. The course investigates a range of media including painting, woodcuts, sculpture, and architecture, while considering materials and methods of production. Special attention will be given to the socio-economic and political contexts in which these artifacts were commissioned and produced. The course will also assist students in cultivating basic art-historical skills, in particular description, stylistic analysis, and iconographic and iconological analysis.

### ***AH 144 World Art IV: Visual Culture of the Modern and Contemporary World***

This survey course focuses on the art of Europe, Africa, the Americas, and Oceania from the 1700s to the present. The course investigates all media, including photography, and considers the impact of globalization and new technologies on contemporary art and evidence of cross-cultural influences. Special attention will be given to the new aesthetic languages, traditional cultural sources, and philosophical background of contemporary art, as well as to the broader cultural-historical contexts of their creation. The course will also assist students in cultivating basic art-historical skills, in particular description, stylistic analysis, and iconographic and iconological analysis.

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### ***AH 151 Foundations in Ancient Art***

The course addresses the skills, methods and issues essential to building the future Art Historian's tool kit. To this end, it develops simultaneously on three levels: immersing students in progressively complex assignments and exams; getting students to practice art history as an issue-based analysis of objects; providing students with the historical and methodological frameworks specific to the field. The course lays the foundation for looking at, understanding and working in the visual arts. The material corpus that the course draws on is primarily the Ancient Mediterranean and Near East, across a period roughly between 2500 BC-AD 300.

### ***AH 154 Foundations in Modern and Contemporary Art***

The course addresses the skills, methods and issues essential to building the future Art Historian's tool kit. To this end, it develops simultaneously on three levels: immersing students in progressively complex assignments and exams; getting students to practice art history as an issue-based analysis of objects; providing students with the historical and methodological frameworks specific to the field. The course lays the foundation for looking at, understanding and working in the visual arts. The material corpus that the course draws on is primarily Europe and North America from the late 18th century to the present day.

### ***AH 181 Politics and Power in Roman Architecture - Augustus to Mussolini (On-site; activity fee: €25 or \$33)***

This on-site survey investigates the history of Rome primarily through its monuments—its architecture and urban form. This course will provide the student with a clear grasp of how the city of Rome has changed over the course of two thousand years from a modest Iron Age settlement on the Palatine Hill to a thriving modern metropolis of the twentieth century. The student will become intimately acquainted with the topography, urban makeup and history of the city and its monuments and will acquire the theoretical tools needed to examine, evaluate and critically assess city form, design and architecture.

### ***AH 190 Cities, Towns & Villas: Rome, Ostia, Pompeii (On-site; mandatory trip; activity fee: €40 or \$52)***

STUDENTS SHOULD NOT REGISTER FOR BOTH AH190 and AH290

Rome, Ostia and Pompeii are three of the best- preserved archaeological sites in the world. Through their study, we are able to comprehend the physical and social nature of Roman cities and how they transformed over the course of centuries. We explore the subjects of urban development, public and private buildings, economic and social history, and art incorporated into urban features (houses, triumphal monuments, etc.). In Rome, we focus primarily upon public buildings commissioned by Senators and Emperors: temples, law courts, theaters, triumphal monuments, baths. In Ostia, the port-city of Rome, we are able to experience many aspects of daily life: commerce, housing, religion, entertainment. Pompeii represents a well-to-do Republican and early Imperial period city that was influenced by the Greeks and Romans and preserves some of the most magnificent frescoes in the world.

### ***AH 196 Introduction to Italian Renaissance Art (Mandatory trip to Florence)***

A survey of art and architecture in Italy from the 14th to the early 16th century, this course gives primary emphasis to Florence as an artistic center while including exploration of the contributions of Siena, Rome, and Venice. The course is intended for students with little or no background in art history and will cover the principal artists and trends of the Italian Renaissance, from Giotto to Michelangelo. Lectures and on-site visits, including a trip to Florence, will help build a visual vocabulary of monuments in a general historical overview. Mandatory field trip may require a fee.



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***AH 199 Introduction to Art and Architecture: The Eternal City through the Ages***

No city in the world can boast the wealth of art and architecture that Rome possesses, and the city provides an ideal framework for understanding international trends and changes between the 1st century BC and the present day. The course will consider the historical, political and international contexts that shapes the form and display of art and architecture, as well as provide a foundation for understanding major artistic works and directions.

***AH 220 Ancient Greek Art and Archaeology (Mandatory overnight trip to Naples and Paestum)***

This upper level survey of Greek art and archaeology focuses on the visual culture of Ancient Greece in the Aegean and Western Mediterranean during the first millennium BCE. Students are introduced to a broad range of the extant evidence: architecture, sculpture, painted pottery, and objects of daily life. Emphasis is placed on the interrelationships between visual culture and religion, mythology, politics. The course begins with an introduction to the history of the discipline of Classical Archaeology and an overview of pre-historic Greece. Mandatory field trip may require a fee.

***AH 221 The Etruscans and their Neighbors: the Art and Archaeology of Pre-Roman Italy (Partially on-site; mandatory trip to Tarquinia and Cerveteri; activity fee: €40 or \$52)***

This is a survey of the cultures that inhabited Italy between the Copper Age and the Social Wars, with a focus on the Etruscans. This course begins with Otzi the Iceman and his contemporaries and continues through the 80s BC, indicating developments of Italic populations and their contact with both Aegean and European cultures. The core of the course concentrates on the Etruscans: students will be introduced to their tomb paintings, statuary, bronze and ceramic production, religious rites and language.

***AH 223 The Art and Architecture of Imperial Rome***

The course focuses on the vibrant period between the 2nd century BC and the 4th century AD, which constituted the height of Roman power within a sprawling and culturally diverse Empire. It follows an overarching chronological format complemented by thematic investigations focused on particular media, locations, or traditions. In this way, portraiture and statues; mosaics; relief works; and wall painting will all be discussed for their intrinsic artistic value, for their stylistic development over time, and as shaped by the particular outlook of their patrons and their intended viewership. The course addresses themes like the impact of Greek art, elite and non-elite art, and what it meant to be 'Roman' in a multicultural empire.

***AH 225 The Archaeology of the Athenian Acropolis***

The course focuses on one of the most iconic monuments of the Greek world: the Athenian Acropolis. The monument will be examined as a 'total site'; that is, in its topographical, historical, social and spatial contexts. Framed within a chronological arc from the Bronze Age to Late Antiquity, the emphasis will be on the dynamic engagement with this site as a location for dedicatory interests, political and civic concerns, and regional and international contexts. Throughout, investigations of dedicatory choices – from large-scale architecture, to sculpture, to smaller votives – and of the visual opportunities provided by topographical features will provide in-depth contextualized case-studies. The aim of the course is two-fold: to provide opportunities for considering aspects of current debate and of contemporary methodologies (for instance, spatial constructs, movement, and social space; materiality; memory formation; and viewing and visual choices), and to frame the development of the Acropolis within wider trends of Greek archaeology.

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### ***AH 228 Persia and the Ancient Near East: Issues and Approaches***

The course is an introduction to the art and archaeology of the Ancient Near East, and to the methods of studying this field. It looks at the role of art and material culture in shaping the inhabited environment from the earliest settlements, through the development of urban centers, to the first ‘world empire.’ While the course will consider the cultures that flourished in the region between the earliest Neolithic settlements (c. 12,000 BC) to the end of the Achaemenid Empire (330 BC), it is not intended as a comprehensive survey. Instead, it uses a series of case studies to consider various theoretical and conceptual issues involved in the production and use of objects/monuments. It will expand students’ visual literacy and their ability to think critically about how objects mediate our position in the world.

### ***AH 240 Introduction to Art Historical Thinking***

What questions do art historians ask, and how do they justify their answers? This introductory course introduces basic components of the discipline of art history: its diversity and art-historical language, its technical terminology, and basic research skills. The course discusses different types of approaches and methodologies to analyze and think about visual evidence. It does so by addressing both the history of the study of art and the emergence of the specific discipline of art history, and by considering recent developments.

### ***AH 243 Keeping the Dead Alive: Roman Funerary Art and Architecture in Context (Partially on-site)***

Throughout human history, the concept of death has been inseparable from that of life, and the commemoration of the dead has traditionally been an important point of convergence and locus of expression for a wide range of cultural, political, religious, and social values, fears and beliefs. This was especially true in ancient Roman society, which placed a high value on honoring the dead, on ancestry, and remembrance, not least because perpetuating the memory of the deceased was a means to assert the identity and status of the survivors. Roman funerary art was, therefore, a primary vehicle for the self-representation of the living. Moreover, the patrons of commemorative art range from the imperial family to the middle classes to freedmen and slaves, so that extant funerary monuments provide unparalleled insights into the values of ancient Roman men and women across the social spectrum. The course examines Roman funerary art and architecture from the first century B.C. to the fourth century AD.

### ***AH 251 Nineteenth Century Art and Architecture***

A survey of art and architecture from the later 18th to the 19th centuries, this course will investigate the major movements of the age: Neoclassicism, Romanticism, Realism, Impressionism and Post-Impressionism. The emphasis differs depending on the thematic structure of the given semester (see current course syllabi for details). However, students will study the canonical works of such artists as Canova, Turner, Delacroix, Manet, Degas and Van Gogh and they will also examine how the function and reception of art are transformed over the course of a century. Some semesters the course emphasizes French painting with a secondary focus on art and architecture in England, Germany, Spain, Italy and North America. Other semesters American art comprises half the focus, with transatlantic comparisons that highlight the relationship between the cultures of the old world and the new. Selected writings by 19th century critics and the artists themselves, in addition to readings by recent scholars in the field, will also inform understanding of the development of art in a period marked by social and political upheaval and from which an increasingly “modern” culture emerged.

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### ***AH 265 Islamic Art and Architecture: AD 650-1250***

This course surveys the art and architecture of the Islamic world from the 7th to the 13th centuries. The phenomenal rise and establishment of Islamic civilization in three continents- Asia, Africa and Europe- in this period is studied through monumental religious and secular architecture and its applied decoration from mosaics to stucco and wall paintings and through painted ceramics, carved wood and ivories, metalwork, illuminated manuscripts, and embroidered and woven textiles. The form and function of buildings and artifacts, their changing patterns of use and their evolving meanings are examined in their original social, political, religious, and cultural contexts. One of the primary aims is to become familiar with the regional diversity of medieval Islamic visual culture and so also to consider what issues are involved in studying a tradition that flourished in several geographical areas, encompassing a variety of cultures and national and ethnic identities. Two special areas of focus are the urban design and architecture of Islamic medieval centers such as Cairo and Islamic court culture which, often centered around royal palaces such as Madinat al-Zahra in Spain, produced some of the most outstanding luxury arts of the Middle Ages.

### ***AH 267 Special Topics in Medieval Art***

Specialized courses offered periodically on specific aspects of the art of the medieval world. Courses are normally research-led topics on an area of current academic concern. May be taken more than once for credit with different topics.

### ***AH 271 Curating Museums and Galleries***

The course is designed to introduce students to the history of museums and to curating practices. Classes will discuss the cultural position of the museum, the evolution of its function, the different forms of display, the historical developments of the act of collecting, the position of the visitor and the role of the curator. The primary purpose of the course is to provide students with a critical vocabulary for understanding how museums produce knowledge and structure the ways in which history, geography, cultural difference, and social hierarchies are mapped. Through a series of richly detailed case studies related to ancient and contemporary Rome museums, collections and institutions, classes will investigate the differences between the roles, the missions, the objectives, and the policies of conservation and exhibition-making in spaces, relating to modalities of thought. The course also intends to introduce the figure of the curator and its development from conservator and classifier to creative, critical protagonist of contemporary art culture. The course concludes with an overview of current debates around the contemporary need for museums, and large scale exhibition (such as Biennials and Triennials) and their perceived social functions

### ***AH 272 Special Topics in Early Modern Art***

Specialized courses offered periodically on specific aspects of the art of the early modern world. Courses are normally research-led topics on an area of current academic concern. May be taken more than once for credit with different topics.

### ***AH 273 Introduction to the History of Photography***

The course is an introduction to photography as both a historical and contemporary form of art and communication. It investigates historical and contemporary photographic and related practices, and considers the key theoretical and historical frameworks used to situate them. Informed discussion about photography and its cultural context is central to the course, which covers the invention and early reception of photography, its function as an independent art form, its uses in other practices, scientific investigation, reportage and its relationships to major art movements.

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### ***AH 278 Twentieth Century Art***

Twentieth century art consists of well-known Modernist and Postmodernist styles and movements such as Cubism, Futurism, Abstract Expressionism, Pop Art, installations and earthworks, to name a few. It also encompasses lesser-known movements such as the American urban realists, the Regionalists, Soviet Socialist Realism. But what does Modernism mean and how does it relate to the century's dramatic modernization of daily life, social organization, commercial development, political and cultural nationalism, and two World Wars? Through an analysis of the art, artists, and critical discourses in question, the course will consider the fundamental questions: what is art's relationship to the larger culture? What is the artist's role in society? What do aesthetic concerns have to do with life? While these questions are always pertinent, they demand particular attention in the century largely defined by the ideology of art's autonomy, pure creativity, and individual expression. Extensive visual analysis will be accompanied by attention to the critical discourses with which the aesthetics were defined, giving students the chance to develop an understanding of key 20th century styles but also to learn how these styles communicated historically.

### ***AH 280 Northern Renaissance Art***

This course focuses on the major artistic centers in Flanders, France, Germany and Holland in the 15th and 16th centuries. Special emphasis is given to the works of Van Eyck, Van der Weyden, and Campin in the 15th century, and to those of Dürer, Bosch, Grünewald, and Bruegel in the 16th. Particular attention is paid to the impact of the growing exchange of artistic ideas between Northern Europe and Italy.

### ***AH 281/381 Independent Study***

### ***AH 283 Special Topics in Modern and Contemporary Art***

Specialized courses offered periodically on specific aspects of the art of the modern and contemporary world. Courses are normally research-led topics on an area of current academic concern. May be taken more than once for credit with different topics.

### ***AH 290 Ancient Rome and Its Monuments (On-site; activity fee: €40 or \$52)***

STUDENTS SHOULD NOT REGISTER FOR BOTH AH190 and AH290

Rome City Series - This on-site course considers the art and architecture of ancient Rome through visits to museums and archaeological sites. The course covers the visual culture and architecture of Rome beginning with the Iron Age and ending with the time of Constantine. A broad variety of issues are raised, including patronage, style and iconography, artistic and architectural techniques, Roman religion, business and entertainment.

### ***AH 291 Medieval Rome and Its Monuments (On-site; activity fee: €25 or \$33)***

Rome City Series - An on-site survey of Roman urbanism, as well as developments in figural media and architecture, from the 4th to the 14th century. While the course will naturally emphasize the abundant religious art remaining in the city, it will also examine such secular achievements as towers, housing, defenses, and roads.

### ***AH 293 Modern Rome & Its Monuments (Rome City Series) (On-site)***

Rome City Series - This on-site course focuses on the vast transformations in the architecture and urban development of Rome 1870-1945, when the status of the city changed from papal capital to capital of Italy as a nation-state. The course offers a view of the city that includes both grand public buildings – like the huge Monument to Vittorio Emanuele II at Piazza Venezia, and the Fascist-era buildings of the EUR district – and investigation of particular urban characteristics. It

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will consider aspects like Rome's experiments in social housing, the development of elite residential districts, the revelation of ancient monuments along wide new avenues of the Fascist era, as well as contemporary architectural additions to the city's monuments.

***AH 294 Renaissance Rome and Its Monuments (Rome City Series) (On-site; activity fee: €25 or \$33)***

Rome City Series - This on-site course will study the monuments of Renaissance Rome: painting, sculpture and architecture produced by such masters as Bramante, Raphael, and Michelangelo, all attracted to the lucrative service of popes, cardinals and nobles of the Roman court. On-site classes will investigate examples of palace and villa architecture, chapel decoration that encompasses altarpieces and funerary sculpture, as well as urbanistic projects where the city itself was considered as a work of art. In-class lectures will introduce historical context and theory allowing the student to understand artworks studied conceptually and place commissions of painting and sculpture within a socio-historic framework.

***AH 295 Early Italian Renaissance Art (Partially on-site; mandatory 3-day trip to Florence)***

The first half of a two-part study of art and architecture in central Italy (Rome, Florence, and Siena) covering the period from the 14th to the mid-15th century. While attention is given to the ambience from which Giotto developed in the Trecento, and to the International Gothic style at the turn of the Quattrocento, major consideration is given to the momentous changes brought about in the first half of the Quattrocento by Brunelleschi, Alberti, Donatello, Ghiberti, Masaccio, and others. Numerous on-site visits in Rome and a trip to Florence are an essential part of the course. Mandatory field trip may require fees.

***AH 296 Italian High Renaissance Art (Partially on-site; mandatory 3-day trip to Florence)***

An extension of the study of Italian art and architecture in the Renaissance through the second half of the 15th century into the first three decades of the 16th. The works of Botticelli, Ghirlandaio, Pollaiuolo, and others will be studied, along with works by those whose innovations initiated the High Renaissance style: Leonardo da Vinci, Michelangelo, Bramante, and Raphael. Numerous on-site visits in Rome and a trip to Florence are an essential part of the course. Mandatory field trip may require a fee.

***AH 297 Baroque Art and Architecture***

An investigation of the major artistic trends in Western Europe during the 17th century. In Italy (excluding Rome, which is covered in a separate course), southern centers such as Sicily, Naples and Lecce will be examined, along with such major northern centers as Turin and Venice, and specific artists such as Guarini, Juvarra and Tiepolo. Major "national" schools of painting will be analyzed: the Dutch and Flemish, as embodied by Rembrandt and Rubens; the Spanish, with Velazquez; the French, with Poussin and Claude. Attention is also paid to architectural and sculptural monuments in each country.

***AH 298 Baroque Rome and Its Monuments (Rome City Series) (On-site; activity fee: €25 or \$33)***

Rome City Series - Rome is the city where the baroque style originated and flourished, and this on-site course focuses on some of the most significant works of art, architecture, and urban planning of the 17th-18th centuries. The course will discuss the works of artists and architects like Caravaggio, Artemisia Gentileschi, Gian Lorenzo Bernini, Francesco Borromini, and Pietro da Cortona. From Villa Borghese to the Trevi Fountain the artworks and urban spaces will provide an opportunity to discuss aspects like Baroque illusionism, artistic techniques, influential art theories,

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and the religious and political contexts of art production and collection in this dynamic and vibrant period.

**AH 299 *Special Topics in Art History***

Specialized courses offered periodically on specific aspects of concern in the field of Art History. Courses are normally research-led topics on an area of current academic concern.

May be taken more than once for credit with different topics.

**AH 339 *Venetian Art*** (*Prerequisite: One previous course in Art History or permission of instructor; mandatory 3-day trip to Venice*)

Venice is set apart from Italy and from Europe not only by its watery setting, but also by its history, traditions, and sense of cultural identity. Unique for its birth from the sea, distinguished by its Byzantine past, splendid for its civic ritual, glorious for its colorful palaces and churches, “La Serenissima” produced a distinct type of Renaissance painting. From the middle of the 15th century to the late 16th century, Venetian painters created a “school” of art that became celebrated for color and brushwork, for attention to light and landscape, and for new poetic and sensual themes. The political, religious and social structure in which these painters worked was essentially conservative, and the state, confraternities, and religious orders demanded that artists heed time-honored traditions. Other factors - such as independent-minded patrician connoisseurs, the influence of humanist thought and literature, the atmosphere of religious tolerance, and contact with Northern Europe - fostered innovation. The tensions between tradition and innovation, Venice and the world, the state and the individual, provided Renaissance art in Venice an especially lively and sometimes conflicted environment. While we will concentrate on Venetian painting, reference will also be made to relevant works of sculpture and architecture. The course will be an investigation of major themes, issues, controversies and problems concerning the understanding of Venetian art by means of analysis of selected key works, rather than an inclusive chronological survey of the period. The mandatory field trip may require a fee.

**AH 340 *Theories and Methods of Art History*** (*Prerequisite: One previous course in Art History or permission of the instructor*)

It is not possible to look at art in an entirely direct, “pure,” way: our understanding is always mediated by a conceptual structure, hence the necessity to be conscious of the methods and theories employed when studying art. This course is an introduction to various historical approaches to the description, analysis, interpretation and evaluation of art from Plato to the present. The biographical approach (Pliny, Vasari) leads to the beginnings of the history of art per se (Winckelmann, Buckhardt, etc.), and the analysis of form (Wölfflin, Riegl, etc.) and style. Panofsky’s iconographic method is fundamental. This course is not limited to writings that are explicitly part of the literature of art history, but proposes a broad outlook on the history of ideas, theories and evaluations of the visual arts by poets, thinkers, philosophers and art historians.

**AH 354 *Ancient Roman Portraiture*** (*Prerequisite: One previous course in Art History or Classical Studies or permission of the instructor*)

Portraiture in Greece and Rome was a vital currency of social interaction and public engagement - across gender, class, location and context. As new archaeological data and research methodologies are transforming our understanding of its form and impact, the field is one of the most vibrant of ancient art. The course will discuss all aspects of what made a portrait: facial characteristics, hairstyles, body types, and clothing, as well as the inscribed base and placement. It will do so with a keen awareness of the developments and experimentations of the medium over time. The course will investigate themes like the uses of male and female portraits in public, the use of type-

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associations and role models, and the choices of statue types and status indicators. It will ask questions about who commissioned works, about workshop practices and distribution, and about the visual impact of techniques and form for the viewer, as well as why some portraits were destroyed or reworked.

**AH 362 Age of Giotto** (*Prerequisite: One previous course in Art History or permission of the instructor; mandatory 3-day trip to Florence*)

This course will address the development of painting, sculpture and architecture in the churches, civic halls, palaces and homes of the great republics and courts of 14th century Italy. The rise of the city states, the new mendicant orders, the visions of Dante and Petrarch, and the brief flourishing of papal Rome encouraged a new interest in nature and human experience which was explored in the beginning of the century by Giotto, Duccio, and others. Around the time of the “Black Death” (1348), painting and sculpture takes on different and often harsher formal qualities and content. Through examination of key monuments and consideration of the social and religious context in which they were created, students will investigate this art-historical moment sometimes called the “proto-Renaissance.” Mandatory field trip may have a fee.

**AH 363 Barbarians, Monks and Kings: Early Medieval Art and Architecture** (*Prerequisite: One previous course in Art History or permission of the instructor. Partially on-site, possible activity fee.*)

The gradual decline of Roman Imperial power in Late Antiquity eventually gave way to the unimaginable. In the 400s, Rome itself was sacked by Germanic tribesmen—by Visigoths and Vandals—and afterward many formerly Roman territories gradually fell to them and to related “barbaric” peoples, the Ostrogoths, Franks, Longobards, and others. Soon a new and seemingly unstoppable religious phenomenon, Islam, began to expand westward and would eventually swallow up much of the territory taken by these Germanic tribes. This course examines the amazingly rich and varied visual culture that emerged from this period of intense conflict and cultural innovation in Italy, Spain, North Africa, and the Near East, with emphasis on metalwork and gems, illuminated manuscripts, stone and ivory carving, textiles, paintings, mosaics, and architecture. The course includes classroom lectures and discussions, 1-3 site visits, and a possible one-day class field trip, which may require a fee.

**AH 364 Pagans, Jews and Christians - Art and Religion in Late Antique Rome** (*Prerequisite: One previous course in Art History, Classical Studies, or Religious Studies or permission of the instructor. Partially on-site; mandatory trip; activity fee: €40 or \$52*)

In the 3rd- and 4th-century Rome continued to be a stronghold of traditional paganism, but it was also a hub of “exotic” pagan cults imported from the East, home to one of the largest Jewish communities in the Diaspora and to one of the fastest-growing Christian communities in the Empire. This diversity was matched by an increase in religious feeling that affected Roman society as a whole. Much of the art produced in Rome at this time may be understood in the context of this new religious ferment. It is a highly creative art, in which tradition, innovation, syntheses, and even contradiction often coexist and give expression to the complex and constantly evolving religious, cultural and social framework of the times. The goal of the course is to allow students to become familiar with the iconography and meaning of the art of Late Antique Rome in the context of this new age of spirituality. In-class lectures will be complemented by site and museum visits to take advantage of the many monuments and artworks still extant in Rome and its environs.

**AH 367 Special Topics in Medieval Art** (*Prerequisite: One previous course in Art History or permission of the instructor* )

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Specialized courses offered periodically on specific aspects of the art of the medieval world. Courses are normally research-led topics on an area of current academic concern. May be taken more than once for credit with different topics.

**AH 372 *Special Topics in Early Modern Art*** (*Prerequisite: One previous course in Art History or permission of the instructor*)

Specialized courses offered periodically on specific aspects of the art of the early modern world. Courses are normally research-led topics on an area of current academic concern. May be taken more than once for credit with different topics.

**AH 373 *Caravaggio*** (*Prerequisite: One course in Art History or permission of the instructor. Partially on-site; mandatory overnight trip to Naples; activity fee: €25 or \$33*)

Caravaggio (1571-1610) provides a noteworthy case study of how an artist's fame changes over time when the works of art do not. Best known for his striking representation of light and use of naturalism, his anecdote-filled biographies led to a negative assessment of the artist and his works. The course looks at the artist's output from an array of historical, thematic, and methodological points of view. The aim is to arrive at an understanding of Caravaggio's works within their historical context from the 17th century to the present day. The mandatory trip may require a fee.

**AH 374 *Donatello*** (*Prerequisite: One previous course in Art History or permission of the instructor; mandatory overnight trip to Florence*)

Donatello (1386-1466) was one of the most important artists of the early Renaissance. Working primarily in Florence, Donatello was a tremendous innovator, particularly in the medium of sculpture. His work would influence many of the most famous artists of the Italian Renaissance. The course will have a global monographic approach, meaning that the artist's entire output will be discussed and analyzed from an array of historical, thematic and methodological points of view. The aim is to arrive at an understanding of Donatello's visual thinking and communicative processes and their development and influence. The mandatory trip may require a fee.

**AH 376 *Michelangelo*** (*Prerequisite: One previous course in Art History. Partially on-site; mandatory overnight trip to Florence; activity fee: €25 or \$33*)

Michelangelo (1475-1564) was one of the most famous and influential artists in his own time and has continued to be ever since. This seems reason enough to examine his work in detail as it forms an essential facet for understanding not only Italian Renaissance art but art in general, as many of the issues involved in trying to comprehend his imagery are applicable throughout art history. The course will have a global monographic approach, meaning that the artist's entire output will be discussed and analyzed from an array of historical, thematic and methodological points of view. The aim is to arrive at an understanding of Michelangelo's visual thinking and communicative processes and their development and influence. The mandatory trip may require a fee.

**AH 377 *Raphael*** (*Prerequisite: One previous course in Art History or permission of the instructor. Partially on-site; mandatory overnight trip to Florence; activity fee: €25 or \$33*)

Raphael (1483-1520) was the youngest member of the famed artistic "trinity" that later art historians have credited with creating the High Renaissance style in central Italy around the turn of the 16th century. While the reputations of other two, Leonardo and Michelangelo, have continuously remained strong over the centuries, Raphael's, on the other hand, has weakened in recent years, although his contribution to the formation of the new Renaissance imagery and its divulgation is unquestionable. This course has a global monographic approach, thus, the artist's entire output will be discussed and analyzed from an array of historical, thematic and



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methodological points of view. The aim is to arrive at an understanding of his visual thinking and communicative processes and their development and influence. The mandatory trip may require a fee.

***AH 379 Issues and Trends in Contemporary Art (Prerequisite: One previous course in Art History)***

This course focuses on the major artistic movements since 1960, in Italy and internationally. It provides direct experience of contemporary art through lectures and field trips, and may include guest lectures by critics and other art professionals. It is taught with a firm emphasis on professional curatorial and editing work, and on practical learning opportunities.

***AH 383 Special Topics in Modern and Contemporary Art (Prerequisite: One previous course in Art History or permission of the instructor)***

Specialized courses offered periodically on specific aspects of the art of the modern and contemporary world. Courses are normally research-led topics on an area of current academic concern. May be taken more than once for credit with different topics.

***AH 384 The Moving Image in Art (Prerequisite: One previous course in Art History or permission of the instructor)***

The course focuses on visual art practices experimenting with video from the mid 20th century to the present. Adopting an overarching chronological format, the course will examine the gradual transformation and development of the filmic medium into an independent creative, formal and conceptual medium. The course will examine the unique qualities artists found in the mutability of the moving image and in its inherent technological, political and cultural power, and consider how works dialogue with existing museum spaces. All classes will be grounded in current visual art debates, expanding on issues dealing with the production of images, and the representation and interpretation of the contemporary world through the means of video art.

***AH 385 American Art and Identity (Prerequisite: One previous course in Art History or permission of the instructor)***

For decades the question “What is American about American art?” stood at the center of American art history. American painting consequently has been studied and interpreted for its putative relationship to American identity or to aspects of national self-image. Though this paradigm is now questioned, it remains deeply embedded in the study of American art. By studying the paintings along with key essays, the course will examine the historiography of American art as well as the artworks. It will analyze the paintings and the debates about their relationship to socio-political contexts that are thought to be particularly American. It will also consider the significant influence on American art by Italian artistic traditions and American ex-patriot artists.

***AH 391 Collection Building and Museum Studies (Prerequisite: One previous course in Art History)***

The course explores what we do with “culturally significant” objects and why. It examines the histories and meanings of ownership, collecting and display in private and especially public venues. Thematically chosen case-studies from a variety of periods and places investigate how knowledge, values and power are constructed through classification and display. The course considers antecedents and alternatives to the modern museum. It examines current debates about the functions, practices and ethics of cultural institutions by drawing on the disciplines of art history, art and design, communications, artistic and literary criticism, cultural criticism, anthropology, sociology, cultural and intellectual history, politics, international affairs, economics

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and, especially, “museum studies.”

**AH 398 Art History Internship** (*Prerequisite: GPA of 3.0 or higher; Junior Standing. Does not count as a major elective for the Art History major*)

The For Credit Internship course combines academic learning with a short-term employment opportunity. May be taken only once for academic credit.

**AH 399 Special Topics in Art History** (*Prerequisite: One previous course in Art History or permission of the instructor*)

Specialized courses offered periodically on specific aspects of concern in the field of Art History. Courses are normally research-led topics on an area of current academic concern. May be taken more than once for credit with different topics.

**AH 460 Research Practicum** (*Prerequisite: Junior Standing. Intended for JCU Degree Seeking AH students, but advanced visiting students studying AH are welcome*)

This upper level seminar/practicum provides rigorous, practical preparation for the writing of professional art-historical research papers, including the Senior Thesis, through four discrete units: an individual portfolio review; a research tools and methods seminar; intensive, directed bibliographic research; and the formulation of a presentation to the class on the thesis topic, together with a new ‘foundation’ portfolio demonstrating mastery of the research skills, competencies, and bibliography necessary for advanced art-historical research writing.

**AH 480 Senior Thesis** (*Prerequisite: Senior Standing*)

Thesis supervision for Art History majors in their final year. Students select their research topics in consultation with their thesis advisor.

**AH 481 Independent Research Art History**

**AH/CL 222 Perception of Space: Wallpainting in the Ancient Mediterranean**

The course examines wall painting and painted spaces in the Greek and Roman world. It focuses mainly on fresco painting, and examines the versatility and visual impact of this medium across subject, setting and viewing. Since wall painting is intimately linked to its display setting, the course will examine both the subjects and artistic approach of the paintings, and the nature of the spaces they adorned, as well as the interplay of the two-dimensional medium and its three-dimensional setting. Considerations may hence address aspects such as pictorial illusionism, public and private display, articulation of space, the role of the viewer, and the relationship between movements and viewing.

**AH/CL 266 Special Topics in Ancient Art**

Specialized courses offered periodically on specific aspects of the art of the ancient world. Courses are normally research-led topics on an area of current academic concern. May be taken more than once for credit with different topics.

**AH/CL 352 Rome in the Age of Augustus** (*Prerequisite: One previous course in Art History or Classical Studies or permission of the instructor*)

The course examines the dynamic and culturally vibrant period linked to the reign of Rome’s first emperor, Augustus. It examines how the change from a Republic to a Principate was articulated in contemporary visual culture: from public works, to luxury goods, to funerary/domestic imagery. Fundamental is the examination of the change and radical redefinition of Roman political, cultural

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and artistic expression that characterizes this period. The course will provide a contextualized appreciation of the visual and artistic culture of the Augustan period. It will furnish students with an in-depth knowledge of key monuments and artworks, and their multifaceted connotations; an awareness of the refashioning and imaging of the city of Rome; and a nuanced appreciation of the particular relationship between politics and representation.

**AH/CL 366 Selected Topics in Ancient Art** (*Prerequisite: One previous course in Art History or Classical Studies or permission of the instructor*)

Specialized courses offered periodically on specific aspects of the art of the ancient world. Courses are normally research-led topics on an area of current academic concern. May be taken more than once for credit with different topics.

**AH/GDR 365 Visualizing Gender from Late Antiquity to the Middle Ages** (*Prerequisite: One previous course in Art History*)

The course investigates the visual construction of gendered identities in the art produced in Europe in late Antiquity and the Middle Ages. The course will discuss how this diverse visual repertoire operates as in an on-going re-definition or re-negotiation of gender as a category. To that end, it addresses both traditional gendered constructs and representations that challenge hetero-normativity as an ideal. The cultural centrality of Christianity in these periods means that representations of gender are inextricably linked to contemporary discourses regarding political, social, economic and ethnic identities, as well as religion. Methodological approaches to the analysis of gender, and to agency of the viewer in the reception and construction of gendered identities, are integral to the course.

**AH/LAW 345 Art Crime: Who Owns Antiquity?** (*Prerequisite: One previous course in Art History or permission of the instructor*)

The course examines the complex subject of art and cultural heritage crime, with a particular emphasis on Italy. While examining the international and national normative frameworks determining what constitutes an art/cultural heritage crime, special attention will be paid to the question of what constitutes “ownership” of art and cultural heritage. The course will consider the development over time of ideas of the value of art (both real and symbolic), as well as the ways that ideas of “ownership” have changed since the late 20th century. In addition to examining issues related to the definition, prevention, and punishment of art/cultural heritage crimes, the course will also examine the role of the Italian state in protecting its national cultural artifacts.

**AH/RL 260 Early Christian and Byzantine Art** (*Partially on-site; mandatory trip to Ravenna; activity fee: €25 or \$33*)

This course traces the developments in architecture, painting, sculpture, and mosaic of the Early Christian and Byzantine periods, from the art of the catacombs in the 3rd and 4th centuries to the monuments of Italo-Byzantine art of the Middle Ages. Students are introduced to the early Christian art and architecture of cities such as Rome, Ravenna and Constantinople. The mandatory field trip may require a fee.

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## BUSINESS

### ***BUS 101 Introduction to Business***

This course presents a general summary of all functions of a business enterprise, including management, finance, accounting, marketing, human resources, and production. The course gives emphasis to the structure of business organizations and the decision-making process that occurs at different levels of corporate management. Students will be exposed to basic business terminology and will establish an applicable business vocabulary. The course also touches upon current business practices (such as managing organizational relationships, managing human resources or planning and controlling resources) that are employed in different national markets to adjust their strategies to diverse consumers worldwide. The course will use reading materials, projects and assignments that will relate the subject to the real world and the possible professional avenues students of business can pursue; the course will also foster critical and analytical thinking, and develop decision-making skills. Successful completion of the course will equip students with a broad understanding of how the business environment works, as well as a lens through which to interpret the world they live in.

### ***BUS 220 Business Communications (Prerequisite: EN 110 with a grade of C or above)***

This course trains students in the best practices of effective Business Communication both in written and oral form. International real-business issues and cases serve as a backdrop for classwork and help sensitize students to the different needs of diverse audiences around the world.

### ***BUS 281/381 Independent Study in Business***

### ***BUS 305 Early Stage Entrepreneurship (Prerequisite: Junior Standing)***

This course examines the entrepreneurial process, from recognizing opportunity to planning, organizing and growing a new venture. We will highlight innovation and its methods and applications on business opportunity analysis. Topics covered also include significance, status, problems, and requirements of entrepreneurial businesses. Students will have the opportunity to identify a business opportunity and develop the idea to the point of being start-up ready. This course will serve as a foundation for students who might want to own a business, and it is meant to be accessible also for non-business majors.

### ***BUS 320 Public Relations (Prerequisites: Junior Standing, EN 110 with a grade of C or above)***

This course introduces students to the importance of Public Relations and familiarizes them with effective PR tactics and strategies in a rapidly changing world scenario. Special attention is devoted to persuasion techniques, the changing role of the media and the complex nature of comprehensive PR plans. The class benefits from guest lectures from professionals and experts.

### ***BUS 330 International Business (Prerequisites: Junior Standing, EC 202; Recommended: MKT 301)***

The objective of this course is to introduce students to the fundamental elements of international business, including political, economic and social systems and barriers affecting international trade and investment, key aspects of global and regional economic integration models, and the global monetary system. The course covers in depth market entry strategies and international organizational structures, reviews key functions of international business and highlights contemporary internationalization problems.

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***BUS 331 China's Perspectives on Globalization and Business (Prerequisite: Junior Standing)***

The course shall introduce the students with the political, economic, and innovation systems of the People's Republic of China and its philosophical and cultural elements which are of importance for international business, international marketing, and international management disciplines. The course shall also cover main globalization and soft power initiatives of the People's Republic of China currently reshaping international business environment.

***BUS 335 International Entrepreneurship (Prerequisite: Junior Standing)***

This course introduces students to issues related to international management and entrepreneurship, with particular attention being paid to formulating creative solutions that take into account differences in national cultures and the business environments. The course examines ways to leverage differences in cultures and leadership styles to achieve enhanced entrepreneurial performance in an international setting including the development of team and communication skills. The course is based on the case-study method.

***BUS 340 International Business Negotiations (Prerequisite: Junior Standing)***

This course aims to provide students with a theoretical and practical background to develop their personal skills to manage negotiations in multicultural environment. The course will explore leadership and communication approaches to effective negotiation management, and will highlight the role of innovation in achieving integrative, successful results. Students will have an opportunity to explore the meaning and practice of managing negotiations. During the course, they will review theory, analyze strategies, engage in practical exercises and acquaint themselves with the language, thought, and praxis of negotiations in the multicultural setting in which we live, learn and work. By studying the impact of the relations between their and others' cultural narratives, the student will discover innovative paths, techniques, and strategies to lead negotiation processes in multicultural environments.

***BUS 345 Innovation and Information Technology (Prerequisite: Junior Standing)***

This course emphasizes the contextual and contingent nature of contemporary working-life and general social activities within the setting of business enterprises. Increasingly, highly skilled individuals, building and using information and communication technologies, can create new markets or take over existing ones by redefining the rules. The course aims to provide students with an understanding of how to use appropriate analytical tools in making decisions in respect to emerging business challenges and opportunities; to explore a series of contemporary business cases; to understand the main theories surrounding innovation, information systems, and new business models; to develop critical thinking in the area of business innovation through information systems and to learn how to research a topic in depth and develop a specialized understanding of a particular industry and/or business phenomenon.

***BUS 398 Business Administration Internship (Prerequisites: GPA of 3.0 or higher; Junior Standing; Internship in the field of Business obtained through the Career Services Center)***

The For Credit (FC) Internship course combines academic learning with a short-term (generally 3 to 6 months, full or part-time with a minimum of 120 hours) employment opportunity. Field experience allows participants to combine academic learning with hands-on work experience. For-Credit internships may be paid or unpaid. The organization or firm must be sponsored by the JCU Career Services Center (CSC). After being selected for an internship and having the CSC verify the course requirements are met, the intern may enroll in the Internship course corresponding to the academic discipline of interest. Course requirements include: attending the internship class which will be scheduled for 10 in-class hours over the semester, verification of the minimum

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number of hours worked in the internship by the CSC; completion of a daily internship log; in-depth interview with the internship sponsor or organization; and a 2500 to 3500 word “White Paper” presenting a position or solution to a problem encountered by their employer. This course is graded on a “pass/no pass” basis. The course will begin the 4th week of each semester. Students will determine with the Registrar’s Office or their Advisor which semester corresponds most closely with the timing of their internship. This course may be taken only once for academic credit.

***BUS 399 Special Topics in Business (Prerequisite: Junior Standing)***

An in-depth treatment of a current area of special concern within the field of Business Administration. Topics may vary. May be taken more than once for credit with different topics.

***BUS 410 Strategic Decisions in Entrepreneurship (Prerequisite: Junior Standing; Recommended: BUS 305)***

This course considers management problems of founders, owners, managers, and investors in startups. Acquisitions, location, organization control, labor relations, finances, taxation, and other topics of interest to entrepreneurial business management will be analyzed.

***BUS 481 Independent Research***

***BUS 498 International Business Seminar (Prerequisites: Senior Standing and completion of all core courses required for International Business)***

This heavily case-based capstone course will enable students to integrate and consolidate previous learning and examine in-depth real-life issues of policy, competitive advantage and barriers to trade; regional and global strategy; the challenges and benefits of operating and managing internationally and cross-culturally; and the major ways in which international business is currently changing, with a consideration of the implications for future business graduates.

***BUS/EC 336 Entrepreneurial Ecosystems (Prerequisite: Sophomore Standing)***

This course considers some of the most important issues concerning contemporary challenges in the field of entrepreneurship. Students will be confronted with interdisciplinary perspectives to the study of entrepreneurship that stem from economics, psychology, geography, history, cultural studies, and policy making, to better understand the emergence and the determinants of entrepreneurial ecosystems.

***BUS/ITS 260 Made in Italy: The Italian Business Environment***

The course analyzes the Italian Business environment, the characteristics of its culture and its inner workings. Students will be able to understand the different types of Italian corporate cultures and the role of family businesses in Italy. The course allows students to assess some of the most popular Italian brands and learn why “made in Italy” is a leading brand in the world, despite recent influences and threats from foreign investors. Company cases and special guests will be an important part of this course and will allow students to relate theory to practice.

***BUS/MKT 322 Multimedia Strategic Communications***

This course introduces students to the art and craft of multimedia storytelling for strategic business communications in the profit sector. It provides background and analysis for how storytelling has evolved in the digital landscape, requiring communicators to rethink concepts of audience, engagement, use of trusted sources, and dynamic updating. In this context, students will take part in the hands-on, beginning-to-end creation of multimedia projects. Depending on each project’s concept, content, and goals, various techniques will be explored and utilized for content

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management and creative presentations. A key challenge to strategic communications—dissemination, making stories stand out in today’s sea of content—will be incorporated from the start into decision making and production.

***CMS/BUS 385 Surveillance, Privacy and Social Identities: Practices and Representations***

The course provides an in-depth analysis of the technical, social, cultural and political contexts and the implications of increasingly ubiquitous surveillance practices. The focus of the course will be in analyzing the deployment and implementation of specific surveillance practices within mediated digital environments and the other spaces of everyday life. Concepts such as privacy and secrecy will be analyzed as they relate to the general field of surveillance. The course will focus on the ways in which these practices circulate within the spaces of culture, cut through specific social formations and are disseminated in the global mediascape. Particular attention will be placed on the ways in which the concept and procedures of surveillance are imagined, represented and contained in popular culture.

***ETH/BUS 301 Business Ethics (Prerequisite: Junior Standing)***

This course examines some of the most important ethical issues in business today, such as businesses’ responsibilities to workers, consumers, and investors, the pros and cons of “free markets,” the challenges posed by environmental damage and automation, the ideas of “social” responsibilities and “ethical” consumption, and the special dilemmas faced by multinational businesses. Issues will be studied through a selection of contemporary cases, issues, arguments, and approaches, along with much class discussion, with the aim of helping students to develop a familiarity with the issues and debates and their ability to discuss, reflect on, and defend their own ethical views.

***IT/BUS 303 Italian for Business (Prerequisite: IT 302, FIN 201 or permission of the instructor)***

This course, which is open to students who have completed the equivalent of two years of college Italian, is designed for those interested in doing business with or in Italy. It focuses on the Italian language of business, aiming at developing students’ written and oral skills while providing them with the technical vocabulary and professional expressions that are most often used in a variety of business situations. Topics are confronted in several ways: through readings from textbooks used in business schools, the analysis of letters, office documents and newspaper articles about business, and targeted exercises and discussions. Attention is also given to culture, manners, and customs as they relate to business practices.

***LAW/BUS 399 Special Topics in Law and Business*** (Prerequisites: Junior Standing, EN 110 with a grade of C or above)

***M-BUS 342 Leadership, Mindfulness, and Emotional Intelligence***

This course aims at studying in depth the model of Resonant Leadership and its positive effects on the increase of efficacy, creativity, motivation, conflict resolution, decision-making, and stress reduction within the workplace. Using the latest studies in the fields of Psychology, Neuroscience, Behavior, and Organization participants will learn the theory, research and experience of employing Mindfulness and Emotional Intelligence within the work environment.

The course will be divided in two parts:

a) a theoretical part in which the participants will be introduced to the model of Resonant Leadership informed by Mindfulness, Emotional Intelligence, Neuroscience, and the most recent cognitive research; b) a practical-experiential part in which Mindfulness techniques and the

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development of Emotional and Social Intelligence will be learned in order to promote resonance in leadership.

***M-BUS/PL 325 NGO Consulting Lab***

In this transdisciplinary course, students develop a project for a non governmental organization (NGO) and they learn how to mainstream the Sustainable Development Goals (SDGs) - including social, economic and environmental sustainability - into it. This learning-by-doing approach is accompanied by a sound theoretical framework in which the role NGOs play in the fragmented system of global governance is analyzed and the ways in which these non-State actors contribute to achieving the SDGs is examined. Moreover, students learn how to mainstream human rights, gender equity, diversity and environmental sustainability in NGOs' work and to understand the challenges posed by managing projects and evaluating their impact.

***M-BUS/PL 399 Special Topics in Business and Political Science***

May be taken more than once for credit with different topics.



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## CLASSICAL STUDIES

### ***AH/CL 222 Perception of Space: Wallpainting in the Ancient Mediterranean***

The course examines wall painting and painted spaces in the Greek and Roman world. It focuses mainly on fresco painting, and examines the versatility and visual impact of this medium across subject, setting and viewing. Since wall painting is intimately linked to its display setting, the course will examine both the subjects and artistic approach of the paintings, and the nature of the spaces they adorned, as well as the interplay of the two-dimensional medium and its three-dimensional setting. Considerations may hence address aspects such as pictorial illusionism, public and private display, articulation of space, the role of the viewer, and the relationship between movements and viewing.

### ***AH/CL 266 Special Topics in Ancient Art***

Specialized courses offered periodically on specific aspects of the art of the ancient world. Courses are normally research-led topics on an area of current academic concern.

May be taken more than once for credit with different topics.

### ***AH/CL 352 Rome in the Age of Augustus (Prerequisite: One previous course in Art History or Classical Studies or permission of the instructor)***

The course examines the dynamic and culturally vibrant period linked to the reign of Rome's first emperor, Augustus. It examines how the change from a Republic to a Principate was articulated in contemporary visual culture: from public works, to luxury goods, to funerary/domestic imagery. Fundamental is the examination of the change and radical redefinition of Roman political, cultural and artistic expression that characterizes this period. The course will provide a contextualized appreciation of the visual and artistic culture of the Augustan period. It will furnish students with an in-depth knowledge of key monuments and artworks, and their multifaceted connotations; an awareness of the refashioning and imaging of the city of Rome; and a nuanced appreciation of the particular relationship between politics and representation.

### ***AH/CL 366 Special Topics in Ancient Art (Prerequisite: One previous course in Art History or Classical Studies or permission of the instructor)***

Specialized courses offered periodically on specific aspects of the art of the ancient world. Courses are normally research-led topics on an area of current academic concern. May be taken more than once for credit with different topics.

### ***ARCH/CL 101 Introduction to Classical Archeology (Partially on-site; activity fee: €25 or \$33)***

This is an introduction to the major cultures of the classical world, ca. 2000 BC to AD 400, with archaeology as the primary body of evidence. Following an introduction to the history of classical archaeology and current archaeological theory and methods, the course traces the development of society in the Mediterranean basin from the Minoans and Mycenaeans to the complex system of the Roman Empire. The course involves lectures and museum visits and integrates information from current archaeological projects.

### ***CL 260 Classical Mythology***

The course examines the principal myths of Classical Greece and Rome, with some reference to their evolution from earlier local and Mediterranean legends, deities and religions. The importance of these myths in the literature and art of the Western World will be discussed.

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### ***CL 261 Sexuality, Eroticism and Gender in Myth and Literature of Greece and Rome***

This multi-disciplinary (philosophy, literature, history, law, art and archeology) course will examine sexuality and eroticism in antiquity, looking in particular at their role as an initiation to higher levels of thought and cognition; their impetus in defining gender roles; their existence as physiological/psychological needs versus social constructions; how they have invested modern thought, research, and become enduring models interpreting human behavior. Students will carry out a close study of selections from Greek and Roman lyric poetry, Greek drama, philosophy and essays, Roman satire and Ovid's epics on love and extensive writing to analyze the context and content of the readings and lectures.

### ***CL 268 Literature and Society in Ancient Greece***

This course introduces students to the civilization of the ancient Greeks through an in-depth study of ancient Greek literature and society from the eighth century B.C.E. through the death of Alexander the Great in 323 B.C.E. Topics studied include the role of religion and myth in ancient Greece, politics and warfare, the status of women, the importance of athletics and other subjects pertaining to the ancient Greek World. Readings in translation include selected works of Hesiod, Homer, Pindar, Aeschylus, Sophocles, Euripides, Aristophanes, Herodotus, Thucydides, Plato and Plutarch.

### ***CL 270 Ancient Rome in the Cinema***

This course will examine the history and myths of the Roman world as presented in modern cinematic art. Course content will focus on the interplay between literary and historical texts and film in response to the question: how has modern cinematic art interpreted the ancient Roman world, and why does this world continue to inspire modern cinema. Therefore the course will proceed at two levels: the evidence of the ancient writers and film versions of those writers.

***CL 278 Literature and Society in Ancient Rome*** (Prerequisite: EN 110 with a grade of C or above. This class can substitute for one of the two EN LIT general distribution required courses. The other EN LIT course must have the EN prefix.)

This course focuses on the literature of Ancient Rome and its role in shaping modern notions about the customs, social practices, and ideas of its citizens. Emphasis will be placed on using Roman literature as a means of studying Roman civilization, while simultaneously examining stylistics and literary techniques particular to the genres of comedy, rhetoric, epic and lyric poetry, satire and history. Texts, which vary, are chosen from Terence, Plautus, Cicero, Catullus, Virgil, Horace, Ovid, Tacitus, and Juvenal. All texts are studied in translation.

### ***CL 281 Independent Study***

***CL 290 Ancient Eats: Food in Ancient Rome*** (Class fee: €10 or \$14)

This course explores the economic, geographic, and cultural foundations on which ancient cultures built their foodways. Some of the topics to be discussed include: Sustainability, Agriculture, Trade, Storage, Processing, Technology, Consumption, and (Intra-cultural) communication through food. The primary focus is on ancient Roman culture, yet exploration and discussion will also connect with Prehistory and the ancient cultures of: The Greeks, West Asia, Africa, India, Southeast Asia, and the Americas. This course addresses historical, political, sociological, anthropological, mythological and communication issues; this is not a culinary arts course.

***CL 299 Special Topics in Classical Studies*** (Recommended: One previous course in Classical Studies or History)

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An in-depth treatment of a current area of special concern within the field of Classical Studies. Topics may vary. May be taken more than once for credit with different topics.

***CL 381 Independent Study (Prerequisite: Junior Standing; Corequisite: EN 110)***

***CL 480 Senior Thesis (Prerequisite: Senior Standing)***

Thesis supervision for Classical Studies majors in their final year.

***CL/HS 221 History of Ancient Greece***

This course examines the history of Ancient Greece from the Archaic Age to the Age of Alexander, the seventh through fourth centuries B.C.E. Focus will be on the rise of Athens and Sparta as the most influential city states in Greece; the development of their respective political, military and social systems; and the causes of the outbreak of the Peloponnesian War that paved the way for the rise of Macedon and domination of the Greek world, first under Philip II, and then his son, Alexander the Great, until his death in 323 B.C.E. Readings in translation will include Herodotus, Aristophanes, Plato, Thucydides, Xenophon, and Plutarch.

***CL/HS 231 Introduction to the History of Ancient Rome***

This course surveys the history of ancient Rome and Italy, focusing on the origins and metamorphoses of Rome from its archaic foundations as an Italic-Latinate kingship to an imperial city. The course examines the establishment, expansion, and conflicts of the Republican period; the political and cultural revolution of the Augustan 'Principate'; the innovations of the High Empire; and the transition into Late Antiquity. Course materials include the writings of ancient authors in translation (these may include Polybius, Sallust, Cicero, Livy, Augustus, Suetonius, and/or Tacitus) as well as modern historians and archaeologists, along with considerations of Roman art, architecture, and archaeology.

***CL/HS 255 Peoples of the Roman World: Ethnic, Social and Cultural Identities***

This course explores the multi-ethnic dimensions of the Roman world with a particular emphasis on the Imperial period (31BCE-476 CE). From Rome's beginnings, its population was characterized by cultural diversity, and one of the Empire's greatest strengths was its ability to integrate diverse peoples into Roman political, social and cultural life. Nevertheless, as the Empire expanded into Europe and the Mediterranean, many peoples who came under Roman rule continued to maintain distinctive ethnic, social and cultural identities. In this course, we will explore the complex processes of social and cultural negotiation between local identities and Romanization that resulted from Roman expansion. In doing so, we will seek a better understanding not only of how and why the cultural identities of such groups differed from mainstream Romanitas, but also the ways in which these interactions contributed to the shaping of Roman identity.

***CL/HS 285 Wine and the Culture of Drinking in Classical Antiquity***

Using primary ancient sources (literary texts, artistic representations, and archaeological finds), this course will examine the role of wine drinking in ancient societies. Where and when did viticulture and wine making originate? Where did the custom of the reclining banquet come from, and what social implications did it carry? How was wine served and how was its consumption regulated? What type of entertainment was offered at these banquets? Our primary focus will be Greece and Rome, but important parallels or corollary practices in neighboring and modern cultures will also be considered.

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***CL/HS 299 Special Topics in Classical Studies and History (Prerequisite: One previous course in Classical Studies)***

An in-depth treatment of a current area of special concern within the fields of Classical Studies and History. May be taken more than once for credit with different topics. May satisfy “Ancient” requirement depending on topic.

***CL/HS 399 Special Topics in Classical Studies and History (Prerequisite: Junior Standing; Corequisite: EN 110)***

An in-depth treatment of a current area of special concern within the fields of Classical Studies and History, with an emphasis on research and writing. Topics may vary. May be taken more than once for credit with different topics. Topics taught in the past include Roman Africa, Ethnicity and Identity in the Ancient Mediterranean World, Ancient Imperialism: Persia, Athens, Rome, Classical Athens in the Age of Socrates, and Ancient Empires: Persia, Athens, and Macedonia. May satisfy “Ancient” requirement depending on topic.

***CL/LAW 326 Roman Law (Prerequisite: Junior Standing. Co-requisite: EN 110)***

The course will examine the development of Roman law from the Twelve Tables through the Justinian Code. Readings and discussions of the political and social conditions of the Roman Republic and Empire will contextualize the study of the evolution of the law. These will include chapters from Livy’s History of Rome, Cicero’s defense and prosecution oratory, as well as selections from Pliny, Tacitus, and others. There will be considerable secondary readings on special topics. Students will be required to analyze cases in the Roman Law of property, the family, torts (delicts), and personal law. The final part of the course will consider the developments of Roman Law since the Justinian Code in the Civil Law Tradition.

***CL/RH 372 Classical Rhetoric and Oratory (Prerequisite: EN 110 with a grade of C or above)***

An examination of the nature, purpose, and place of rhetoric in classical antiquity, as conceived and practiced by ancient Greeks and Romans. Readings (in translation) include the use and conceptualization of an art of persuasion by Gorgias, Plato, Isocrates, Aristotle, Demosthenes, Cicero, Quintilian, and Augustine. This course prepares students to evaluate the use (and abuse) of devices and techniques of classical rhetoric in contemporary politics, economics, marketing, media, and visual arts.

***CL/RL 288 Religion in the Graeco-Roman World***

This course is a survey of the elements of traditional religion in the Graeco-Roman world. It is designed to introduce students to the tenets, beliefs, and spiritual practices of classical antiquity and to familiarize them with the social, cultural and political background surrounding ancient religion. Among the topics covered are the range of religious expressions in Greece and Rome, including the approach to the divine, ritual practices, and the organization of time and space. While the first part of the course is dedicated to Greece, in the second half we will concentrate on Roman religion both as a phenomenon in and of itself and as a factor integrated in the socio-political organization of the empire.

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## COMMUNICATIONS AND MEDIA STUDIES

### ***CMS 280 Intercultural Communications***

An exploration of some of the historical and political conditions that make intercultural communication possible, the barriers that exist to effective intercultural communication, and possible solutions to the problem of intercultural misunderstanding. The course examines examples of differences in communication styles not only between cultures but also within. As a result, issues of race, nation, class, gender, religion, immigration, and sexual orientation will be of significant concern. The course stresses the notion that knowledge of human beings is always knowledge produced from a particular location and for a particular purpose. As a result it encourages students to think carefully about the discipline of Intercultural Communication—its conditions of possibility, its assumptions, and its blind spots—as well the need to be mindful of the limitations and interests of our positioning as investigating subjects.

### ***CMS 299 Special Topics in Media Studies (Prerequisites: As indicated by the specific topic and instructor)***

These courses are specific introductions to intermediate work in the field of Media Studies. They select particular issues or areas of study—such as Media and Violence, or African Cinema—and incorporate specific theories to investigate the topics—such semiotics, post-colonial theory, or postmodern criticism.

### ***CMS 300 Foundations in Critical Media Studies (Prerequisite: COM 220. Recommended: COM 311)***

The aim of this course is to map and explore the canonical scholarship and central research methods in critical media and cultural studies to prepare students to perform advanced and evidence-based media analysis and research. By highlighting key themes and methodologies of the field, the course synthesizes themes from lower-level communications and media studies courses to provide a foundation for advanced study in media. The course applies approaches to inquiry and research practice that students will encounter in a range of courses offered by the program.

### ***CMS 310 Media and Cultural Analysis: Close Readings/Interpretations of Cultural Artifacts (Prerequisite: EN 110 with a grade of C or above; COM 220 recommended)***

From Andre Bazin's analysis of de Sica's *Bicycle Thieves* to Roland Barthes' interpretation of a photo of a black soldier on the cover of *Paris Match* magazine, close readings of media texts have long been a valued aspect of the field of communications. This course offers students the unique opportunity to critically analyze a single, notable media text—be it an album, a TV series, a graphic novel, etc.—and explore in detail the expressive significance, the artistic merit, the social impact and influence, the cultural embeddedness, and associated historical, technological and aesthetic considerations. The course will focus on some of the dominant critical perspectives that have contributed to our understanding of these media texts and their role in society, and investigate this media through a variety of theories and methods.

### ***CMS 311 Media Audiences: Readers, Listeners, Spectators, Viewers, Gamers, and Fans (Prerequisite: COM 220)***

The course provides a general overview of the historical, critical and industrial approaches to that most elusive of components comprising the communications process: the audience, alternately characterized as 'readers', 'listeners', 'spectators', 'viewers,' and/or 'users'. The course will look

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at the very particular ways in which a relationship is constructed between media texts and those who receive, consume, and interpret these while at the same time investigate, critically, the different approaches that have attempted to explain this particular relationship within the field of mass communications studies.

***CMS 314 Myth and Animation (Prerequisite: COM 220)***

The course investigates how myths, universal narratives and archetypal paradigms find their way into contemporary media products. Mythology, the body of inherited myths in any culture, is at the core of narrative processes, and any new text recasts one or more fundamental myths for the society that develops it, renewing its validity for the society itself. By using the animated feature films produced by Disney throughout the twentieth century and into the twenty-first, the course traces the use of children's media in general and how Disney products in particular make use of these traditional narratives, thus providing a valuable observation point from which to survey the relationship between media, social context, and audience.

***CMS 315 European Mass Media (Prerequisite: COM 220)***

A study of the European mass media, including film, television, radio, the press and publishing, and new information technologies. The course will analyze the political, economic, social, and cultural forces that have shaped the particular forms of media systems in Europe, and how these same forces were affected following the end of the Cold War. Special emphasis will be placed on Italy as a particular case study, in order to observe the effects of regulation, technological development, political and ideological shifts, and the forces of globalization on a specific national media system.

***CMS 316 Popular Music and Mass Culture (Prerequisite: COM 220)***

From the cylinders to MP3s, from Tin Pan Alley to death metal, this is a general survey course exploring and analyzing the history and meaning of popular recorded music within mass culture and society. It focuses on the historical, aesthetic, social, political-economic and technological developments that have shaped the very definition of the popular in the musical field. The course covers various aspects of recorded music from the history of the recording industry to the concept of the recorded, from rock and other nationally specific styles to the rise of MTV and beyond.

***CMS 317 Television and Democracy in Italy (Prerequisite: COM 220)***

This course presents an investigation into the complex relationship between television and politics in Italy, whose most notorious embodiment is former prime minister and television tycoon Silvio Berlusconi. The first part of the course will provide a historical overview needed to account for the development of such extraordinary interpenetration between economic, cultural, and political powers. Special emphasis will be given to the transformations of the political public sphere under the mediating effects of commercial television. The second part of the course is centered on a close analysis of a number of contemporary examples of political communications based on the intermeshing between entertainment, information, and politics.

***CMS 318 Comic Books, Graphic Novels, and Visual Storytelling***

The course will be devoted to 'comics' (understood as both serialized comic strips and comic-books) and the more contemporary format of the 'graphic novel'. Other forms of graphic storytelling, ranging from tapestries to children's book illustrations to the underground graphic productions of the counterculture, will also be investigated, including traditions of sequential art in a global context. An initial historical contextualization will be followed by analyses of the form's specificity through a number of theoretical perspectives (including visual culture studies,

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critical theory, narrative and narration, authorship, ideology, postmodernism, fan cultures, and reception), allowing students to critically engage the works as ‘texts’. The relation of the specific visual culture of comics with other mediums -particularly the cinema and gaming- as well as its influence in other realms of popular culture will also be explored.

**CMS 320 Cultural Resistance** (*Prerequisite: COM 220*)

This course analyzes the ways in which diverse cultural practices have been used or understood as political weapons, as attempts to intervene in the historical world. The course will introduce students to a number of approaches –both theoretical and practical, through readings of source texts and analysis of specific case studies—which have investigated the possibility of cultural practice being used as a tool of conflict, dissent, affirmation of identity, and resistance. One of the areas of inquiry will be an investigation of how, in advanced capitalist societies, social and political struggle necessarily happens through an engagement with dominant culture and media forms rather than in spite of them; the course will therefore concentrate on those cultural practices that, although not apparently political in content and aim, can nonetheless be used in politically productive ways. Emphasis will be placed on popular and mass culture artifacts and on the ways in which ‘style’ is used by ‘sub-cultures’ and other social identities in both national and global contexts.

**CMS 321 Contemporary Visual Culture** (*Prerequisite: Junior Standing. Recommended: COM 111*)

The course investigates current trends in visual communication, as well as the methods for how to analyze and contextualize these. Contemporary aspects of media and visual culture will be examined together with modern and historical texts for a well-rounded engagement with the medium as well as the narratives and issues it articulates. Drawing on TV, film, internet memes, contemporary art, digital media, and popular culture, the course may include topics like the impact of celebrity, selfies, postmodern visual practices, identity politics and social movements, memes, and viral media. Students will engage in advanced level visual research and analysis that will foster competencies useful for further cultural studies or media careers.

**CMS 323 Media and the Environment** (*Prerequisite: COM 220*)

As we transition from an industrial model of media distribution to networked communications, corporations and grassroots environmental activists are vying to define environmental opinion in an evolving media landscape. By applying media literacy tools to examine paradigms of communication and ecology we’ll seek to understand how media impact environmental concepts, and explore media strategies for addressing issues such as global climate change. The course covers three core concepts: 1) comparing media and environmental ethics and paradigms, 2) environmental messaging, and 3) the interrelationship between the form of media systems and sustainable business practices.

**CMS 324 Political Communication**

The course explores the relationship between media and the electoral process. Students will examine the history and current status of media, campaigns and elections, as well as how they interact to help shape public attitudes about key events and policy decisions. The course aims to build a foundation of issues and developments in the relationship between political actors and the press, so that students gain the skills and knowledge needed to critically evaluate and contextualize contemporary elections. At the end of the semester, students will be able to 1) identify the major developments in the relationship between political actors and the press; 2) understand the current role of the news media and other forms of communications in the electoral process and 3)

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demonstrate the skills and knowledge needed to critically evaluate contemporary and future elections from a media and communications perspective.

***CMS 328 Media Ethics***

This course focuses on the study and application of ethical standards and practices in a variety of communication environments. Classical ethical frameworks and case studies in communication will be studied, as well as alternative methods and ideas aimed at evaluating and responding to communication problems in the context of global media. This course investigates how media ethics apply to professional practice and also explores how consumers and producers of media can respond to the media environment by engaging in cultural citizenship.

***CMS 330 Global Media (Prerequisite: COM 220)***

This course is an introduction to the current debate around the relationship between globalization and the media. By linking theoretical conceptions with hands-on empirical research and analysis, students will develop a richer and multi-layered perspective around the increasingly relevant yet contested notion of globalization, and specifically on the role that the media have in advancing, challenging and representing social, political and cultural change across multiple regions of the world.

***CMS 333 TV After TV: Industry Practices, Global Formats and Televisual Style (Prerequisite: COM 220)***

What is television's fate in the global digital cultures of convergence? The course examines new programming and advertising strategies in the medium of television, the reconfiguration of traditional and the emergence of new roles within the industry, the development of new global production and distribution strategies and models as well as how these transformations shape actual program content.

***CMS 335 Video Games: Culture & Industry (Prerequisite: COM 220)***

This course examines the social, cultural, economic, and political aspects of digital games, their historical development and their articulation with other media and technologies in digitally mediated environments. Topics include the socio-technical aspects of digital gaming, embodiment and space, communities, fan cultures and sub-cultures, spectatorship and performance, gender, race, sexuality, and the politics and economics of production processes.

***CMS 336 The Music Video: From Popular Music to Film, Video and Digital Media***

Since its emergence in the late 1970s, the music video has become the dominant means of advertising popular music and musicians, as well as one of the most influential hybrid media genres in history. In sampling and reworking a century's worth of films and other pop culture artifacts (as well as art objects and concepts), music videos have affected aesthetic style in a wide range of film and television genres, introducing experimental and avant-garde techniques to a mass audience while influencing artistic and aesthetic movements in their own right. This course will investigate the ways in which popular (recorded) music and visual cultures have reciprocally influenced one another. Music videos will be examined alongside various other media forms including videogames, live concert films, film and television music placement and curation, television title sequences and end credits, user generated content on YouTube, remixes, and mashups. The course will take a particular look at experimental, avant-garde film and video traditions and how they inform music video. Ultimately, the course will specifically treat music videos as a distinct multimedia artistic genre, different from film, television and the popular recorded music they illuminate and help sell.



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***CMS 340 Documentary Film (Prerequisite: COM 210)***

This course aims to provide a theoretical and historical introduction to the modes and styles of documentary film and video. The theoretical and historical focus will consider the forms and functions of non-fiction film from early Lumiere Brothers shorts to contemporary successful theatrical documentaries such as *Bowling for Columbine* up to the on-line distributed post-9/11 conspiracy films and YouTube. During the first half of the course, the documentary ‘canon’—a set of historically important films and established discourses—will be approached. Over the second half, discrete forms of non-fiction production and reception will be analyzed: the diary mode, the film/video essay, the use of documentary film for social and political movements, the issue of re-enactments and the effects of digital media.

***CMS 342 Experimental Film (Prerequisite: COM 210 or permission of the instructor)***

The course surveys the major experimental film and video movements of the twentieth and twenty-first century by closely examining the audiovisual works and theories of artists that are in dialogue with and run parallel to commercial cinema industries. Supporting and interweaving this historical review through assignments, students will focus on analysis, engage with curatorial methods and issues, and explore the creative act of experimentation with short audiovisual works through personal mobile device technology.

***CMS 355 Media and Genre: Queer Cinema***

This course aims to investigate key theoretical aspects of film, television and/or other media in relation to the question of “genre.” The course will primarily examine genre in three ways: 1) as an industrial category used for marketing purposes; 2) as a system of narrative and audiovisual codes; and 3) as a contract between mediamaker and audience to deliver certain negotiated and contested expectations.

***CMS 365 Social Media: Identities and Culture (Prerequisite: COM 311)***

This course explores the state of the online self—the multiple ways in which identities and subjectivities are constructed in the networked environment—with an emphasis on social networking platforms (Instagram, Tinder, Facebook, etc.). The course ties networked identity’s impact on a number of current topics, including celebrity, consumer culture, dating, gender, violence, emotion, affect, big data, surveillance, collective action, and privacy. The central question explored throughout the course is how identities and subjectivities are shaped in a networked environment, and how they, in their turn, shape culture, social dynamics and politics in everyday life.

***CMS 370 Digital Disruption: Technological Change and Digital Platforms (Prerequisite: COM 311 recommended, Junior Standing)***

The course will offer a short historical overview of the relationships between media change and technological disruption, culminating with the intensification of digital media, networking technologies and digital platforms. The course will explore the impact and changes led by digital disruption on social relationships, business models, entrepreneurial practices and the labor condition, communication and culture, as well as on political processes and engagement. The core question investigated throughout the course is how the disruptive logic of digitalization generates anxieties and hopes that condition networked media platforms.

***CMS 381 Independent Research in Media Studies***

***CMS 398 Internship: Media Studies Field (Prerequisites: GPA of 3.0 or higher; Junior Standing; Internship in the field of Communications obtained through the Career Services Center)***

The For Credit (FC) Internship course combines academic learning with a short-term (generally 3 to 6 months, full or part-time with a minimum of 120 hours) employment opportunity. Field experience allows participants to combine academic learning with hands-on work experience. For-Credit internships may be paid or unpaid. The organization or firm must be sponsored by the JCU Career Services Center (CSC). After being selected for an internship and having the CSC verify the course requirements are met, the intern may enroll in the Internship course corresponding to the academic discipline of interest. Course requirements include: attending the internship class which will be scheduled for 10 in-class hours over the semester, verification of the minimum number of hours worked in the internship by the CSC; completion of a daily internship log; in-depth interview with the internship sponsor or organization; and a 2500 to 3500 word “White Paper” presenting a position or solution to a problem encountered by their employer. This course is graded on a “pass/no pass” basis. The course will begin the 4th week of each semester. Students will determine with the Registrar’s Office or their Advisor which semester corresponds most closely with the timing of their internship. This course may be taken only once for academic credit.

***CMS 399 Special Topics in Media Studies (Prerequisite: COM 220)***

These are upper level courses which focus on special areas and issues within the field of Media Studies that give students in-depth exposure to particular theories within the field.

***CMS 528 Media Ethics***

This course focuses on the study and application of ethical standards and practices in a variety of communication environments. Classical ethical frameworks and case studies in communication will be studied, as well as alternative methods and ideas aimed at evaluating and responding to communication problems in the context of global media. This course investigates how media ethics apply to professional practice and also explores how consumers and producers of media can respond to the media environment by engaging in cultural citizenship. Students are expected to conduct extensive graduate level research on a case study that underlines the course themes.

***CMS 533 TV after TV: Industry Practices, Global Formats and Televisual Style***

What is television’s fate in the global digital cultures of convergence? The course examines new programming and advertising strategies in the medium of television, the reconfiguration of traditional and the emergence of new roles within the industry, the development of new global production and distribution strategies and models as well as how these transformations shape actual program content. This is a graduate level course where students are expected to do higher level work and develop an advanced research project in consultation with the professor.

***CMS 545 Ecocinema: Environmentalism and Film***

This course examines a growing subfield of cinema studies, ecocinema, which is devoted to exploring the intersection between film and environmental issues. Ecocinema encompasses a range of movie genres, including documentary, Hollywood blockbusters, eco-horror, indigenous films, and animation. This course investigates how themes like environmental catastrophe, wilderness, animal rights, climate change, the construction of human-nature relations, ecojustice, and environmental politics are communicated through the particular medium properties of film. This course also examines the material impact of film on the environment. During the semester students will study films by combining traditional methods of film criticism with ecocriticism to explore production, aesthetics, narrative, reception, and culture in relationship to environmental themes.

***CMS/BUS 385 Surveillance, Privacy and Social Identities: Practices and Representations***

The course provides an in-depth analysis of the technical, social, cultural and political contexts and the implications of increasingly ubiquitous surveillance practices. The focus of the course will be in analyzing the deployment and implementation of specific surveillance practices within mediated digital environments and the other spaces of everyday life. Concepts such as privacy and secrecy will be analyzed as they relate to the general field of surveillance. The course will focus on the ways in which these practices circulate within the spaces of culture, cut through specific social formations and are disseminated in the global mediascape. Particular attention will be placed on the ways in which the concept and procedures of surveillance are imagined, represented and contained in popular culture.

***CMS/EN 326 Postcolonial Literature and Cinema (Prerequisite: EN 110 with a grade of C or above; Recommended: COM 210 and/or one previous course in Literature)***

This course will provide students with an introduction to postcolonial studies. The first part of the course will offer an overview of the most important topics constituting the field of postcolonial studies. These will subsequently be analysed through the theoretical debates that have grown around them. Furthermore, the course will look at how such issues have been expressed in literary and filmic texts. Topics include colonial discourse analysis; the issue of language; physical and mental colonisation and oppositional discourses; the concepts of 'nation' and nationalism in relation to culture and media; questions of gender in relation to empire and nation; diaspora, cosmopolitanism and identity; the problems of decolonization and the post-colonial state. Emphasis will be placed on colonial and postcolonial texts in the Anglophone and Francophone world.

***CMS/GDR 350 Queer Cinema***

This course provides an overview of LGBTQ+ film (both in terms of representation and production) and introduces a wide range of historical and cultural contexts for this cinema. Narrative and filmic techniques of Queer cinema will be explored, as well as the historical development within queer culture and history, the changing philosophies about queer representation, and the relationship to mainstream film industries, with special emphasis on a diverse range of films, filmmakers and eras.

***CMS/GDR Women in Film***

This course introduces the issues that feminist theories pose for the analysis of films and culture. These issues are usually framed in reference to women's access to and roles in the production of media and women's representation within these media. Correspondingly, the course offers two major sections of investigation. First, we will explore the historical development of women's roles in the cinema as creative artists. Second, we will explore the various ways in which women's roles in the film industry intersect with the wider identity political issues of race, class, sexuality, and national identity.

***CMS/GDR 360 Race and Gender in Popular Media (Prerequisite: COM 220)***

Using contemporary theoretical approaches, this course examines both Race and Gender as social constructions, and the role and function of Cinema and Television texts in circulating and contesting those constructions. Focusing on analyzing Cinema and Television texts for their construction of meaning, this course looks at the complex ideological operations at stake in the operations, maintenance, and resistance to meanings constructed around race and gender.

***CMS/GDR 399 Special Topics in Media Studies and Gender Studies (Prerequisite: COM 220)***

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*recommended)*

***CMS/ITS 241 Italian Cinema (This course carries 3 semester hours of credit.)***

This course surveys films, directors, and film movements and styles in Italy from 1945 to the present. The films are examined as complex aesthetic and signifying systems with wider social and cultural relationships to post-war Italy. The role of Italian cinema as participating in the reconstitution and maintenance of post-War Italian culture and as a tool of historiographic inquiry is also investigated. Realism, modernism and post-modernism are discussed in relation to Italian cinema in particular and Italian society in general. Films are shown in the original Italian version with English subtitles.

***CMS/ITS 243 Cinematic Rome (This course carries 3 semester hours of credit.)***

An analysis of the social, aesthetic, political, and rhetorical implications of cinematic representations of Rome, from silent films to the present. This course will evaluate and discuss ten primary films, along with excerpts from a number of others. We will consider five main topics: Images of Ancient Rome; Before and After World War II; “Americans” in Rome, and Rome in America; Fellini’s Rome; and Urban Angst, Roman Style. As the semester progresses, we will consider how Rome functions as a “character” in the movies, as well as how The Eternal City comprises the *mise-en-scène*. We will assess the artistic representations of Roman monuments and streetscapes on movie sets, as opposed to location shooting. Special attention will be given to memory construction, as well as the rhetoric of “places and spaces” (how the physical/symbolic setting influences us). In this course, students will visit cinematic landmarks in Rome and write about their experiences

***CMS/ITS 244 Popular Italian Cinema***

This course seeks to provide frameworks for understanding the popularity of Italian cinema, its historical and cultural development, and the variety and pleasures that the category includes. This course seeks to examine the extraordinary historical popularity of cinema in Italy, providing the scholarly tools to analyze entertainment from the beginning of the sound era to contemporary cinema and will include examples of horror, peplum, melodrama, western and *commedia all’italiana*. It will enable students to develop critical tools of analysis both for cinema and for cultural studies, and is designed to complement – although not overlap with – other film courses on offer in the university.

***CMS/LAW 322 Free Speech in a Comparative Perspective (Prerequisite: Junior or Senior Standing)***

An introduction to the major problems posed by the right to free speech: the origins and scope of this right, the problems in defining it, the values that it promotes as well as the values that it compromises. This course examines the political and cultural variables shaping the right to free speech by examining its role in many different jurisdictions. Focusing on concrete conflicts over political speech, freedom of religious conscience, hate speech, sexually-explicit speech, the protection of privacy, reputation and intellectual property, we look at constitutional case law and commentary in many different liberal democracies and the jurisprudence of the European Court of Human Rights. Through intense engagement with primary legal materials, class debate and a mock trial, this course will be especially useful for potential law students, journalists, philosophy and religious studies students, and anyone seeking a better understanding of his or her rights in a democratic society.

***CMS/LAW 399 Special Topics in Communications and Law***

May be taken more than once for credit with different topics.

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***CMS/PL 312 Social Media, Social Movements, Social Change (Prerequisite: COM 220)***

This course examines the technological capabilities, organizational structures, social effects, and ethical implications behind the use of social media platforms –Twitter, Facebook and others-- in recent social movement organizing. The course will investigate how social media have been utilized and rendered effective by a variety of social movements and in a diversity of contexts and interests, from the Arab Spring, to Black Lives Matter, to It Gets Better. Students will be offered a broad overview of the affordances of social media for mobilizing for social change or political action. Students will consistently engage with critical concepts from both classic social theory and new media studies put forward both by scholars and organizers.

***CMS/PL 331 Media in the Arab World (Prerequisite: COM 220)***

This course examines the various media systems, both news and entertainment, from the southern Mediterranean all the way to Iran through screenings of films and television programs from the region. The topics to be covered include the motion picture industry, news and entertainment media, including satellite TV, magazines, newspapers, internet, and alternative media and their role in the perception and practice of Middle Eastern politics and culture. Special emphasis will be put on questions of gender as well as the use of the media by social movements and the ways these transform the institutional arrangements between the media, publics and governments, both nationally and transnationally.

***CMS/PL 348 War, Terrorism, and Violence in Visual Culture (Prerequisite: Junior Standing)***

This course examines violence and terror as inherent structural components of contemporary politics and media. Students will study how the performance of violence in the contemporary media landscape has shaped new visual cultures, such as emergent modes of producing evidence, bearing witness and archiving personal and collective memories of traumatic events. Conversely, the course examines how visual culture has dramatically impacted on the way in which we understand and consume violence and terror. Subsequently, students will examine the relationship between violence and visibility, the performance of terror and its representational regimes, through a variety of global visual media from around the world. Example include Hollywood movies; art documentaries; amateur films; photographs; art projects and performances; user-generated videos (including audiovisual material produced by armed groups and terrorist organizations); and state produced media.

***CMS/PL 399 Special Topics in Media Studies and Political Science***

May be taken more than once for credit with different topics.

***CMS/SOSC 325 Advanced Intercultural Communication (Junior status, COM 280 and/or SOSC 202 recommended)***

In a world in which sharp inequalities often accompany cultural differences, what kinds of intercultural communication theory and practice can aid us in building constructive relationships among unequally positioned cultural identities? This course examines theoretical and practical issues in intercultural communication, as an increased awareness of asymmetrical power relationships and their historical contexts can lead to improved communication between persons from differently situated cultural identities. Drawing on case studies, this course will provide students with the opportunity to investigate how mediated power influences intercultural communication. Through lectures, screenings, written assignments, exploring Rome's environment, class discussion, and engaged methodology, students will explore some of the societal issues and conflicts that are often framed as cultural and attempt to uncover the relationships of power and inequality that may reside within them.

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***CMS/SOSC 327 Urban Media (Prerequisite: COM 220 recommended)***

This course maps and explores the critical scholarship as well as practice-based research methods in the field of “urban humanities,” including urban media studies and urban cultural studies. The course examines how media and the city relate to each other. Specifically, how cities are central locations for media, how cities are represented in different media forms, and finally how cities can be critically understood as sentient, smart, digital and post-digital environments. The course aims at answering interdisciplinary research questions, such as: How can a city be considered a medium? How does the city structure communication and cultural expressions? How is media infrastructure entangled with urban life? These questions will be applied to the study of specific sites in Rome, while students will be offered a broad overview of different case studies from a variety of contexts. The course provides critical knowledge of applied interdisciplinary ethnographic methods for analyzing urban media environments.

***CMS/TH 246 Russian Cinema***

This course covers the development of Russian cinema from the Revolution of 1917 to the present, with attention focused both on the aesthetic features of the periods under consideration and the political, social and cultural factors that affected the efforts of Russian filmmakers to create their works. We examine the innovative 1920s of Soviet Russia, the clampdown on art under Stalin of the 1930s, the patriotic films of the World War II period, thawing of artistic controls of 1953-1985, and the evolution of Russian film in post-Soviet Russia in the early twenty-first century.

***CMS/ITS 322 Italian Media and Popular Culture***

This course will introduce students to contemporary Italian media and popular cultures. The course has a thematic approach and applies the analytical theories of critical cultural studies. Students will be exposed to development of various media forms as they have been shaped by and their impact on Italian culture and society. The press, film, radio, television, popular music, comics and graphic arts, sports and digital networks will be investigated from a variety of angles with particular attention on the media’s role in the construction of collective identities, the role of power and capital in shaping national identity, media use by social movements, the question of representation, popular protest and subcultural and subaltern expressions within the national space. Italy’s role within the global media economy will also be investigated.

***M-DMA/CMS 380 Editing, Remixing, and Critical Media Practice (Prerequisites: Junior Standing, COM 230)***

The course focuses on the variety of new forms of critical engagement with audiovisual media --transformative remix videos, mash-ups, re-cuts, vids and the ‘video essay’. All of these formats entail the appropriation and reutilization of pre-existing audiovisual footage — pulled from films, television programs, commercials, music videos, and so forth — in a way that deconstructs, questions, critiques, subverts or analyzes its aesthetic construction and cultural meaning. Students will expand their conceptual and technical skills by engaging these emerging forms of critical media practice, both by tracing their historical development and their relation to preceding trends in avant-garde cinema and contemporary art, and by creating their own political remix videos and analytical video essays. The course alternates weekly screenings and seminars, and includes four Final Cut Pro editing tutorials spread throughout the semester.

***CMS/MGT 361 Social Networks and Media Management (Prerequisite: Junior Standing)***

This course explores the significance of social networks in business and social life. The focus of the course is to critically appreciate social media platforms across a variety of contexts. The course investigates issues related to the management of social media in terms of the strategies and tactics

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related to successful deployment and cultivation of business/social initiatives and the redefinition of the customer/user as a central element in value creation. Issues related to participatory culture, communication power, collaborative work and production, privacy and surveillance, and political economy of social media are explored in depth through the use of contemporary cases.

***COM 101 Public Speaking: Oral Rhetoric and Persuasion***

This course provides students with an introduction to the fundamentals of rhetoric and how they are applied in oral communication, and how these principles and concepts lead to effective public speaking. Students will learn how to prepare and organize persuasive speeches by learning the fundamental structures of the persuasive speech. In addition, students will begin to acquire basic skills in critical reasoning, including how to structure a thesis statement and support it through a specific line of reasoning using idea subordination, coordination, and parallel structure.

***COM 111 Introduction to Visual Communication***

From photojournalism to Instagram, 21st century communication is primarily image-based. Whether its mass media, individual expression, social media or alternative media, images are used for promoting ideas, products, information and political discourses. In this course students investigate the role of visual culture in daily life, exploring fine art, popular culture, film, television, advertising, business communications, propaganda, viral social media and information graphics. As a critical introduction to visual communication, this course mixes theory, analysis and practical activities for an applied understanding of key issues, including the relationship between images, power and politics; the historical practice of looking; visual media analysis; spectatorship; historic evolution of visual codes; impact of visual technologies; media literacy; information graphics literacy; and global visual culture.

***COM 210 Introduction to Cinema (This course carries 3 semester hours of credit.)***

This course is designed as an introduction to the art, history, and business of film. It presents an introduction to film aesthetics and the formal properties of film, locating specific styles and narrative forms within specific classical and alternative film movements. Film theories and critical strategies for the analysis of film will be investigated. The course will be divided into weekly screenings and lectures.

***COM 220 Media, Culture and Society (Prerequisite: COM 111)***

This course examines the mass media as complex social institutions that exercise multiple roles in society—none more crucial than the circulation and validation of social discourses. Introducing students to a variety of theoretical approaches, the course focuses on media operations and textual analysis.

***COM 221 Writing Across the Media (Prerequisite: EN 110 with a grade of C or above)***

The course introduces students to the various kinds of writing they will encounter in the media professions and in digital multimedia production, and prepares them for more advanced media courses in the Communications and Media Studies program. Students will also be introduced to basic legal and ethical issues, such as libel, copyright, privacy. Activities include writing for online media, press releases, strategic campaigns, and short scripts for visual and audio media as well as exercises to pitch their ideas. They will also explore issues concerning style, communicability, and effective storytelling.

***COM 230 Foundations of Digital Video Production***

This course introduces students to the technical, conceptual, and aesthetic skills involved in video

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production through the single camera mode of production. Still the most dominant mode of film and video production, the single camera mode places an emphasis on using the camera to fullest capacity of artistic expression. In addition to the multiple skills and concepts involved with the camera, the course also introduces students to the principles and technologies of lighting, audio recording and mixing, and non-linear digital video editing. Special focus is given to producing content for successful web distribution.

### **COM 281 Independent Study**

#### ***COM 311 Digital Media Culture (Prerequisite: COM 220)***

This course provides students with a number of theoretical approaches to critically assess how digital media function and their expanding and expansive role in contemporary culture. The course further investigates digital media convergence in order to develop a critical lexicon that can both chart its development and engage in intellectual interventions in its use within the transformations occurring in more traditional cultural forms such as television, film, popular music, print, and radio. Special emphasis will be placed on the specific cultural, political, economic, and social issues raised by digital media forms.

#### ***COM 398 Internship: Communications Field (Prerequisites: GPA of 3.0 or higher; Junior Standing; Internship in the field of Communications obtained through the Career Services Center)***

The For Credit (FC) Internship course combines academic learning with a short-term (generally 3 to 6 months, full or part-time with a minimum of 120 hours) employment opportunity. Field experience allows participants to combine academic learning with hands-on work experience. For-Credit internships may be paid or unpaid. The organization or firm must be sponsored by the JCU Career Services Center (CSC). After being selected for an internship and having the CSC verify the course requirements are met, the intern may enroll in the Internship course corresponding to the academic discipline of interest. Course requirements include: attending the internship class which will be scheduled for 10 in-class hours over the semester, verification of the minimum number of hours worked in the internship by the CSC; completion of a daily internship log; in-depth interview with the internship sponsor or organization; and a 2500 to 3500 word “White Paper” presenting a position or solution to a problem encountered by their employer. This course is graded on a “pass/no pass” basis. The course will begin the 4th week of each semester. Students will determine with the Registrar’s Office or their Advisor which semester corresponds most closely with the timing of their internship. May be taken only once for academic credit.

#### ***COM 470 Advanced Media Theory (Prerequisites: COM 311 with a grade of C- or above)***

This course is designed as an advanced level exploration of major theories and schools of thought in media studies and communications. It surveys foundational theories about media and communication, ranging from mass media in the 19th century to contemporary digital media and cultures. Schools of thought and concepts covered in the course include the study of ideology, hegemony, political economy, culture industries, medium theory, cultural studies, mass media and society, spectacle and spectatorship, race, gender, post-colonialism, semiotics, and postmodernism. Students will apply theories through practical written research projects and analysis of current media practices.

#### ***COM 480 Senior Capstone Project (Prerequisites: COM 470, with the exception of the University of Milan Dual Degree students)***

This senior capstone course culminates the coursework in communications by focusing on the study and application of ethical standards in a variety of communication environments. Classical



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and alternative ethical frameworks are explored in order to evaluate and respond to communication problems in the context of global media and cultural citizenship. Through the analysis of case studies, students explore how the structure of media organizations impact ethical decision making and learn to develop self-reflective media practices.

***COM 570 Advanced Media Theory***

This course is designed as an advanced level exploration of major theories and schools of thought in media studies and communications. It surveys foundational theories about media and communication, ranging from mass media in the 19th century to contemporary digital media and cultures. Schools of thought and concepts covered in the course include the study of ideology, hegemony, political economy, culture industries, medium theory, cultural studies, mass media and society, spectacle and spectatorship, race, gender, post-colonialism, semiotics, and postmodernism. Students will apply theories through practical written research projects and analysis of current media practices.

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## COMPUTER SCIENCE

### ***CS 101 Introduction to Computer Science***

This course offers an overview and an introduction to the capabilities and limitations of computing and digital multimedia; the theoretical foundations of computing that drive future computing and technological advancements; computer software including operating system and application software; fundamentals of computer networks and the Internet; networks types and standard protocols; cloud computing; next generation Internet or “Internet of the things”; additive manufacturing and 3D printers for business; business intelligence, data analysis, digital contact with customers; privacy and personal data protection on the Internet; “Cyber war,” computer risk, and security concerns.

### ***CS 110 Computer Office Applications***

This course helps students develop the advanced skills that are necessary in personal productivity office applications, such as word processing, data management and analysis, and presentation/slide design. The course follows best practices and reviews available internet tools for data storage.

### ***CS 130 Web Design I***

The premise of this course is that a web site differs from a traditional media publication because its contents can be updated at any moment, many possibilities exist for making it interactive, and reader attention span is short. The course provides students with technical knowledge and skills required to build a web site, while covering design, communication, and computer-human interaction issues. Topics include web history, HTML, style sheets, and effective information searching. As a final project, students create a web site on a liberal arts topic, which will be judged by the instructor and a reader specialized in the chosen topic.

### ***CS 131 Web Design II (Prerequisite: CS 130)***

The course provides students with the technical knowledge required to deal with the professional process of designing, developing, installing and maintaining a business web site.

### ***CS 160 Programming Concepts and Applications***

This course introduces fundamental computer programming concepts using a high-level language and a modern development environment. Programming skills include sequential, selection, and repetition control structures, functions, input and output, primitive data types, basic data structures including arrays and pointers, objects, and classes. Software engineering skills include problem solving, program design, and debugging practices. The goal of this course is to advance students’ computational thinking, educate them to use programs as tools in their own field of study, and to provide them with fundamental knowledge of programming strategies.

### ***CS 202 Introduction to Artificial Intelligence Concepts (Recommended: CS 101)***

This course is designed for the general student to provide an INTRODUCTORY overview of artificial intelligence (no computer programming skills are necessary). This course will discuss intelligent agents and the building blocks of artificial intelligence: knowledge bases, reasoning systems, problem solving, heuristic search, machine learning, and planning.

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***CS 212 Data Science and Diversity (Prerequisites: CS 160, MA 100/101)***

This course introduces students to the main concepts of data science. It combines statistical and computational theories to create and implement Machine Learning and Deep Learning models for classification and prediction. Such models may have a significant impact on society, as they can be used to automate procedures and extract relevant information from large amounts of data. Also, the quality, objectivity and preparation of training data is addressed to carry out the cognitive bias that can affect the machine learning model, resulting in inaccurate predictions and poor performance. Students will be guided through the process of formulating and carrying out data science analyses with real-world data, with a focus on open, pre-existing secondary data. Using popular languages such as Python, students will learn how to transform and manipulate structured and unstructured data and manage complex computational pipelines. Studies have shown that 4% of students in Data Science are African American, 7.8% Hispanic or Latino, 28% Asian, 46.1% White [source General Assembly]. This course focuses on filling the lack of representation on minority groups in the Data Science and engineering field, opening the concepts of inclusivity in Data Science.

***CS 230 Introduction to Infographics (Recommended: CS 110)***

This introductory course provides an overview for visual representation of data. It is designed to cover the differences between infographics and visualization. Through both theory and applied practice the course covers specifics related to basic graphic design, online publishing, and corporate communication as it relates to large amounts of data and visually representing data in creative and meaningful ways.

***CS 281/381 Independent Study***

***CS 302 Artificial Intelligence Concepts (Prerequisite: CS 101)***

This course is designed for the general student to provide a more in depth study of artificial intelligence (no computer programming skills are necessary). This course will discuss intelligent agents and the building blocks of artificial intelligence: knowledge bases, reasoning systems, problem solving, heuristic search, machine learning, and planning.

***CS 320 Advanced Programming: Python (Prerequisite: CS 160)***

This course will focus on advanced programming techniques and introduce concepts of algorithm design and analysis, using Python, a modern programming language that is popular in the industry. Topics of the course include the implementation and evaluation of advanced algorithms, the design and deployment of Web applications, and the fundamentals of programming for data management and analysis.

***CS/MGT 337 Cybersecurity and Data Privacy Management***

This course will introduce students to the key issues in Cybersecurity Management and Privacy and contribute to raising their awareness of related concerns. It will also cover the basics of Information Security, Business Continuity, and Risk Management. Students will be provided with fundamental knowledge of personal data protection, as well as confidentiality, integrity and availability of individuals' and companies' sensitive information and valuable assets. Classes will involve a mixture of lectures, seminar discussions, and in-class activities and labs. Each practical class will culminate in an assessed exercise.

***CS 399 Special Topics in Computer Science***

May be taken more than once for credit.

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***CS 481 Independent Research***

***M-CS 399 Special Topics in Computer Science***

***MGT/CS 399 Special Topics in Business and Computer Science***  
Special topics in management and computer science

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## CREATIVE WRITING

### ***CW 205 Creative Writing Workshop*** (Prerequisite: EN 103 or 105 with a grade of C or above)

This course provides an introduction to the creative practice of writing fiction, poetry, nonfiction, and stage/screen writing, while probing major issues of literary aesthetics. This course does not satisfy the General Distribution requirement in English Literature.

### ***CW 350 Creative Writing Workshop: Fiction*** (Prerequisite: EN 103 or 105 with a grade of C or above)

The course aims to develop the creative, editorial, and reading habits needed for the production of literary fiction; to develop self-editing skills; and to foster an aesthetic sensibility for use in writing literary fiction. Students will read both contemporary literary fiction and materials related to analyzing and editing literary fiction and participate in a traditional creative writing workshop through in-class writing exercises, reading classmates' fiction, and producing and workshoping their own fiction. Students will compile a portfolio of the work they produce during the term. Students completing this workshop course will be familiar with the skills needed to produce literary fiction, to self-edit work in progress, and to discern the characteristics that make quality literary fiction.

### ***CW 352 Creative Writing Workshop: Creative Nonfiction*** (Prerequisite: EN 103 or 105 with a grade of C or above)

This creative writing workshop is designed to help students develop their writing and editorial skills, as well as the reading habits necessary for the production of works of creative nonfiction. The class will focus upon the creative process and the generation of several different forms within the nonfiction genre including the personal essay, the memoir, travel writing, and the journalistic or magazine profile. Through the examination of superior examples of creative nonfiction, discussions, and critiques, students will become acquainted with the techniques and tools used to build an excellent portfolio of literary and journalistic pieces within the creative nonfiction genre.

### ***CW 354 Creative Writing Workshop: Poetry*** (Prerequisite: EN 103 or 105 with a grade of C or above)

This course aims to develop the creative, editorial, and reading habits needed for the production of poems; to develop self-editing skills; to foster an aesthetic sensibility for use in writing poems. Students will read both contemporary and canonical poetry and materials related to analyzing and editing poems, and participate in a traditional creative writing workshop through in-class writing exercises, reading classmates' poems, and producing their own poems and discussing them in workshop. Students will compile a portfolio of the work they produce during the term. Students completing this workshop course will be familiar with the skills needed to produce poems, to self-edit work in progress, and to discern the characteristics of quality poetry.

### ***CW 356 Creative Writing Workshop: Writing the Eternal City*** (Prerequisite: EN 103 or 105 with a grade of C or above)

This interdisciplinary writing workshop employs the city of Rome as its muse and offers instruction in several genres of creative writing. By examining a variety of works inspired by the Eternal City, students will learn how to evaluate literature in light of an aesthetic and historic precedent, as well as participate in the long tradition of international writers who have recreated Rome on the page. The course will also problematize Rome, exploring the ancient city's contemporary contradictions and complexities and the way writers both perpetuate and dismantle certain myths, such as the illusory *La Dolce Vita*. Writing workshops will acquaint students with the techniques and tools used to critique and incorporate critical feedback into their own revision process. Through studied writing practice and the examination of the Roman setting as a vital literary component, students

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will generate a final portfolio of textual interpretations in response to the Eternal City.

***CW 450 Advanced Creative Writing Workshop: Fiction*** (Prerequisites: Junior Standing and two previous Creative Writing courses with a grade of B or higher)

This workshop aims to develop advanced creative, editorial, and reading habits needed for the production of literary fiction; to develop self-editing skills; and to foster an aesthetic sensibility for use in writing literary fiction. Students will read both contemporary literary fiction and materials related to analyzing and editing literary fiction and participate in a traditional creative writing workshop through in-class writing exercises, reading classmates' fiction, and producing and workshopping their own fiction. Students will compile a portfolio of the work they produce during the term. Students completing this workshop course will be familiar with the advanced skills needed to produce literary fiction, to self-edit work in progress, and to discern the characteristics that make quality literary fiction.

***CW 454 Advanced Creative Writing Workshop: Poetry*** (Prerequisites: Junior Standing and two previous Creative Writing courses with a grade of B or higher)

This workshop aims to develop the creative, editorial, and reading habits needed for the production of poems; to develop self-editing skills; to foster an aesthetic sensibility for use in writing poems. Students will read both contemporary and canonical poetry and materials related to analyzing and editing poems, and participate in a traditional creative writing workshop through in-class writing exercises, reading classmates' poems, and producing their own poems and discussing them in workshop. Students will compile a portfolio of the work they produce during the term.

***CW 550 Graduate Creative Writing Workshop: Fiction***

**ADMISSIONS REQUIREMENTS:** Current enrollment in an accredited graduate program in Creative Writing OR, for students not currently pursuing a graduate program in creative writing but who wish to receive graduate credit, a bachelor's degree from an accredited institution (transcripts required) and assessment of a significant writing sample or previous publications (See JCU website for application procedures).

**COURSE DESCRIPTION:** This workshop aims to develop graduate-level creative, editorial, and reading habits needed for the production of literary fiction; to develop self-editing skills; and to foster an aesthetic sensibility for use in writing literary fiction. Students will read both contemporary literary fiction and materials related to analyzing and editing literary fiction and participate in a traditional creative writing workshop through in-class writing exercises, reading classmates' fiction, and producing and workshopping their own fiction. Students will compile a portfolio of the work they produce during the term. Students completing this workshop course will be familiar with the graduate-level skills needed to produce literary fiction, to self-edit work in progress, and to discern the characteristics that make quality literary fiction.

***CW 554 Graduate Creative Writing Workshop: Poetry***

**ADMISSIONS REQUIREMENTS:** Current enrollment in an accredited graduate program in Creative Writing OR, for students not currently pursuing a graduate program in creative writing but who wish to receive graduate credit, a bachelor's degree from an accredited institution (transcripts required) and assessment of a significant writing sample or previous publications (See JCU website for application procedures).

**COURSE DESCRIPTION:** This workshop aims to develop the graduate-level creative, editorial, and reading habits needed for the production of poems; to develop self-editing skills; to foster an aesthetic sensibility for use in writing poems. Students will read both contemporary and canonical poetry and materials related to analyzing and editing poems, and participate in a traditional creative writing workshop through in-class writing exercises, reading classmates' poems, and producing their own poems and discussing them in workshop. Students will compile a portfolio of the work they produce during the term.

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***CW/DJRN 326 Food Writing (Prerequisite: EN 110 with a grade of C or above)***

Food Writing is an excellent way to explore identity—whether personal, cultural, or national. This creative writing workshop will examine Food Writing in its various professional forms including personal narratives, culinary memoir pieces, researched historical food articles, restaurant reviews, as well as cookbooks and recipes themselves. The Rome setting will also play a gastronomic role as both classroom and collateral textbook. Students should be prepared to visit local markets, restaurants, and locales around the city and come armed with a willingness to explore not only new foods and ingredients, but various subgenres of writing. In addition to eating and writing, reading will also be emphasized. Not only will students examine what is on “on the menu” or being written about today, but they will also gain a clearer understanding of the role of gastronomy in historical literary precedents. Classes will take the form of workshops offering instruction in the mechanics, research, drafting, and editing of professional food writing pieces with the goal of helping writers generate works of publishable quality while developing their particular style and voice.

***CW/DJRN 329 Writing Criticism***

This course offers the student practical and theoretical experience in the field of cultural criticism and writing reviews for print and online publications. Topics will include looking at the history of criticism and the review, critical theory, analyzing a work of art, research, different forms of writing, pitching articles to publications and the craft of writing itself. Students are required to read critically and spend class time in lectures, discussions and workshops. Students will have the opportunity to develop straightforward review writing skills as well as more critical and nuanced essay/long form criticism skills. Students will develop a criticism project, pitch an idea to a publication and write short and long form essays.

***CW/DJRN 346 Creative Writing Workshop: Travel Writing (Prerequisite: EN110 with a grade of C or above)***

This creative nonfiction workshop explores the long tradition of travel writing, fostered by the keen observation and thoughtful documentation of landscape and culture that travel inspires. Students will gain exposure to several subgenres encompassed by the term travel writing including, but not limited to, the travel memoir, the travel essay, guidebooks, and food and humor pieces that tandem as travel writing. The course offers instruction in the research and mechanics of travel writing aimed at the generation of articles and essays for newspapers, magazines, guidebooks, the Internet, as well as how to begin drafting ideas for longer-form works.

***CW/DMA 334 Writers' Workshop: Screenwriting for Episodic Television (Prerequisite: EN 110 with a grade of C or above)***

Writers' Room is an immersive workshop-style course that places students in the shoes of a television writer working to break a season's worth of story and write a screenplay that advances the program's plot and develops its themes while maintaining characterization and tone consistent with the vision of the showrunner. Students will learn how to pitch ideas, collaborate with others writers (giving and taking notes) and express themselves in the voice of the show. The course covers the economic, historical, and aesthetic foundations of contemporary television writing and production and will prepare students to evaluate, develop, and pitch series ideas for episodic television, evaluate and develop episode ideas in a collaborative working environment in line with the tone of the show and produce effective written material (pitches, summaries, show bibles, screenplays) that adhere to professional standards.

***DMA/CW 348 Creative Writing Workshop: Screenwriting (Prerequisite: EN110 with a grade of C or above)***

This creative writing workshop helps students to develop the creative, editorial and reading skills needed for the production of a screenplay, based on the following principles: focus on visual story telling using minimal dialogue, introduction to story analysis using published screenplays and clips, and the exploration of narrative development. Material will be presented in the form of lectures, discussions, handouts, writing exercises, as well as screenings. In the context of a creative

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writing workshop, students will complete in-class and at home writing exercises. Students will also be required to provide their fellow writers with thorough feedback. Finally, students will pitch ideas in preparation for a full script, to be presented and critiqued at the end of the term.

***CW/DMA 349 Adapting Literature to the Screen (EN 110)***

This course will examine how film is linked to other forms of storytelling such as the novel, short story, and theater. Students will learn to identify, and effectively express, the visual components of literature as well as the literary components of film through an analysis of plot, character, dialogue, setting, theme, and symbolism. Issues related to style, adaptation, translation, and interpretation will also be discussed. There will be opportunities through written and oral responses to develop the visual literacy required to “read” films, develop a vocabulary for analyzing literature and film, and ultimately come to a practical understanding of how to transfer literature into screenplay format through the production of a short screenplay.

***CW/DMA 360 Creative Writing Workshop: Videogames (Prerequisite: EN 110 with a grade of C or above)***

This course will serve as a primary introduction to the art and craft of interactive storytelling and narrative design for video games. Students will gain an intimate understanding of the challenges and demands that come with writing for what many consider to be the most complex and collaborative medium of our time.

***CW/ITS 358 The Art of Literary Translation (Prerequisite: EN 110 with a grade of C or above; IT 301 only for Italian Studies majors)***

This course aims to develop the creative, editorial, and reading habits needed for literary translation; to develop an awareness of the theories associated with the practice of translating a work of literary excellence from one language into another; to foster an aesthetic sensibility for use in literary translation. Students will read and discuss theoretical texts and will create their own translations of works by authors that will be chosen by each student. These translations will be presented to the class in a traditional workshop format, with emphasis on analysis of the difficulties posed by the chosen text(s) and a justification for the choices made in rendering the texts into English. Students will compile a portfolio of the translations they produce during the term, having become familiar with the skills and sensitivities needed to translate works of literary merit and to discern the characteristics of quality literary translation.

***CW/ITS 458 Advanced Art of Literary Translation (Prerequisites: Junior Standing and two previous Creative Writing courses with a grade of B or higher)***

This advanced course aims to develop the creative, editorial, and reading habits needed for literary translation; to develop an awareness of the theories associated with the practice of translating a work of literary excellence from one language into another; to foster an aesthetic sensibility for use in literary translation. Students will read and discuss theoretical texts and will create their own translations of works by authors that will be chosen by each student. These translations will be presented to the class in a traditional workshop format, with emphasis on analysis of the difficulties posed by the chosen text(s) and a justification for the choices made in rendering the texts into English. Students will compile a portfolio of the translations they produce during the term, having become familiar with the skills and sensitivities needed to translate works of literary merit and to discern the characteristics of quality literary translation.

***CW/ITS 558 Graduate Workshop in the Art of Literary Translation***

**ADMISSIONS REQUIREMENTS:** Current enrollment in an accredited graduate program in Creative Writing OR, for students not currently pursuing a graduate program in creative writing but who wish to receive graduate credit, a bachelor’s degree from an accredited institution (transcripts required) and assessment of a significant writing sample or previous publications. (See JCU website for application procedures)

**COURSE DESCRIPTION:** This graduate course aims to develop the creative, editorial, and reading



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habits needed for literary translation; to develop an awareness of the theories associated with the practice of translating a work of literary excellence from one language into another; to foster an aesthetic sensibility for use in literary translation. Students will read and discuss theoretical texts and will create their own translations of works by authors that will be chosen by each student. These translations will be presented to the class in a traditional workshop format, with emphasis on analysis of the difficulties posed by the chosen text(s) and a justification for the choices made in rendering the texts into English. Students will compile a portfolio of the translations they produce during the term, having become familiar with the skills and sensitivities needed to translate works of literary merit and to discern the characteristics of quality literary translation.

***DMA/CW 348 Creative Writing Workshop: Screenwriting (Prerequisite: EN110 with a grade of C or above)***

This creative writing workshop helps students to develop the creative, editorial and reading skills needed for the production of a screenplay, based on the following principles: focus on visual story telling using minimal dialogue, introduction to story analysis using published screenplays and clips, and the exploration of narrative development. Material will be presented in the form of lectures, discussions, handouts, writing exercises, as well as screenings. In the context of a creative writing workshop, students will complete in-class and at home writing exercises. Students will also be required to provide their fellow writers with thorough feedback. Finally, students will pitch ideas in preparation for a full script, to be presented and critiqued at the end of the term.

***M-CW 356 Creative Writing Workshop: Writing the Eternal City (Prerequisite: EN 110 with a grade of C or above)***

This course aims to develop the creative, editorial, and reading habits needed for the production of poems; to develop self-editing skills; to foster an aesthetic sensibility for use in writing poems. Students will read both contemporary and canonical poetry and materials related to analyzing and editing poems, and participate in a traditional creative writing workshop through in-class writing exercises, reading classmates' poems, and producing their own poems and discussing them in workshop. Students will compile a portfolio of the work they produce during the term. Students completing this workshop course will be familiar with the skills needed to produce poems, to self-edit work in progress, and to discern the characteristics of quality poetry.

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## DIGITAL JOURNALISM

### ***CW/DJRN 326 Creative Writing Workshop: Food Writing (Prerequisite: EN 110 with a grade of C or above)***

Food Writing is an excellent way to explore identity—whether personal, cultural, or national. This creative writing workshop will examine Food Writing in its various professional forms including personal narratives, culinary memoir pieces, researched historical food articles, restaurant reviews, as well as cookbooks and recipes themselves. The Rome setting will also play a gastronomic role as both classroom and collateral textbook. Students should be prepared to visit local markets, restaurants, and locales around the city and come armed with a willingness to explore not only new foods and ingredients, but various subgenres of writing. In addition to eating and writing, reading will also be emphasized. Not only will students examine what is on “on the menu” or being written about today, but they will also gain a clearer understanding of the role of gastronomy in historical literary precedents. Classes will take the form of workshops offering instruction in the mechanics, research, drafting, and editing of professional food writing pieces with the goal of helping writers generate works of publishable quality while developing their particular style and voice.

### ***CW/DJRN 346 Creative Writing Workshop: Travel Writing (Prerequisite: EN110 with a grade of C or above)***

This creative nonfiction workshop explores the long tradition of travel writing, fostered by the keen observation and thoughtful documentation of landscape and culture that travel inspires. Students will gain exposure to several subgenres encompassed by the term travel writing including, but not limited to, the travel memoir, the travel essay, guidebooks, and food and humor pieces that tandem as travel writing. The course offers instruction in the research and mechanics of travel writing aimed at the generation of articles and essays for newspapers, magazines, guidebooks, the Internet, as well as how to begin drafting ideas for longer-form works.

### ***DJRN 199 Introduction to Photojournalism: On Location in Rome***

This is a course in basic photojournalism on location. There will be both classroom sessions and classes off campus, held on location in Rome and the surrounding area, as well as visits to photographic exhibitions. Students will gain an understanding of the basic concepts of photography and photojournalism; how cameras and lenses work; image composition; lighting conditions and techniques; shooting on location; techniques for working as a photographer; editing and producing photographs; and building a portfolio of images. Class sessions will cover learning use of a camera, lights, composition, color, documentary and candid photographic techniques, photographic software such as Adobe Photoshop, and critiques. Classes on location include practical fieldwork.

### ***DJRN 221 Introduction to News Reporting and Writing (Prerequisite: EN 110 with a grade of C or above)***

This course introduces writing and reporting techniques for the mass media. It focuses on the essential elements of writing for the print, online and broadcast media. The course also covers media criticism, ethics in media, and the formats and styles of public relations.

### ***DJRN 320 Investigative Reporting (Prerequisite: EN 110 with a grade of C or above; Recommended: DJRN 221)***

This course focuses on the in-depth reporting required to unearth today’s biggest news stories, the ones which powerful interests would prefer to keep hidden. The students will be required to make

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sound news decisions, make sense of complicated matters, develop leads and contacts to further their stories, and publish the results of their reportage in a relevant news outlet.

***DJRN 325 Feature Writing*** (Prerequisite: EN 110 with a grade of C or above; Recommended: DJRN 221)

This course offers the student practical experience researching, writing and marketing feature articles for print and/or online magazines. The topics covered include how to develop a good idea, analyze a target audience, gather information, write a feature article, and sell the story. Ultimately this course will teach students how to successfully write longer feature stories and how to pitch them to the appropriate publication. The class time will include lectures where voice, style, use of language, and story structure techniques will be discussed. Class time will also include in-class writing and discussion.

***DJRN 327 Opinion Writing*** (Prerequisite: EN 110 with a grade of C or above)

An opinion piece is everything solid journalism requires from any other form of reporting: good investigative skills, sharp judgment, a firm, eloquent writing style, a clear presentation of hard, grounded facts, and excellent grammar. It is, however, different from classical journalism. The course will investigate the specificity of opinion writing within the context of journalism and look into the various forms that opinion pieces take: political stances, restaurant-theater-book- music or TV reviews, and critiques (pro and con) of medical, governmental or financial systems.

***DJRN 329 Fashion Journalism*** (Prerequisite: EN 110 with a grade of C or above)

This course focuses on the role of fashion journalism in both traditional mass media and emerging digital media. Students will learn to define fashion from a cultural theory framework and to understand its relevance to contemporary society. The course combines theory and practice, ranging from a cultural approach to the subject of fashion journalism and fashion media, to applying it to the skill of fashion journalism and working in the industry.

***DJRN/CW 329 Writing Criticism***

This course offers the student practical and theoretical experience in the field of cultural criticism and writing reviews for print and online publications. Topics will include looking at the history of criticism and the review, critical theory, analyzing a work of art, research, different forms of writing, pitching articles to publications and the craft of writing itself. Students are required to read critically and spend class time in lectures, discussions and workshops. Students will have the opportunity to develop straightforward review writing skills as well as more critical and nuanced essay/long form criticism skills. Students will develop a criticism project, pitch an idea to a publication and write short and long form essays.

***DJRN 330 Writing for News Media*** (Prerequisite: EN 110 with a grade of C or above; DJRN 221 or permission of the instructor)

This course focuses more in-depth on the fundamentals of news reporting and writing, with an emphasis on the print, online, and broadcast media. Key skills to master include criteria for judging news, information gathering, and crafting different styles of news stories for print, broadcast and online media. The course also covers proper line-editing techniques, plus Web layout and publishing.

***DJRN 340 Introduction to Data Journalism*** (Prerequisites: EN 110 with a grade of C or above; recommended COM 221 or DJRN 221)

This course introduces students to the rapidly evolving field of data journalism, which comprises

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a range of techniques applied by journalists and researchers to utilize data for investigation, analysis, and interactivity. Students become acquainted with several strategies, resources, and data repertoires that allow them to discover, present, synthesize, and control datasets to educate and inform diverse publics. Data journalism is pivotal not only for journalists but also institutions, such as NGOs, public companies, and other groups interested in raising awareness for many issues of our time.

***DJRN/DMA 340 Podcast and Radio Production (Prerequisite: any DMA 200-level or above)***

Since 2004 when it began, podcasting has grown in popularity, featuring subjects that range from politics to entertainment to history to self-help. This course will focus on the essential skills for podcast production and will give students a working knowledge of current trends in audio production. This course is designed to familiarize students with all aspects of podcasting and to train students to think critically about stories they consume. Students will learn how to identify an audience, distribute and market their podcast, all within a framework of ethical production.

***DJRN 380 Writing for Advocacy: Climate Crisis (Prerequisite: EN 110 with a grade of C or above; Recommended: DJRN 221)***

This course focuses on writing for media about the climate and environment. The climate crisis is deliberated in a contested public sphere by scientists, politicians, activists, and the fossil fuel industry. To make their arguments, competing advocacy groups deploy different framing and discursive strategies in the global media commons. Regardless of the kind of media being utilized—whether memes, editorials, journalism, public service announcements, image events, social media posts, or viral videos—writing is essential for researching, planning, designing, and scripting any climate communication.

***DJRN 398 Digital Journalism Internship***

The For Credit (FC) Internship course combines academic learning with a short-term (generally 3 to 6 months, full or part-time with a minimum of 120 hours) employment opportunity. Field experience allows participants to combine academic learning with hands-on work experience. For-Credit internships may be paid or unpaid. The organization or firm must be sponsored by the JCU Career Services Center (CSC). After being selected for an internship and having the CSC verify the course requirements are met, the intern may enroll in the Internship course corresponding to the academic discipline of interest. Course requirements include: attending the internship class which will be scheduled for 10 in-class hours over the semester, verification of the minimum number of hours worked in the internship by the CSC; completion of a daily internship log; in-depth interview with the internship sponsor or organization; and a 2500 to 3500 word “White Paper” presenting a position or solution to a problem encountered by their employer. This course is graded on a “pass/no pass” basis. The course will begin the 4th week of each semester. Students will determine with the Registrar’s Office or their Advisor which semester corresponds most closely with the timing of their internship. May be taken only once for academic credit.

***DJRN 399 Special Topics in Journalism (Prerequisite: EN 110 with a grade of C or above; Recommended: DJRN 221)***

These courses are specialized and advanced courses in the field of Digital Journalism.

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## DIGITAL MEDIA ARTS

### ***DMA 228 Sound Design in Media Arts***

This course provides an overview of sound culture and nonlinear audio production with an emphasis on theoretical, historical and practical approaches. In this introductory-level course, students will gain familiarity with the historical trajectory of sound technology and sound art, and get an overview of the theoretical reflections that have accompanied sound artistic creation as well as the basic tools and techniques for nonlinear audio production. The projects devised for the class are aimed at improving listening skills, raise awareness of aural and sonic experience and integrate sound with narrative visual media, so as to allow students to communicate and conceptualize with sound. During the course of the session three fundamental aspects of sound will be addressed: 1) Sound as Sound/Listening/ Field Recordings/ Soundscapes; 2) Sonic Narratives; 3) Sound & Image Relations.

### ***DMA 256 Editing (Prerequisite: COM 230)***

This course will present students with multiple aesthetic approaches to and practical techniques for editing video. Students will learn how to apply concepts such as continuous and discontinuous editing, as well as analytical and constructive editing. They will learn how to use editing as a storytelling tool and use these techniques to shape the story and the emotional response of the audience. Students will practice by editing scenes from different film genres (drama, comedy, action), as well as constructing their own projects, such as editing a montage. Students attending the course should have a fundamental understanding of the basics of digital media production as well as a basic knowledge of non-linear editing software.

### ***DMA 322 Digital Storytelling and Community Engagement***

This course allows students the opportunity to combine digital media art skills with community engagement. In partnership with a Rome-based nonprofit working with disadvantaged or marginalized communities, students will create 2-3 short documentary projects that will be created collaboratively with the community at the non-profit organization. The aim is to use media tools as a means of cultural exchange and to facilitate the telling of stories that emerge from this community. The process will be one that privileges the community voice and shared authorship. Students will be expected to have basic understanding of the skills and concepts involved with the camerawork, lighting, audio recording and mixing, and non-linear digital video editing.

### ***DMA 324 Introduction to Video Game Design***

Introduction to Video Game Design will take a hands-on journey through the process of creating a third-person video game, from initial idea to functioning prototype. Students in the course will explore character, narrative, and level design; consider how game mechanics influence story (and vice versa); model various asset production pipelines; get comfortable with game logic and learn to build the systems contemporary games require; and consider the various avenues available to independent developers for getting their games into the hands of their players.

### ***DMA 325 Motion Graphics and Visual Effects***

Animation is everywhere in contemporary media: from the miniature Westeros landscape of the Game of Thrones title sequence and the Southern Gothic styling of the True Detective opener to the lower third graphics of a local news show or the dancing text of a late-night 1-800-LAWYERS ad. The work of creating even the most humble animation used to be the preserve of teams of specialists with access to expensive and esoteric equipment. Increasingly, however, tight schedules and constrained budgets

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have placed the responsibility for producing them squarely on the editor's shoulders. DMA 325 aims to help editors and filmmakers meet the heightened expectations of modern audiences with motion graphics that captivate and communicate in equal measure. The course is a project-based exploration of the history, theory, tools, and techniques used to produce motion graphics and visual effects for film, television, and web video. The presentation of all topics includes historical background as well as a consideration of contemporary practices and likely avenues of future development. Each class involves both hands-on walkthroughs as well as ample opportunity for individual experimentation. For the midterm and final exams students will be required to produce a piece of work involving a broad spectrum of the techniques discussed using provided assets and a sample composite. The final project will be an individually developed portfolio piece making use of a 3D compositing workflow.

***DMA 328 Promotional Videos (Prerequisite: COM 230 or permission of the instructor)***

This course introduces students to the strategic, conceptual, creative, and technical aspects of promotional videos (teasers, promos, trailers, campaigns, sales reels, and spots). It provides a basic understanding of the various short formats produced in TV and Web communication. The aim is to study common procedures and to get hands-on experience making promos, including how to hook a viewer, how to reach a target, how to engage an audience, and most of all, how to sell a story. This course offers an intensive overview of the entire production process in promo production, including activities like researching, creating a concept pitch/brief, editing, and post-production. The class will feature screenings, exercises, in-class assignments, editing sessions, voiceover recording sessions, and group projects. In order to participate, students will be expected to have a basic understanding of the skills and concepts involved with video editing, audio recording, and mixing.

***DMA 330 Directing Workshop (Prerequisite: COM 230)***

This course leads participants to acquire an understanding of the director's conceptual approach from script to screen. At the same time, the class will enable students to test and develop the practical and communicative skills that are needed in order to direct audiovisual productions. Such competence is indispensable when working on short- and long-format projects in a film, TV, and other creative and commercial contexts.

***DMA 331 Documentary Workshop (Prerequisite: COM 230)***

In this production workshop, students will investigate different approaches to documentary cinema as well as the various techniques available for telling a story in documentary form. Students will apply the acquired theoretical notions in three practical exercises: a location sketch, an interview and a personal essay film. At the end of the workshop, students will have three short films and a deeper understanding of the conceptual, aesthetic as well as ethical issues involved in documentary filmmaking.

***DMA 333 TV Studio Lab***

Many contemporary television sitcoms, news programs, variety shows, and events are shot with a multitude of cameras and are often cut and mixed live for instantaneous broadcast. This course prepares students for work as part of a multi-cam production team by giving them hands-on experience developing content for multi-cam production, prepping broadcast-ready assets, coordinating and executing live shoots, and live-streaming content on a variety of online platforms.

***DMA 353 Advanced Post-Production (Prerequisite: COM 230 )***

In this course students will learn to harness the power of professional-level software in order to edit projects, add visual effects and motion graphics, mix and master audio, execute color grades, and prep projects for distribution to a variety of outlets. As students explore these disciplines they will better grasp best practices for how to collaborate with large teams of professionals charged with delivering

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films and video that meet the exacting standards of contemporary audiences.

***DMA 356 Editing Genre (Prerequisite: COM 230)***

This course will provide students with a practical overview of the film editing process, giving them the tools to be able to utilize editing software effectively. It will also give students an understanding of the stylistic characteristics of film genres and genre production and a practical knowledge of the different editing techniques used these. Students starting the course should have a fundamental understanding of the basics of film production as well as a basic knowledge of digital editing software such as the Final Cut Pro Editing suite.dd

***DMA 390 Digital Video Portfolio Development (Prerequisite: COM 230)***

Professionals in contemporary video production are increasingly required to demonstrate proficiency in a variety of areas that were once the preserve of specialists: the cameraman of old is more often than not today's writer/director/camera operator/editor/sound mixer. This course aims to help students produce a body of work that will enable them to continue their professional development as part of a graduate program or by working in the field. Students in Digital Video Portfolio Development will emerge from the course with the skills required to work efficiently in the wide range of positions and production environments that together constitute the industry's landscape.

***DMA 398 Digital Production Internship (Prerequisites: GPA of 3.0 or higher; Junior Standing; Internship in the field of Digital Production obtained through the Career Services Center)***

The For Credit (FC) Internship course combines academic learning with a short-term (generally 3 to 6 months, full or part-time with a minimum of 120 hours) employment opportunity. Field experience allows participants to combine academic learning with hands-on work experience. For-Credit internships may be paid or unpaid. The organization or firm must be sponsored by the JCU Career Services Center (CSC). After being selected for an internship and having the CSC verify the course requirements are met, the intern may enroll in the Internship course corresponding to the academic discipline of interest. Course requirements include: attending the internship class which will be scheduled for 10 in-class hours over the semester, verification of the minimum number of hours worked in the internship by the CSC; completion of a daily internship log; in-depth interview with the internship sponsor or organization; and a 2500 to 3500 word "White Paper" presenting a position or solution to a problem encountered by their employer. This course is graded on a "pass/no pass" basis. The course will begin the 4th week of each semester. Students will determine with the Registrar's Office or their Advisor which semester corresponds most closely with the timing of their internship. This course may be taken only once for academic credit.

***DMA 399 Special Topics in Digital Media Studies***

May be taken more than once for credit with different topics.

***DMA 434 TV Production Practicum (Prerequisites: DMA 333 or EXP 1013 Media Production Workshop and the recommendation of the professor)***

DMA 434 is a hands-on workshop-style course that is ideal for students who have successfully completed TV Studio Lab and who want to continue working on program development and asset management as well as gaining experience working video switchers, audio mixers, cameras, and lights in demanding live production scenarios. DMA 434 concentrates on producing series and event programming for JCU TV. The course will convene each week for production meetings but students will also be expected to work extensively in the studio and on location outside of class hours.

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***DMA 435 TV Production Practicum II (Prerequisites: DMA 434 TV Production Practicum I)***

DMA 435 is a hands-on workshop-style course that builds on the experience students gained during DMA 434. Students who enroll in 435 will take a leading role in the studio as showrunners for JCUTV. They will develop at least one format, producing a show bible for the semester as well for the use of future sections of DMA 434. They will develop their series' identity and oversee the creation of assets required for principal photography/post before producing a minimum of three episodes for the semester. Students will also be responsible for promoting the show. The course will convene each week for production meetings, but students will also be expected to work extensively in the studio and on location outside of class hours.

***DMA/AS 323 Short-form Video: History and Practice (Prerequisite: COM 230 or AS 215)***

Short-form videomaking commonly utilized in social media ties current mediamaking practices with the early history of film. It is now one of the predominant means of communication in social media. Historically, the short has taken on many forms, including animation, avant-garde art, propaganda, news reels, advertising, education, music videos, viral media, fan media, mash-ups, video essays, documentary and news. In this course, students will perform a number of practical production exercises that engage various short-form formats to allow for a deeper historical and aesthetic understanding of audiovisual media. By developing projects that involve planning and targeting audiences, this course will also develop strategic communication skills and expand the creative palate. Students are expected to have prior experience in basic video editing and camera work.

***DMA/CMS 380 Editing, Remixing and Critical Media Practice (Prerequisites: Junior Standing, COM 230)***

The course focuses on the variety of new forms of critical engagement with audiovisual media –transformative remix videos, mash-ups, re-cuts, vids and the ‘video essay’. All of these formats entail the appropriation and reutilization of pre-existing audiovisual footage — pulled from films, television programs, commercials, music videos, and so forth — in a way that deconstructs, questions, critiques, subverts or analyzes its aesthetic construction and cultural meaning. Students will expand their conceptual and technical skills by engaging these emerging forms of critical media practice, both by tracing their historical development and their relation to preceding trends in avant-garde cinema and contemporary art, and by creating their own political remix videos and analytical video essays. The course alternates weekly screenings and seminars, and includes four Final Cut Pro editing tutorials spread throughout the semester.

***DMA/CMS 387 Expanded Cinema (Prerequisite: Junior Standing)***

Though often overlooked, the act of projection is at the heart of cinema (the act or process of causing a picture to appear on a surface). This studio course focuses on the creation of moving image-based work, exploring how time and space are used as materials to create form and inspire content within the contemporary film genre known as expanded cinema. The technical, historical and psychological aspects of the projected image will be studied in order to re-think cinema as a group and investigate how the projected image can find meaning outside the black box of theaters or the white cube of galleries. Two personal experimental video projects will lead to a final group video installation that will use the environment within the vicinity of John Cabot University's campus (Trastevere neighborhood) to inspire site-specific works while also becoming the location of the final outdoor projection event.

***DMA/CW 334 Writers' Workshop: Screenwriting for Episodic Television (EN 110 with a grade of C or above)***

Writers' Room is an immersive workshop-style course that places students in the shoes of a television writer working to break a season's worth of story and write a screenplay that advances the program's



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plot and develops its themes while maintaining characterization and tone consistent with the vision of the showrunner. Students will learn how to pitch ideas, collaborate with other writers (giving and taking notes) and express themselves in the voice of the show. The course covers the economic, historical, and aesthetic foundations of contemporary television writing and production and will prepare students to evaluate, develop, and pitch series ideas for episodic television, evaluate and develop episode ideas in a collaborative working environment in line with the tone of the show and produce effective written material (pitches, summaries, show bibles, screenplays) that adhere to professional standards.

***DMA/CW 348 Creative Writing Workshop: Screenwriting (Prerequisite: EN 110 with a grade of C or above)***

This creative writing workshop helps students to develop the creative, editorial and reading skills needed for the production of a screenplay, based on the following principles: focus on visual story telling using minimal dialogue, introduction to story analysis using published screenplays and clips, and the exploration of narrative development. Material will be presented in the form of lectures, discussions, handouts, writing exercises, as well as screenings. In the context of a creative writing workshop, students will complete in-class and at home writing exercises. Students will also be required to provide their fellow writers with thorough feedback. Finally, students will pitch ideas in preparation for a full script, to be presented and critiqued at the end of the term.

***DMA/CW 349 Adapting Literature to the Screen (Prerequisite: EN 110)***

This course will examine how film is linked to other forms of storytelling such as the novel, short story, and theater. Students will learn to identify, and effectively express, the visual components of literature as well as the literary components of film through an analysis of plot, character, dialogue, setting, theme, and symbolism. Issues related to style, adaptation, translation, and interpretation will also be discussed. There will be opportunities through written and oral responses to develop the visual literacy required to “read” films, develop a vocabulary for analyzing literature and film, and ultimately come to a practical understanding of how to transfer literature into screenplay format through the production of a short screenplay.

***DMA/CW 360 Creative Writing Workshop: Videogames (Prerequisite: EN 110 with a grade of C or above)***

This course will serve as a primary introduction to the art and craft of interactive storytelling and narrative design for video games. Students will gain an intimate understanding of the challenges and demands that come with writing for what many consider to be the most complex and collaborative medium of our time.

***DMA/DJRN 340 Podcast and Radio Production (Prerequisite: any DMA 200-level or above)***

Since 2004 when it began, podcasting has grown in popularity, featuring subjects that range from politics to entertainment to history to self-help. This course will focus on the essential skills for podcast production and will give students a working knowledge of current trends in audio production. This course is designed to familiarize students with all aspects of podcasting and to train students to think critically about stories they consume. Students will learn how to identify an audience, distribute and market their podcast, all within a framework of ethical production.

***DMA/MUS 298 Survey of Hip Hop Media, Production, and Culture***

This class aims to introduce you to the world of hip-hop by examining recordings, music videos, films, fashion, dance styles and other creative media relevant to the development of hip hop culture. This course will consider hip-hop as a framework for understanding community, cultural identity, entrepreneurship, and creativity. These concepts will be put into practice through audio

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assignments such as the creation of original music. Students will also learn the basics of digital audio production and editing software as well as practical skills for creating musical compositions.

***M-DMA 399 Special Topics in Digital Media Arts***

This course is an experiential master class that allows students to have hands-on experience producing a short film project with a film industry veteran. Students will actively engage every level of production, from pre-production to post-production with basic, readily available tools. Students will gain advanced-level experience through the mentorship of a veteran film and television director, screenwriter, and producer. Students will gain insights into storytelling techniques through film, how to organize a film production from start to finish, and learn to problem-solve with readily available resources. The course is ideal for advanced students who want to get practical, real-world filmmaking experience. This intensive course is only for highly motivated students.

***M-DMA/CMS 380 Editing, Remixing, and Critical Media Practice (Prerequisites: Junior Standing, COM 230)***

The course focuses on the variety of new forms of critical engagement with audiovisual media --transformative remix videos, mash-ups, re-cuts, vids and the 'video essay'. All of these formats entail the appropriation and reutilization of pre-existing audiovisual footage — pulled from films, television programs, commercials, music videos, and so forth — in a way that deconstructs, questions, critiques, subverts or analyzes its aesthetic construction and cultural meaning. Students will expand their conceptual and technical skills by engaging these emerging forms of critical media practice, both by tracing their historical development and their relation to preceding trends in avant-garde cinema and contemporary art, and by creating their own political remix videos and analytical video essays. The course alternates weekly screenings and seminars, and includes four Final Cut Pro editing tutorials spread throughout the semester.

***M-DMA/MUS 298 Survey of Hip Hop Media, Production, and Culture***

This class aims to introduce you to the world of hip-hop by examining recordings, music videos, films, fashion, dance styles and other creative media relevant to the development of hip hop culture. This course will consider hip-hop as a framework for understanding community, cultural identity, entrepreneurship, and creativity. These concepts will be put into practice through audio assignments such as the creation of original music. Students will also learn the basics of digital audio production and editing software as well as practical skills for creating musical compositions.

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## ECONOMICS

### ***BUS/EC 336 Entrepreneurial Ecosystems (Prerequisite: Sophomore Standing)***

This course considers some of the most important issues concerning contemporary challenges in the field of entrepreneurship. Students will be confronted with interdisciplinary perspectives to the study of entrepreneurship that stem from economics, psychology, geography, history, cultural studies, and policy making, to better understand the emergence and the determinants of entrepreneurial ecosystems.

### ***EC 201 Principles of Microeconomics (Prerequisite: MA 100 or MA 101; Recommended: EN 105)***

This course introduces the students to the basic principles of microeconomics and the study of the behavior of individual agents, such as consumers and producers. The first part of the course reviews the determinants of supply and demand, the characteristics of market equilibrium, the concept of social welfare, and the consequences of price controls, taxation, and externalities on social welfare. The second part of the course deals with market theory, with a review of cost concepts and market structures: competition, monopoly, oligopoly, and imperfect competition.

### ***EC 202 Principles of Macroeconomics (Prerequisite: MA 100 or MA 101; Recommended: EN 105)***

An introduction to the basic principles of the macro economy, such as national income accounting, determination of national income, business cycles, inflation, unemployment, fiscal and monetary policy, macroeconomics in the open economy, and economic growth.

### ***EC 281/381 Independent Study***

### ***EC 301 Intermediate Microeconomics (Prerequisites: EC 201, EC 202, MA 198)***

This course delves deeper into the foundations of microeconomic theory, and analyzes the subject from a theoretical rather than practical point of view. Students will become familiar with the tools used by microeconomists in the analysis of consumer and producer behavior. The first part of the course reviews consumer theory and discusses budget constraints, preferences, choice, demand, consumer's surplus, equilibrium, externalities, and public goods. The second part of the course reviews producer theory: technology, profit maximization, cost minimization, cost curves, firm and industry supply, and monopoly.

### ***EC 302 Intermediate Macroeconomics (Prerequisites: EC 201, EC 202)***

The subject matter of this course is the nature and determination of a country's most important measures of economic well-being: aggregate output and unemployment, and a series of related variables such as inflation, interest rates, and exchange rates. The course presents economic models that can be used as tools to understand the behavior of these aggregates and evaluate alternative economic policies.

### ***EC 307 Industrial Organization (Prerequisites: EC 201, MA 198; Recommended: EC 301)***

This course focuses on the analysis of economic markets from a microeconomic perspective. It provides an in-depth analysis of the characteristics of the firm, the many ways in which firms interact within markets, and the policy instruments that are available to ensure that welfare is maximized. The following topics will be covered: the firm and costs, competition, monopoly, dominant firms, cartels, non-cooperative oligopolies, monopolistic competition, price discrimination, strategic

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behavior; vertical relations, information, advertising, and disclosure. Finally, the course will review antitrust laws and policies, and students will discuss antitrust cases in class.

***EC 310 Managerial Economics (Prerequisites: EC 201, MA 208)***

This course applies microeconomic theory and statistics to management problems of a firm. It bridges the gap between purely theoretical economic models and the day-to-day decisions that managers face under conditions of uncertainty and scarcity. The focus is on the optimal utilization of resources within organizations, and the material covered offers a powerful tool for managerial decision-making. A sample of topics to be examined are demand theory and estimation of demand functions; business and economic forecasting techniques; production theory; cost analysis; market structure; strategic behavior and pricing; risk analysis and capital budgeting; government-business relations and the global economy.

***EC 316 International Economics (Prerequisites: Junior Standing, EC 201, EC 202)***

An introduction to international trade and finance. Analysis of the causes and consequences of international trade and investment. Major topics include international trade theory, international trade policy, exchange rates, open-economy macroeconomics, and international macroeconomic policy.

***EC 327 Game Theory (Prerequisites: EC 201 and MA 208)***

Situations in which the outcome of your own decisions depends also upon what others do are pervasive in everyday life. Game Theory focuses on the study of strategic interactions, which occur if the payoff (e.g., utility or profit) to an agent depends not only on her own decisions but also on the decisions made by others. In the presence of strategic interactions, choosing an 'optimal' course of action requires taking other agents' behavior and beliefs into account. This is an introductory course in Game Theory which develops the basic tools and concepts necessary to analyze such interactions and understand how rational agents should behave in strategic situations. In recent years, game theoretic methods have become central to the study of networks (e.g, financial networks) and social interactions. In this course they are used to analyze such economic and political issues as oligopoly, the problem of the commons, auctions, bank runs, collusion and cartels, the conduct of monetary policy, bargaining, global warming, competition among political parties, arms races, negotiations and conflict resolution (e.g., contested resources and territorial disputes). Emphasis is placed on applications, practical understanding and a tools-oriented approach. The topics will be presented through a combination of abstract theory and many applied examples.

***EC 328 Economics of Information (Prerequisite: EC 301; Recommended: MA 208)***

This course examines incentive mechanisms at work in a wide range of environments to see if and how coordination can be achieved by informing and motivating individual decision makers. It also examines the performance of agents hired to carry out specific tasks, from taxi drivers, employees, to CEOs. Students will be introduced to a range of economic tools used to study models that explicitly involve contracting in economics and finance under imperfect and asymmetric information. The methods developed can be employed to investigate the performance of various institutions (e.g., voting schemes) to see if they enhance general well-being. Techniques studied include agency theory and signaling models. In addition, some applications of the tools will be covered (e.g., labor market, credit market and insurance markets).

***EC 341 Economics of Development (Prerequisites: Junior Standing, EC 201, EC 202)***

The course focuses on the economics of development, with specific reference to developing countries. While drawing extensively on the tools of standard economic theory, it deals with

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development issues for which economic theories at best provide only partial answers. It offers a problem-oriented approach, with a historical and institutional perspective, to issues such as poverty, population, income distribution, international trade, investment, aid, and the debt problem.

***EC 342 Issues in Economic Development*** (Prerequisites: Junior Standing, EC 201, EC 202; Recommended EC 316 or EC 341) This course examines in-depth selected topics in development that are of current interest.

***EC 343 The Economics of China*** (Prerequisites: Junior Standing, EC 202, EC 316) Chinese economy has gained remarkable growth since 1978 and today is the second largest economy in the world. Due to its size, the country has become a major participant in the world economy and it is currently in a process of large economic and social transformation. The purpose of this course is to help students understand the complexity and challenges of China's rise and to critically evaluate their implications. After taking this subject, students are expected to understand why China succeeded in maintaining such a high economic growth in the past three decades, the role that the country is playing in the global scenario and what challenges it will be facing in the future.

***EC 345 Economic, Competition, and Regulatory Issues of the European Union*** (Prerequisites: EC 201, EC 202)

This course follows selected topics of current and historic interest regarding European economic integration. Emphasis is placed on monetary and fiscal problems as well as competition policies and the regulatory environment.

***EC 346 The Italian Economy*** (Prerequisites: Junior Standing, EC 201 and EC 202)

The course tracks the economic history of modern Italy from unification until nowadays, with a focus on the current problems and future prospects of the Italian economy in the context of the European integration process and of the economic and financial globalization. All major issues in the reform agenda of the last decades are covered, situating them in the political and socio-economic evolution of Italian history. Topics that will be covered include, among others: the economics of Italian unification, the economic impact of the fascist regime, industrialization, the Italian state-owned enterprise sector and its privatization, administrative reforms and public finance, the politics of the European stability pact and the consequences of Great Recession.

***EC 350 History of Economic Thought*** (Prerequisites: EC 201, EC 202, EN 110)

This course will explore the history and development of economic theories, focusing on the analytical aspects of different theoretical systems. The ideas of famous economists on production, consumption, and distribution of wealth will be examined, as well as their predictions on the future of the capitalist system, its strengths and weaknesses, with the aim of acquiring an enhanced overview of present economic problems. Considerable attention will also be paid to biographical and institutional elements as the necessary background for a full understanding of the different authors' views.

***EC 360 Econometrics*** (Prerequisites: EC 201, EC 202, MA 209)

Econometrics is the use of statistical tools to test economic models. This course will introduce students to the basic principles of econometrics and will provide them with hands-on practical experience in the field. The course starts with a review of statistical tools and continues with the

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analysis of simple and multiple regression, heteroskedasticity, autocorrelation, and multicollinearity. Some of the teaching time will be spent in the computer lab, where students will learn how to work with software.

***EC 369 Applied Economics (Prerequisites: EC 301, EC 302 and EC 360)***

The course surveys empirical papers in different fields of Economics exposing students to a variety of research questions and methods. Class discussions and assignments encourage students to critically engage in the various components of applied research in Economics, to link data analysis techniques to research applications and to learn how to communicate complex ideas in reports and presentations.

***EC 371 Money, Banking and Capital Markets (Prerequisites: Junior Standing, EC 201, EC 202)***

A study of the economics of money, banking, and financial markets in today's international marketplace. Major topics include both micro and macro analyses of financial markets and institutions, determination of interest rates and exchange rates, and monetary policy in both a domestic and international context.

***EC 372 Financial Institutions and Capital Markets (Prerequisite: FIN 301)***

This course covers the structure and role of financial markets and institutions such as commercial banking, investment banking, and major equity, debt, and derivative markets and includes discussion of management, performance, and regulatory aspects. The course also examines the functions of central banks and monetary policy for these financial markets and institutions. Case studies and real life examples are also disseminated throughout the course to allow students the additional exploration of national and international implications of financial markets, including those concerning credit crisis, their causes, and the likely reverberations and regulatory reforms.

***EC 380 Environmental Economics (Prerequisites: EC 201, EC 202)***

This course addresses the main economic problems concerning the environment, to equip students to analyze policies concerning water and air pollution, energy, climate change, and human health. This course combines theoretical analysis with discussions of such specific topics as sustainable development and international cooperation, renewable energy, and state-of-the-art production technology.

***EC 385 Economics of the Digital Economy (Prerequisites: Junior Standing, EC 201)***

This course examines the economic effects of digital technology and e-commerce. The purpose of the course is to analyze the changes brought about by these technological advances and the effects such changes have had, or are expected to have, on economic agents such as consumers and workers as well as on the structure of economic markets.

***EC 398 Economics Internship (Prerequisites: GPA of 3.0 or higher; Junior Standing; Internship in the field of Economics obtained through the Career Services Center)***

The For Credit (FC) Internship course combines academic learning with a short-term (generally 3 to 6 months, full or part-time with a minimum of 120 hours) employment opportunity. Field experience allows participants to combine academic learning with hands-on work experience. For-Credit internships may be paid or unpaid. The organization or firm must be sponsored by the JCU Career Services Center (CSC). After being selected for an internship and having the CSC verify the course requirements are met, the intern may enroll in the Internship course corresponding to the academic discipline of interest. Course requirements include: attending the internship class which will be scheduled for 10 in-class hours over the semester, verification of the minimum number of

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hours worked in the internship by the CSC; completion of a daily internship log; in-depth interview with the internship sponsor or organization; and a 2500 to 3500 word “White Paper” presenting a position or solution to a problem encountered by their employer. This course is graded on a “pass/no pass” basis. The course will begin in the 4th week of each semester. Students will determine with the Registrar’s Office or their Advisor which semester corresponds most closely with the timing of their internship. This course may be taken only once for academic credit.

***EC 399 Special Topics in Economics (Prerequisites: Junior Standing, EC 201, EC 202)***

An in-depth treatment of a current area of special concern within the field of economics. Topics may vary. May be taken more than once for credit with different topics.

***EC 480 Senior Seminar in Economics and Finance (Prerequisites: Senior Standing; EC 301, EC 302, FIN 301, MA 209 or EC 360)***

Designed to be a capstone course, emphasis is placed on both theoretical and quantitative methods in the fields of economics and finance. Basic tools of economics and statistics are used to analyze a variety of contemporary economic problems and policy issues. Students read through major papers and may undertake research on specific topics so as to develop their understanding of economics and finance. Papers and topics cover the current issues of interest in the areas of microeconomics, macroeconomics, econometrics, and finance to include the CFA Professional Code of Ethics and Standards of Professional Conduct. Students may be expected to present and write about their research topics as well as demonstrate an ability to work with quantitative information. The course is structured into modules/sections taught by a group of faculty members.

***EC 481 Independent Research***

***EC/LAW 347 Economic Competition and Law (Prerequisites: EC 201, EC 202)***

The course aims at developing students’ skills in analyzing antitrust and sector specific regulations and cases, in particular in heavily regulated industries (media, telecoms, transport, energy). It will combine the study of the basic notions of competition (law, policy, and economics of competition) with specific EU case analyses (Intel, Google, GE/Alstom, Microsoft). Students will learn the difference between cost categories, and will also learn about perfect competition, market efficiency, and consumer harm. By the end of the course, students should also be able to inform their “consumer-self” better, and know how and where to get the information they need in order to behave responsibly.

***EC/MA 490 Advanced Financial Economics (Prerequisites: EC 301, FIN 301, MA 299; Recommended: MA 491)***

This is an advanced course that makes substantial use of mathematical methods. In general, the topics covered can be viewed as that subset of general equilibrium theory which focuses on complete and incomplete financial markets and their impact on the allocation of consumption goods and efficiency. The course focuses on the operation of financial markets and pricing of financial assets. In the first part of the course, basic techniques and principles of decision making under uncertainty will be developed. These principles will then be applied to portfolio selection problems in financial asset markets. Microeconomic models of financial asset markets and their implications for valuation of stocks, bonds and derivative assets will be examined. The analysis will explore the impact of risk and ambiguity on asset prices and allocations in asset markets. For the most part, it will be assumed that there are two dates and a single consumption good. This basic setting is suitable for the study of the relation between risk and return on securities, and the role played by securities in allocation of risk.

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***EC/MA 491 Mathematical Economics (Prerequisites: EC 301, EC 302; Recommended: MA 299)***

The purpose of this course is to introduce students to basic but rigorous mathematical methods and models widely applied in modern economic theory, and relative economic applications (e.g., convex analysis, unconstrained and constrained optimization, basic topology and metric spaces, introductory Game Theory). The material is fairly basic, yet emphasis is placed on rigor and mathematical proofs. The course will be at the level of the material covered in such texts in the field as Wade Hands' Introductory Mathematical Economics, and Aliprantis and S.K. Chakrabarti's Games and Decision Making. The material taught also draws from A. McLennan's lecture notes Introduction to Mathematical Economics.

***EC/MKT 361 Applied Data Analytics (Prerequisite: MA 208)***

This course will examine current trends in data science, including those in big data analytics, and how it can be used to improve decision-making across different fields, such as business, economics, social and political sciences. We will investigate real-world examples and cases to place data science techniques in context and to develop data-analytic thinking. Students will be provided with a practical toolkit that will enable them to design and realize a data science project using statistical software.

***MKT/EC 399 Special Topics in Marketing and Economics***

***PL/EC 375 Politics of Gender (Junior Standing)***

This course explores the ways in which the social and cultural constructions of gender influence the nature and practice of political life. The course revolves around two themes – exclusion and empowerment – and examines the practices, policies and structures that exclude different genders, as well as the strategies and repertoires of different gendered communities to protect their rights and interests and promote equality. The course is organized around a variety of topics, blending issues of exclusion and empowerment. The course begins by laying out debates surrounding gender and key themes used to examine the topic in psychology, biology, sociology and economics. We then move to examine specific synergies between gender and politics, exploring the issues of political representation, political participation, public policy, the body politic, the political economy, development, violence, rights, political mobilization and transnational issues. Using case studies, as well as lessons from practitioners, the course surveys a variety of issues and debates related to gender and politics.

***SOSC/EC 390 Economic Anthropology (Pre-requisites: Junior Standing)***

Economic anthropology focuses on the social contexts and dynamics within which goods and services are produced and consumed. It explores how cultural and local factors play into the way communities and individuals organize their economic activities and strategies. The course introduces students to theories and methods of contemporary economic anthropology. They are then guided in carrying out an independent fieldwork project to study how economic and business actors operate in real-life settings. The course is organized as a seminar, in which students discuss seminal and recent ethnographic case-studies, exploring how economic decisions are often entangled with social, cultural, and political concerns. Classes alternate between training students in the practical methods of ethnographic and qualitative research, and discussing core themes of economic anthropology. These include the importance of gift-giving and reciprocity, moral economies and the allocation of non-material value, kinship and community decision-making, social movements campaigning for economic and environmental justice, informal and "ethnic" economies. At the same time, students carry out their own research projects, applying the concepts



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and methods learned to their chosen economic case-study.

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## ENGINEERING

### ***ENGR 200 Material and Energy Balances***

This course will introduce the student to chemical engineering and the fundamental principles of chemical process analysis. The student will gain experience in the application of problem-solving techniques in a variety of process-related problems. Aspects of professional development as a chemical engineer will be presented and integrated into course material.

### ***ENGR 201 Biomedical Engineering Fundamentals (MA 198 - Calculus I)***

Working specifically within the framework of biomedical engineering applications, this course provides the engineering fundamentals of the conservation laws of mass, energy, charge, and momentum. This includes approaching problems from an engineering perspective, dimensional analysis, foundations of engineering calculations, and practical applications of the conservation principles.

### ***ENGR 210 Statics (Prerequisite: MA 198)***

This course provides an introduction to statics, the branch of mechanics that is concerned with the analysis of loads (force and torque, or “moment”) on physical systems in static equilibrium, that is, in a state where the relative positions of subsystems do not vary over time, or where components and structures are at a constant velocity. When in static equilibrium, the system is either at rest, or its center of mass moves at constant velocity. Course content includes vector algebra, forces, couples, moments, resultants of force couple systems; friction, equilibrium analysis of particles and finite bodies, centroids; and applications.

### ***ENGR 211 Mechanics of Materials (Prerequisite: ENGR 210)***

The course provides a study of the fundamentals of solid mechanics of deformable bodies. The engineering structures covered in this course are determinate and indeterminate assemblies of tension members, columns (including buckling), beams (flexural members), shafts (torsional members), and thin-walled pressure vessels (tanks). The course also contains an introduction to common categories and types of engineering materials and their failure mechanisms. The importance of safety factors and their application in the Allowable Stress Design philosophy is emphasized throughout the course, leading to an enhanced awareness of the professional and ethical responsibilities inherent to the role of the engineer.

### ***ENGR 212 Mechanics and Machines (Prerequisites: MA2 99 Calculus II, Principles of Physics I (with Laboratory))***

This course provides a foundation in vector mechanics, statics, and axial, torsional, and bending stresses. Deflections of axial and torsional members are also emphasized. Some machine elements are introduced.

### ***ENGR 213 Thermodynamics (Prerequisites: Principles of Chemistry; Introduction to Physics)***

This course provides an introduction to Thermodynamics, a branch of physics concerned with heat and temperature and their relation to energy and work. It defines macroscopic variables, such as internal energy, entropy, and pressure that partly describe a body of matter or radiation. It states that the behavior of those variables is subject to general constraints that are common to all

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materials, not the peculiar properties of particular materials. These general constraints are expressed in the four laws of thermodynamics, which can be explained by statistical mechanics, in terms of the microscopic constituents. The course includes basic elements of classical thermodynamics, including first and second laws, properties of pure materials, ideal gas law, reversibility and irreversibility, and Carnot cycle; control volume analysis of closed simple systems and open systems at steady state; engineering applications, including cycles; psychrometrics.

***ENGR 220 Fluid Mechanics (Prerequisite: MA 299)***

This course covers theory and application of fluid statics, momentum transfer, and viscous fluid flow. Fundamentals of microscopic phenomena and application to macroscopic systems are addressed. Course work covers both open-channel and conduit (pipe) flow. The fluid statics and dynamics of incompressible and compressible fluids are considered.

***ENGR 226 Microcontroller Programming and Applications (Prerequisite: CS 160 or permission of the instructor)***

An introduction to digital systems and microcontroller programming including basic logic functions, microprocessor architecture, input and display devices, sensors, motors, and C programming for microcontrollers. The emphasis is on programming a microcontroller in C for practical applications.

***ENGR 227 Basic Circuits (Prerequisites: Physics (Electricity and Magnetism, MA 299 Calculus II. Co-Requisite: MA 495 Differential Equations)***

This course serves as an introduction to circuit analysis. Beginning with fundamental electronic components, students learn the basics of electrical circuits, including their design and analysis. Both DC and AC circuits will be studied, along with digital logic and operational amplifier circuit topologies. A design project will also be incorporated to allow students the opportunity to create their own circuit using available components. This is a 3-course and comes with a lab, 60 academic hours (45 lecture hours and 15 lab hours),

***ENGR 230 General Electrical Engineering***

The course is an introductory course to Electrical Engineering for non-majors. It has been designed to introduce fundamental principles of circuit theory commonly used in engineering research and science applications. Topics include current and voltage laws that govern electronic circuit behavior, node and loop methods for solving circuit problems, DC and AC circuit elements, frequency response, and operational amplifiers.

***ENGR 240 Dynamics (Prerequisites: ENGR 210, MA 495)***

This course provides an introduction to the fundamental concepts of dynamic behavior of particles and rigid bodies. Students will understand the need for different coordinate systems and different frames of reference, as well as their relation to position, velocity, and acceleration. The concepts of work and energy, and impulse and momentum will be discussed, with an emphasis on how to make a proficient use of them.

***ENGR 299 Global Engineering***

This course aims to introduce students to the global context in which engineers are asked to operate in the 21st century. In this course, students will use their immersion into Italian culture as a case study by which they will learn and practise the cultural competencies and understanding of cultural frameworks that are essential to their success as 'global' engineers. Students will also

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examine technology leadership from an historical and cultural perspective, and global engineering trends and emerging technologies in Italy and the European Union, in order to gain a better understanding of the role and needs of the ‘global’ engineer.

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## ENGLISH COMPOSITION

***EN 103 Intensive English Composition*** (This course carries 6 semester hours of credit. Prerequisite: Placement via JCU English Composition Placement Exam)

This intensive course has two components. One concentrates on developing the ability to write grammatically and idiomatically correct English prose, and includes an in-depth grammar review and examination of academic register. The other focuses on the elements of academic writing, from sentence structure through effective paragraph writing in essays, and introduces students to the various rhetorical modes. Elements covered include outlining, the introduction-body-conclusion structure, thesis statements, topic sentences, supporting arguments, and transition signals. Students will also become familiar with the fundamentals of MLA style, research and sourcing, as well as information literacy. To develop these skills, students will write in- and out-of-class essays. Critical reading is also integral to the course, and students will analyze peer writing as well as good expository models. Individual students in EN 103 may be required to complete additional hours in the English Writing Center as part of their course requirements. Students must receive a grade of C or above in this course to be eligible to take EN110. Students who receive a grade ranging from C- to D- can take EN105 or repeat EN103. Students who receive an F must repeat EN103.

***EN 105 English Composition*** (Prerequisite: Placement via JCU English Composition Placement Exam)

This course concentrates on the development of effective paragraph writing in essays while introducing students to the various rhetorical modes. Elements covered include outlining, the introduction-body-conclusion structure, thesis statements, topic sentences, supporting arguments, and transition signals. Students will also become familiar with the fundamentals of MLA style, research and sourcing, as well as information literacy. To develop these skills, students will write in- and out-of-class essays. Critical reading is also integral to the course, and students will analyze peer writing as well as good expository models. Students must receive a grade of C or above in this course to be eligible to take EN 110. Individual students in EN 105 may be required to complete additional hours in the English Writing Center as part of their course requirements.

***EN 110 Advanced Composition*** (Prerequisite: Placement via JCU English Composition)

This course prepares students to read, think, and write critically. Students will develop their ability to read critically and analyze primary and secondary sources, hone their composition skills through in and out of class essays, and will complete the course by writing and revising a fully-documented and well-reasoned research paper, complemented by an annotated bibliography and literature review. EN110 focuses on the argumentative form, encouraging students to position their work within current critical discourses. The course develops the following skills: source selection and interrogation, identification and contextualization of themes, thesis development and defense, digital literacies, use of library resources, and careful citation in MLA style. Students must receive a grade of C or above in this course to fulfill the University's English Composition requirement and to be eligible to take courses in English literature.

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## ENGLISH LITERATURE

***CMS/EN 326 Postcolonial Literature and Cinema*** (Prerequisite: EN 110 with a grade of C or above; Recommended: COM 210 and/or one previous course in Literature)

This course will provide students with an introduction to postcolonial studies. The first part of the course will offer an overview of the most important topics constituting the field of postcolonial studies. These will subsequently be analysed through the theoretical debates that have grown around them. Furthermore, the course will look at how such issues have been expressed in literary and filmic texts. Topics include colonial discourse analysis; the issue of language; physical and mental colonisation and oppositional discourses; the concepts of 'nation' and nationalism in relation to culture and media; questions of gender in relation to empire and nation; diaspora, cosmopolitanism and identity; the problems of decolonization and the post-colonial state. Emphasis will be placed on colonial and postcolonial texts in the Anglophone and Francophone world.

***EN 200 Introduction to Literature*** (Prerequisite: EN 110 with a grade of C or above)

This is a reading and writing intensive course. Students in 200-level literature classes are required to produce 4-5,000 words of critical writing. Presupposing no previous knowledge in particular of literature, the course deals in an intensive manner with a very limited selection of works in the three genres of fiction, drama, and poetry. Students learn the basic literary terms that they need to know to approach literary texts. They are required to do close readings of the assigned texts, use various critical approaches, and write several critical essays on specified readings.

***EN 205 Introduction to the Novel*** (Prerequisite: EN 110 with a grade of C or above)

This is a reading and writing intensive course. Students in 200-level literature classes are required to produce 4-5,000 words of critical writing. The course traces various developments in the genre of the novel from the 17th to the 20th centuries through a reading of selected representative texts. In addition, students are required to consider these works alongside of the development of theories about the novel.

***EN 210 Introduction to Poetry and Poetics*** (Prerequisite: EN 110 with a grade of C or above)

This is a reading and writing intensive course. Students in 200-level literature classes are required to produce 4-5,000 words of critical writing. Major theories concerning the nature and source of poetic talent and a consideration of the traditional aspects of prosody and poetic form. The course emphasis falls upon competence with poetry as an art form rather than upon the knowledge of particular poets or literary periods.

***EN 211 The Short Story*** (Prerequisite: EN110 with a grade of C or above)

This is a reading and writing intensive course. Students in 200-level literature classes are required to produce 4-5,000 words of critical writing. By examining short stories, this course develops students' critical abilities in reading and writing about narrative fiction. The students are introduced to a comparative perspective on literature and learn to identify and evaluate the short story's formal elements, acquiring the skill to read fiction critically, to look beyond the content, to appreciate the ambiguities and complexities of the literary text, and to communicate their findings in critical papers of academic quality. The selection of short stories may vary, offering a historical

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perspective, a thematic one, or a selection of masterpieces in the genre.

***EN 215 Introduction to Literary and Cultural Theories*** (Prerequisite: EN 110 with a grade of C or above)

This is a reading and writing intensive course. Students in 200-level literature classes are required to produce 4-5,000 words of critical writing. Designed as an introduction to the theoretical approaches to literature, the course will stimulate students to think and write critically through the study of the principal topics of literary theory. The course will adopt both a historical approach, covering each theory in the chronological order of its appearance on the scene, and a critical approach - putting the theories to the test by applying them to a literary text. The course will also help students to move on to an advanced study of literature by introducing them to the research methods and tools for the identification, retrieval, and documentation of secondary sources.

***EN 220 Post-Colonial Literature*** (Prerequisite: EN 110 with a grade of C or above)

This is a reading and writing intensive course. Students in 200-level literature classes are required to produce 4-5,000 words of critical writing. This course examines the idea of the postcolonial via a close reading of some of the major works now collected under the term. The course examines themes and techniques from a formal and historical perspective, asking what the “postcolonial” means and whether it is a plausible and productive concept. The course concentrates on writers from countries primarily, but not exclusively, colonized by the British. Topics include decolonization, the appropriation of the colonizer’s language, hybridity, exile, the necessity of alienation and the relationship of the postcolonial to the postmodern. The function of orientalism, the role of censorship, the political and historical importance of the development of a literary consciousness and the role of the figure of the author will also play a role in the course.

***EN 221 Masterpieces of World Literature*** (Prerequisite: EN 110 with a grade of C or above)

This is a reading and writing intensive course. Students in 200-level literature classes are required to produce 4-5,000 words of critical writing. The course is a study of representative works of world literature that can be selected from antiquity, the Middle Ages, the Renaissance, the 19th century and modern ages. The course emphasizes the study and consideration of the literary, cultural, and human significance of selected great works of the western and non-western literary traditions. An important goal of the course is to promote an understanding of the works in their cultural/historical contexts and of the enduring human values which unite the different literary traditions. The course’s pedagogy gives special attention to critical thinking and writing within a framework of cultural diversity. Readings may include works of poetry, epics, drama and novels.

***EN 223 American Literature*** (Prerequisite: EN 110 with a grade of C or above)

This is a reading and writing intensive course. Students in 200-level literature classes are required to produce 4-5,000 words of critical writing. The course deals with a chronological historical coverage of the development of American literature from the 17th century until modern times. Attention is given to the major historical, philosophical and literary movements that shaped American literature such as Puritanism, Transcendentalism, and American realism. Major canon American writers will be studied and analyzed.

***EN 230 English Literature I: Literary Beginnings to Milton*** (Prerequisite: EN 110 with a grade of C or above)

This is a reading and writing intensive course. Students in 200-level literature classes are required to produce 4-5,000 words of critical writing. What makes Caedmon’s Anglo-saxon dream a miracle, and Eve’s dream in Paradise Lost a predictor of the fall of mankind? How are Chaucer

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and the sonnet connected to Italy? Why are the English so obsessed by the legitimacy of their kings and queens and what does King Lear have to do with it? Why does English literature need inventing and who works to do it? How does John Donne make spirituality sexy and sexuality spiritual? What do medieval visionary women have to tell us about love? What is the importance of the flea to English culture and literature? Is Shakespeare's "dark lady" in his sonnets really a man? Are Eve and Satan the true heroes of Milton's Paradise Lost? These questions and others will be debated in this survey of English literature from the Anglo-saxon period to the seventeenth century. Students are introduced to some of the most inventive writers in these centuries and are encouraged to see how literature emerges from and helps to create dynamic historical and cultural shifts.

***EN 231 English Literature II: The Enlightenment to Romanticism (Prerequisite: EN 110 with a grade of C or above)***

This is a reading and writing intensive course. Students in 200-level literature classes are required to produce 4-5,000 words of critical writing. A continuation of the survey begun in EN 230, this course deals with works by major British writers in the period 1660 to 1832. Approximately equal attention is devoted to writers of the Restoration (excluding Milton) and 18th century, and to writers of the Romantic Movement.

***EN 232 English Literature III: The Victorians to the Modernists (Prerequisite: EN 110 with a grade of C or above)***

This is a reading and writing intensive course. Students in 200-level literature classes are required to produce 4-5,000 words of critical writing. Considering major British and Irish writers since 1832, this course deals with, among other concerns, the various ways in which the Victorians and selected writers of the first half of the 20th century responded to the inheritance of Romanticism.

***EN 243 Shakespeare and Italy (Prerequisite: EN 110 with a grade of C or above)***

This is a reading and writing intensive course. Students in 200-level literature classes are required to produce 4-5,000 words of critical writing. This course entails the study of five of Shakespeare's plays in order to assess how he located and historicized his Italian-based drama. Thanks to the Rome location, students will be able to directly compare the archaeology of Shakespeare's creativity with the splendors of ancient and Renaissance Italy that are integral to the works covered by the course. Throughout, the course will track the intersections of Shakespeare's dramatic narrative with the notion of Italian 'cultural difference' in Shakespeare's time, allowing students to learn how he dramatizes the Italian 'Other'. In doing so, they will read his primary sources and evaluate how Shakespeare's creative brilliance responded to the writings of historians such as Plutarch and Macchiavelli and story tellers such as Ovid, Matteo Bandello and Giovanni Fiorentino. The course will also attempt to gauge whether, within Shakespeare's Italian plays, there exists a veiled critique of the Elizabethan and Jacobean courts in which his work was widely circulated. The course will also explore how filmmakers have documented Shakespeare's obsession with Italy, and how their work both subverts and confirms Shakespeare's imaginative settings and Italianate compulsions.

***EN 245 Shakespeare (Prerequisite: EN 110 with a grade of C or above)***

This is a reading and writing intensive course. Students in 200-level literature classes are required to produce 4-5,000 words of critical writing. This course is a general introduction to Shakespeare's plays and an in-depth study of a selection of representative plays including a comedy, a history, a tragedy, and a romance. Through the close reading of the plays selected for the course, students will learn how to analyze a theatrical text, will study the Elizabethan stage in its day, and consider



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Shakespeare's cultural inheritance

***EN 278 Classical Influences on English Literature*** (Prerequisite: EN 110 with a grade of C or above)

This is a reading and writing intensive course. Students in 200-level literature classes are required to produce 4-5,000 words of critical writing. The course will examine the inspiration and influences of the Greco-Roman, classical tradition in literature on writers in English. The course will include readings and discussion of all genres of literature in each tradition: epic, elegy, drama, and others, but satire will be a major focus since this was specific to the Romans. The Greek context of the Roman writers will also be discussed. This course is an alternate core course to EN 282 Italian Visions. If taken in addition to EN 282, it may count as a major elective.

***EN 281/381 Independent Study*** (Prerequisite: EN 110 with a grade of C or above)

***EN 282 Italian Visions: Perceptions of Italy in Literature*** (Prerequisite: EN 110 with a grade of C or above)

This is a reading and writing intensive course. Students in 200-level literature classes are required to produce 4-5,000 words of critical writing. The course considers the importance of Italy for non-Italian writers, particularly European, British and American writers from the eighteenth century onward. Topics considered include: a critique of the perception and construction of Italy and Italians, the development of genres like the gothic or novels of national identity, the gendering of nationality, imperialism, the use of art and history in literature. Consideration is given to the ways in which these works are in dialogue with each other in terms of cultural assumptions and influence. This course is an alternate course to EN 278. If taken in addition to EN 278, it may count as a major elective.

***EN 285 Literature and Creative Writing: How to Read Like a Writer*** (Prerequisite: EN 110 with a grade of C or above)

This is a reading and writing intensive course. Students in 200-level literature classes are required to produce 4-5,000 words of critical writing. To supplement their traditional university study of composition and literary analysis, this course provides students with the opportunity to develop skills at reading literature as a source of help in improving their own writing. Designed primarily for students interested in creative writing, this course focuses on the reading of literature from the point of view of the practice, or craft, of fiction writing.

***EN 288 Literature and Digital Humanities*** (Prerequisite: EN 110 with a grade of C or above)

This course serves as an introduction to the growing field and practice of digital humanities in literature, with a focus on the transformative role of digital technologies in how we experience the stories of humankind – and, in turn, the important role of language arts in humanizing technology. It provides history and context for the emergence of a field as wide-reaching as it is vibrant, incorporating inter- and multi-disciplinary study, and ranging from the theoretically and technologically complex to easily accessible forms of narrative incorporating everyday digital interactions. Within this setting, students will contribute to and learn about what is involved in publishing their own text-based digital humanities collaboration, using open source production methods to create a class showcase project. This is a reading and writing intensive course. Students in 200-level literature classes are required to produce 4-5,000 words of critical writing.

***EN 299 Special Topics in English Literature*** (Prerequisite: EN 110 with a grade of C or above)

This is a reading and writing intensive course. Students in 200-level literature classes are required

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to produce 4-5,000 words of critical writing. An in-depth treatment of a current area of special concern within the field of English Literature. Topics may vary.

***EN 301 Selected Topics in the Restoration and 18th Century*** (Prerequisite: EN 110 with a grade of C or above and one previous course in English Literature or junior standing)

This is a reading and writing intensive course. Students in 300-level literature classes are required to produce 5-6,000 words of critical writing. The course explores a particular moment, theme, or genre within the broader context of English literature of this period. Possible topics include the works of Dryden, Pope, Johnson and their circles, the impact of the sentimental movement upon neo-classical culture, and a survey of fiction of the 18th century.

***EN 302 Romanticism*** (Prerequisite: EN 110 with a grade of C or above and one previous course in English Literature or junior standing)

This is a reading and writing intensive course. Students in 300-level literature classes are required to produce 5-6,000 words of critical writing. The turn of the nineteenth century, also known as the Age of Revolution, saw deep cultural, political and economic changes in Western society, which caused equally deep and long-lasting innovations in the understanding of the self as a liberated individual in a necessary relationship with nature and a political whole. These changes are reflected in, or sometimes anticipated by, the literature of the time. Famous for its poetry, the Romantic period also saw the publication of ground-breaking novels, political pamphlets, essays, memoirs and other texts destined to radically alter the idea of literature, committing to individual self-expression and a breaking of any imposed aesthetic or formal rule. The purpose of this course is to introduce the students to one of the most innovative and paradigm-changing periods in literature through the study of the ongoing interplay between cultural contexts and individual work during the Romantic period.

***EN 304 19th-Century Autobiography*** (Prerequisite: EN 110 with a grade of C or above and one previous course in English Literature or junior standing)

This is a reading and writing intensive course. Students in 300-level literature classes are required to produce 5-6,000 words of critical writing. The course considers the concerns of representative Romantic and Victorian writers to perceive some thread of meaning in the development of their lives and their efforts to make their own pilgrimages and discoveries of a life-mission exemplary for others.

***EN 306 Transatlantic Connections: Slavery and Literature*** (Prerequisite: EN 110 with a grade of C or above and one previous course in English Literature or junior standing)

This course considers the importance of the transatlantic slave trade and its aftermath to American and British fiction. Following a brief survey of the historical context of slavery and the slave trade, students will read British and American slave narratives and consider their creative afterlife in a selection of novels. They will be introduced to the literary conventions of the genre of slave, free men and free women writings. From that understanding, students will then consider how aspects of these narratives are deployed or reworked in a selection of novels. Focusing on the transatlantic links between these texts, topics for discussion will include: the relevance of gender in these narratives, the politics of the family, conceptions of freedom and national identity, the construction of reading and education as a liberating force, contemporary anxieties about capitalist economies and new technologies, and ethical debates about what it is to be human. This is a reading and writing intensive course. Students in 300-level literature classes are required to produce 5-6,000 words of critical writing. May be taken more than once for credit with different topics.

***EN 308 The 20th-Century Novel*** (Prerequisite: EN 110 with a grade of C or above and one

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*previous course in English Literature or junior standing)*

This is a reading and writing intensive course. Students in 300-level literature classes are required to produce 5-6,000 words of critical writing. The course deals with novels selected in terms of a particular theme or a particular period of time within the 20th century as, for example, the development of the traditional theme of romantic love in the first or the second third of the century. The novels studied may include both works written in English and works in translation.

***EN 310 Selected Topics in World Literature*** (Prerequisite: EN 110 with a grade of C or above and one previous course in English Literature or junior standing)

This is a reading and writing intensive course. Students in 300-level literature classes are required to produce 5-6,000 words of critical writing. This course is an upper-level course designed to provide a thorough investigation of a limited number of texts or of a specific central unifying theme that can be chosen either from Western or non-Western literature. The course invites students to take a closer look both at the text or theme in question and at the world out of which the focal subject developed. Through the comparative analysis of literary texts from diverse cultures, students will come to see how cultural differences can influence such elements as narrative, structure, literary style, plot conventions, point of view, or the construction of character and voice. They will also be able to see how similar literary themes may be handled with different emphases by different cultures, or how cultural biases can result in different or even completely opposite moral conclusions.

***EN 311 The Russian Novel in Translation*** (Prerequisite: EN 110 with a grade of C or above and one previous course in English Literature or junior standing)

In this course, students will be introduced to Russian literature's distinct and profound contributions to global literature and culture. We will discuss the rise and development of the Russian novel, providing historical background for this development and analyzing several foundational examples. This is a reading and writing intensive course. Students in 300-level literature classes are required to produce 5-6,000 words of critical writing.

***EN 315 Selected Topics in American Literature*** (Prerequisite: EN 110 with a grade of C or above and one previous course in English Literature or junior standing)

This is a reading and writing intensive course. Students in 300-level literature classes are required to produce 5-6,000 words of critical writing. This course explores in some depth a particular period, theme(s), or genre in American Literature. Students study the major historical and cultural contexts out of which the works grew. An important aim of the course is to deepen students' knowledge of a certain topic through a choice of representative writers and works. May be taken more than once for credit with different topics.

***EN 320 The Art of the Sonnet*** (Prerequisite: EN 110 with a grade of C or above and one previous course in English Literature or junior standing)

This is a reading and writing intensive course. Students in 300-level literature classes are required to produce 5-6,000 words of critical writing. In this course, students will engage in a chronological exploration of the sonnet. Beginning with a brief introduction to the form's Italian origins, students will then examine the formal and thematic evolutions of the sonnet as it came to and gained popularity in the English-speaking world. Themes and conventions to be discussed will include Petrarchism, courtly love, gender, anti-Petrarchism, history, politics, the self, and art. The flexibility of the form over the centuries will also be emphasized, including the contemporary question of what it is exactly that makes a sonnet a sonnet.

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**EN 330 20th-Century Poetry** (Prerequisite: EN 110 with a grade of C or above and one previous course in English Literature or junior standing)

This is a reading and writing intensive course. Students in 300-level literature classes are required to produce 5-6,000 words of critical writing. The course deals with a limited number of poets who have written in the English language. In some terms, the major American poets may be studied, while in others the major figures in British and Irish poetry.

**EN 340 Modern European Drama** (Prerequisite: EN 110 with a grade of C or above and one previous course in English Literature or junior standing)

This is a reading and writing intensive course. Students in 300-level literature classes are required to produce 5-6,000 words of critical writing. This study of European drama begins with major realists and naturalists such as Chekhov and Ibsen alongside the experimental innovations of Strindberg and Brecht. The modern theater of, among others, Beckett, Ionesco, Pinter, Osborne, Churchill, Kane and Butterworth are analyzed with special emphasis on plot, theme, character, structure and technique.

**EN 342 Modern American Drama** (Prerequisite: EN 110 with a grade of C or above and one previous course in English Literature or junior standing)

This is a reading and writing intensive course. Students in 300-level literature classes are required to produce 5-6,000 words of critical writing. An in-depth study of American drama of the 20th century. Works by playwrights such as Albee, Mamet, Miller, O'Neill, Williams, Wilson, Wasserstein, Norman, Kushner, or Durang will be analyzed with emphasis on plot, theme, character, structure and technique. The social and philosophical vision of each playwright will receive particular attention.

**EN 346 Study of the Works of a Single Modern Writer** (Prerequisite: EN 110 with a grade of C or above and one previous course in English Literature or junior standing)

This is a reading and writing intensive course. Students in 300-level literature classes are required to produce 5-6,000 words of critical writing. This course focuses on the work of one writer from the nineteenth century to the present. This course may be taken more than once for credit when different writers are studied.

**EN 370 Introduction to Narratives Studies: Interdisciplinary Applications** (Prerequisite: EN 110 with a grade of C or above and one previous course in English Literature or junior standing)

This course focuses on the core function of narrative across disciplines. Understanding how narratives work is essential to communicate effectively on any subject, through any medium. We use stories to understand and interpret our world and our place in it. Students will be introduced to the critical principles, terminology, and applications of narrative studies as they were first developed in literary and cultural theory. From there, the course considers how narratives are used in selected fields, from film to business, from politics to artificial intelligence.

**EN 388 Literature and Digital Humanities** (Prerequisite: EN 110 with a grade of C or above and one previous course in English Literature or junior standing)

This course serves as an introduction to the growing field and practice of digital humanities in literature, with a focus on the transformative role of digital technologies in how we experience the stories of humankind – and, in turn, the important role of language arts in humanizing technology. It provides history and context for the emergence of a field as wide-reaching as it is vibrant, incorporating inter- and multi-disciplinary study, and ranging from the theoretically and technologically complex to easily accessible forms of narrative incorporating everyday digital

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interactions. Within this setting, students will contribute to and learn about what is involved in publishing their own text-based digital humanities collaboration, using open source production methods to create a class showcase project. This is a reading and writing intensive course. Students in 300-level literature classes are required to produce 5-6,000 words of critical writing.

***EN 397 Literary Research Methods*** (Prerequisite: EN 110 with a grade of C or above and one previous course in English Literature or junior standing)

This is a one-credit course in research methodology and practices for the development of a thesis in English Literature. The course is intended for English literature majors in their penultimate term. Students will be introduced to the practicalities of thesis writing. Starting with the identification of a viable research topic, students will learn to articulate their research question/s, will identify and assess scholarly material to formulate a literature review, will engage with appropriate theoretical frameworks, and produce an annotated bibliography. Students will present and critique each other's thesis proposal, research methodology and choice of material. They will also prepare an oral presentation of their proposed thesis topic. By the end of course students will possess the research foundations that will allow them to write their thesis.

***EN 398 English Literature Internship*** (Prerequisites: GPA of 3.0 or higher; Junior Standing; Internship in the field of English Literature obtained through the Career Services Center. Does not count as a major elective for the English Literature major)

The For Credit (FC) Internship course combines academic learning with a short-term (generally 3 to 6 months, full or part-time with a minimum of 120 hours) employment opportunity. Field experience allows participants to combine academic learning with hands-on work experience. For-Credit internships may be paid or unpaid. The organization or firm must be sponsored by the JCU Career Services Center (CSC). After being selected for an internship and having the CSC verify the course requirements are met, the intern may enroll in the Internship course corresponding to the academic discipline of interest. Course requirements include: attending the internship class which will be scheduled for 10 in-class hours over the semester, verification of the minimum number of hours worked in the internship by the CSC; completion of a daily internship log; in-depth interview with the internship sponsor or organization; and a 2500 to 3500 word "White Paper" presenting a position or solution to a problem encountered by their employer. This course is graded on a "pass/no pass" basis. The course will begin the 4th week of each semester. Students will determine with the Registrar's Office or their Advisor which semester corresponds most closely with the timing of their internship. May be taken only once for academic credit.

NOTES: The internship must be obtained through the JCU Career Services Center. It will not be applicable as an English Literature Major Elective and it cannot be used to fulfill English Literature Minor or Creative Writing course requirements.

***EN 399 Special Topics in English Literature*** (Prerequisite: EN 110 with a grade of C or higher and one other literature course or Junior standing)

An in-depth treatment of a current area of special concern within the field of English Literature. Courses offered previously include: Dickens and Englishness; Race, Class, Gender, Culture: The American Dream in Literature; The Innocents Abroad: Perceptions of Italy in American, European and British Writing; Topics in World Literature: Masterpieces in Western Fiction. This is a reading and writing intensive course. Students in 300-level literature classes are required to produce 5-6,000 words of critical writing. May be taken more than once for credit with different topics.

***EN 480 Senior Thesis*** (Prerequisite: Senior Standing)

Thesis supervision for English majors in their final year.

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## ***EN 481 Independent Research***

### ***EN 485 Advanced Creative Writing and Literature: How to Read Like a Writer (Prerequisites: Junior Standing and two previous Creative Writing courses with a grade of B or higher)***

To supplement their traditional university study of literary analysis, this course provides advanced undergraduate students with the opportunity to develop advanced skills at reading literature as a source of improving their own writing, whether academic or creative. Designed primarily for advanced undergraduate students interested in creative writing, this course focuses on the reading of literature from the point of view of the craft, or practice, of fiction writing.

### ***EN 585 Graduate Creative Writing and Literature: How to Read Like a Writer***

**ADMISSIONS REQUIREMENTS:** Current enrollment in an accredited graduate program in Creative Writing OR, for students not currently pursuing a graduate program in creative writing but who wish to receive graduate credit, a bachelor's degree from an accredited institution (transcripts required) and assessment of a significant writing sample or previous publications (See website for application procedures).

**COURSE DESCRIPTION:** To supplement their traditional university study of literary analysis, this course provides students with the opportunity to develop graduate-level skills at reading literature as a source of improving their own writing, whether academic or creative. Designed primary for graduate students interested in creative writing, this course focuses on the reading of literature from the point of view of the craft, or practice, of fiction writing.

### ***EN/DR 246 Global Theater and Performance (Prerequisite: EN 110 with a grade of C or above)***

This course focuses on the core function of theater in time, offering students the study of a selected survey of dramatic literature from various periods in combination with play production and performance. Students will be introduced to the critical principles, terminology, and practical applications of theater studies. They will analyze works of cross-cultural world drama by major writers from a selection of global theatrical traditions. This is a reading and writing intensive course. Students in 200-level literature classes are required to produce 4-5,000 words of critical writing.

### ***EN/GDR 240 Women Writers (Prerequisite: EN 110 with a grade of C or above)***

This course is a survey of women writers in the English literary tradition from the Middle Ages to the present. Students are expected to engage with feminist theory and selected essays. This is a reading and writing intensive course. Students in 200-level literature classes are required to produce 4-5,000 words of critical writing.

### ***EN/GDR 303 Race, Class and Gender in the Victorian Novel (Prerequisite: EN 110 with a grade of C or above and one previous English literature class)***

This course focuses on the novel of the Victorian period analyzing the reasons which led to the predominance of the form and how it succeeded in balancing mass popularity and aesthetic complexity. The study of the possible critical approaches to the texts and the identification of the formal structures which govern the novel will be an integral part of the course, as will a consideration of the novel's relationship to cultural and historical changes in the period. This is a reading and writing intensive course. Students in 300-level literature classes are required to produce 5-6,000 words of critical writing.

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**EN/GDR 333 Gender and Literature** (Prerequisite: EN 110 with a grade of C or above and one previous English Literature course or Junior Standing)

Gender plays a role in every literary text produced and read. This course examines gender studies from a formal and historical perspective within literature and asks what “gender” means and how it operates within the field of textual studies. Students will examine gender, from an intersectional point of view, in the creation, reception, and meaning-making of texts. Students will gain familiarity with critical texts within feminism, queer theory, and affect theory and use these tools to approach a variety of literary texts. This is a reading and writing intensive course. Students in 300-level literature classes are required to produce 5,000-6,000 words of critical writing.

**EN/GDR 350 Jane Austen: In Her World and Ours** (Prerequisite: EN 110 with a grade of C or above and one previous English literature class)

What is it about Jane Austen’s fictional world that makes her novels so popular, and why do we continue to adapt her work on screen? This course considers the enduring appeal of Austen’s novels from within and beyond their historical contexts. A particular focus of the course is her engagement with gender, but students will also consider how her novels respond to contemporary debates about emotion and mental health, the slave trade, war and empire, new money and class mobility, education, imagination, and the dangers of reading. Students will understand both Jane Austen’s debt to previous writers and her own significant contributions to the genre of the novel. They will read all of Austen’s major novels and selections from the *Juvenilia* and letters. They will also work in groups to critique a film version of a novel, analyzing what contemporary adaptations do with Austen and why. By the end of the course, students will appreciate the cultural and literary contexts from which these novels emerge, and will possess the critical capacities to address why they continue to speak to us today.

**EN/GDR 360 Representations of the Female in Literature: 50 Women** (Prerequisite: EN 110 with a grade of C or higher and one other literature course or Junior standing.)

This course examines how women have been historically represented in literature as cultural mages by both male and female authors. The course considers how the written representation of the female body and personality, idealized or realistic, has changed through history and has, in turn, changed culture and history itself. The idea of “woman” will be interrogated via literary and cultural theories of form, structure, and style.

**EN/HS 315-A Selected Topics in American Literature** (Prerequisite: EN 110 with a grade of C or above and one previous English literature class)

This course explores in some depth a particular period, theme(s), or genre in American Literature. Students study the major historical and cultural contexts out of which the works grew. An important aim of the course is to deepen students’ knowledge of a certain topic through a choice of representative writers and works. May be taken more than once for credit with different topics. This is a reading and writing intensive course. Students in 300-level literature classes are required to produce 5-6,000 words of critical writing.

**EN/ITS 295 Dante’s Divine Comedy** (Prerequisite: EN 110 with a grade of C or above)

The course is an introduction to a critical reading of Dante’s *Divine Comedy* in its historical, philosophical, religious, and poetic contexts. Readings of *Inferno*, *Purgatory*, and *Paradise* seek to identify Dante’s stylistic and thematic contributions to the literary world as well as to understand their relationship with medieval politics, philosophy, and culture. This course is taught in English.

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***EN/ITS 341 Modern Italian Drama in Translation*** (Prerequisite: One previous course in English literature or permission of the instructor)

An in-depth study of Italian drama of the 20th century. Plays by, among others, Betti, Chiarelli, De Filippo, Fabbri, Fo, Maraini and Pirandello are analyzed with special emphasis on plot, theme, character, structure and technique. Social and existential problems of our time, as seen by the playwrights, are given particular consideration.

## **ETHICS**

***ETH/BUS 301 Business Ethics*** (Prerequisite: Junior Standing)

This course examines some of the most important ethical issues in business today, such as businesses' responsibilities to workers, consumers, and investors, the pros and cons of "free markets," the challenges posed by environmental damage and automation, the ideas of "social" responsibilities and "ethical" consumption, and the special dilemmas faced by multinational businesses. Issues will be studied through a selection of contemporary cases, issues, arguments, and approaches, along with much class discussion, with the aim of helping students to develop a familiarity with the issues and debates and their ability to discuss, reflect on, and defend their own ethical views.



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## FINANCE

### ***FIN 201 Financial Accounting***

This course is an introduction to the basic financial accounting concepts and standards. Relevant concepts will be analyzed in detail, including: preparation of principal financial statements, application of accounting principles to the main asset, liability, and owners' equity accounts. The course emphasizes the construction of the basic financial accounting statements - the income statement, balance sheet - as well as their interpretation.

### ***FIN 202 Managerial Accounting (Prerequisite: FIN 201)***

This course focuses on the role of accounting in the management process and where accounting can provide critical support to management decision making. Cost-volume relations are introduced, along with identification of costs relevant to management decisions. Process costing and job costing systems, the development of a master plan, preparation of flexible budgets and responsibility accounting are covered, and the influences of quantitative techniques on managerial accounting are introduced.

### ***FIN 281/381 Independent Study in Finance***

### ***FIN 301 Finance (Prerequisites: FIN 201, FIN 202, EC 202, MA 208)***

This course examines both the theoretical and applied foundations required to make decisions in financial management. The main areas covered include an overview of the financial system and the efficiency of capital markets, evaluation of financial performance, time value of money, analysis of risk and return, basic portfolio theory, valuation of stocks and bonds, capital budgeting, international financial management, capital structure management, and the CFA Institute Code of Ethics and Standards of Professional Conduct.

### ***FIN 302 Financial Management (Prerequisite: FIN 301)***

This course builds on FIN 301 Finance and completes the overview of theoretical and applied foundations required to make decisions in financial management. The course focuses on the interpretation of financial data ratios, cost of capital and long-term financial policy, short-term financial planning and management, issues in international finance, and mergers and acquisitions.

### ***FIN 312 Investment Analysis (Prerequisite: FIN 301)***

This course concentrates on the operation and function of securities markets. It emphasizes basic techniques for investing in stocks and bonds. Technical analysis is introduced and portfolio theory discussed.

### ***FIN 330 International Finance (Prerequisite: FIN 301)***

The course emphasizes the structure and analysis of international capital and financial markets, Euro-currency financing, and the financing of international transactions.

### ***FIN 331 Portfolio Management (Prerequisite: FIN 301)***

This course provides a comprehensive overview of modern portfolio theory and management. It covers the measurements of risk and the implications of efficient diversification on portfolio risk including the Markowitz model, an introduction to simple index models, CAPM and APT, and the role of asset allocation in the risk-return profile of the portfolio. The management of *fixed income*

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portfolios is introduced, including the term structure of interest rates. The use of futures, options, and other derivative security markets is examined in the context of portfolio management and hedging strategies. The course also includes an introduction to portfolio performance evaluation as well as developing investment policy statements using the CFA® Institute's guidelines.

***FIN 335 Entrepreneurial Finance (Recommended: FIN 301 for Business, International Business, and Economics)***

Entrepreneurial activity is a powerful engine for growth in today's economy. The financial issues confronting entrepreneurial firms are drastically different from those faced by established companies; this course is designed to address those unique financial issues and develop a set of skills appropriate for such situations. The course will be articulated in three main parts: 1) investment analysis – understanding sources of value, reading financial statements and using pro-forma models in the context of acquisitions; 2) financing the entrepreneurial firm – various sources of capital, including seed and angel financing, crowdfunding, venture capital and strategic alliances; 3) harvesting – investment exit strategies including IPOs and acquisition by a third party. NOTE: the course is opened to all students interested in entrepreneurship. While some prior knowledge of finance will be helpful, the basic concepts will be covered in the course.

***FIN 340 Introduction to Derivatives (Prerequisite: FIN 301)***

Focusing on both theory and application, the course will cover forward, futures, swaps and options markets. Students will learn how derivatives markets operate, and how derivatives are priced and used, in order to understand the importance of derivative instruments in business and the economy. Special attention will be paid to the mechanics of derivative instruments and the markets in which they trade, using the Law of One Price and arbitrage forces to develop derivatives pricing models, applying derivatives pricing models using real world data, communicating derivative hedging strategies and applying speculative strategies using derivatives.

***FIN 350 Fixed Income Analysis (Prerequisite: FIN 301)***

This course will cover the basics of fixed income analysis. The main topics covered are: features of fixed income securities and overview of bond sectors and instruments, risks associated with investing in bonds to include interest rate risk and credit risk, introduction to the valuation of fixed income securities to include valuing mortgage-backed and asset-backed securities and bonds with embedded options, study of yield measures, spot rates, and forward rates and the term structure and volatility of interest rates.

***FIN 360 Mergers and Acquisitions (Prerequisites: Junior Standing, FIN 201, FIN 202, FIN 301)***

Despite the frequency and magnitude of Mergers and Acquisitions (M&A) activity, M&As have a poor track record of success. Building on the premise that what happens after the deal is signed is as critical as the deal-making itself, in this course the student will research general literature, case studies, and practitioner experiences to build the knowledge necessary to address the financial, strategic and organizational challenges of acquisitions, with a view to realizing the promise of value creation. Specifically, the course explores the role of M&As in corporate strategy, domestically, overseas and across borders. It also reviews the fundamental building blocks: identification, valuation, negotiation, due diligence, deal structuring, financing, and integration.

***FIN 370 Behavioral Finance (Prerequisite: FIN 301)***

Behavioral Finance studies how individuals and firms make financial decisions, and how those decisions might deviate from those predicted by traditional finance or economic theory. Behavioral finance focuses on persistent decision-making biases that have been documented by psychologists.

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In fact, according to behavioral finance, many facts about asset prices, investor behavior, and managerial behavior are best understood in models where at least some agents are not fully rational. Therefore, this course introduces the theories developed by research into cognitive biases, individual emotions and other psychological effects of decision making, and explores the applications of these theories in finance, investment, and management. It also introduces students to behavioral and experimental methodologies used in finance, economics and other disciplines.

***FIN 398 Finance Internship*** (Prerequisites: GPA of 3.0 or higher; Junior Standing; Internship in the field of Finance obtained through the Career Services Center)

The For Credit (FC) Internship course combines academic learning with a short-term (generally 3 to 6 months, full or part-time with a minimum of 120 hours) employment opportunity. Field experience allows participants to combine academic learning with hands-on work experience. For-Credit internships may be paid or unpaid. The organization or firm must be sponsored by the JCU Career Services Center (CSC). After being selected for an internship and having the CSC verify the course requirements are met, the intern may enroll in the Internship course corresponding to the academic discipline of interest. Course requirements include: attending the internship class which will be scheduled for 10 in-class hours over the semester; verification of the minimum number of hours worked in the internship by the CSC; completion of a daily internship log; in-depth interview with the internship sponsor or organization; and a 2500 to 3500 word “White Paper” presenting a position or solution to a problem encountered by their employer. This course is graded on a “pass/no pass” basis. The course will begin the 4th week of each semester. Students will determine with the Registrar’s Office or their Advisor which semester corresponds most closely with the timing of their internship. May be taken only once for academic credit.

***FIN 399 Special Topics in Finance*** (Prerequisites: Junior Standing, FIN 301)

An in-depth treatment of a current area of special concern within the field of Finance. Topics may vary. May be taken once for credit with different topics.

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## FRENCH

**FR 101 Introductory French I** This course is designed to give students basic communicative ability in French. Students work on all four language skills: speaking, listening comprehension, reading and writing.

**FR 102 Introductory French II** (*Prerequisite: Placement or FR 101; as of Fall 2022: Placement or FR 101 with a grade of C or above*)

A continuation of FR 101. This course aims at developing and reinforcing the language skills acquired in Introductory French I, while placing special emphasis on oral communication.

**FR 201 Intermediate French I** (*Prerequisite: Placement or FR 102; as of Fall 2022: Placement or FR 102 with a grade of C or above*)

A continuation of French 102. This course focuses on consolidating the student's ability to use French effectively. Emphasis is given to grammar review and vocabulary expansion. Selected readings and films acquaint students with French and francophone culture.

**FR 202 Intermediate French II** (*Prerequisite: Placement or French 201; as of Fall 2022: Placement or FR 201 with a grade of C or above*)

A continuation of French 201. While continuing the review of grammar, the course emphasizes the development of reading and composition skills in the context of the French and francophone culture. Literary readings, newspaper articles, and films, are an essential component of this course.

**FR 301 Advanced Grammar and Conversation** (*Prerequisite: FR 202 or permission of the instructor; as of Fall 2022: Placement or FR 202 with a grade of C or above or Permission of the Instructor*)

This course is designed to help students gain fluency and confidence in speaking while reviewing the advanced structures of French grammar. Contemporary literary and journalistic texts offer an introduction to French culture and provide the basis for class discussions geared toward expanding vocabulary and reinforcing the idiomatic use of the language. In terms of language practice, the course provides additional opportunities to improve the four skills in language learning (speaking, understanding, reading and writing).

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## GENDER STUDIES

### ***AH/GDR 365 Visualizing Gender from Late Antiquity to the Middle Ages (Prerequisite: One previous course in Art History)***

The course investigates the visual construction of gendered identities in the art produced in Europe in late Antiquity and the Middle Ages. The course will discuss how this diverse visual repertoire operates as in an on-going re-definition or re-negotiation of gender as a category. To that end, it addresses both traditional gendered constructs and representations that challenge hetero-normativity as an ideal. The cultural centrality of Christianity in these periods means that representations of gender are inextricably linked to contemporary discourses regarding political, social, economic and ethnic identities, as well as religion. Methodological approaches to the analysis of gender, and to agency of the viewer in the reception and construction of gendered identities, are integral to the course.

### ***CMS/GDR 350 Queer Cinema***

This course provides an overview of LGBTQ+ film (both in terms of representation and production) and introduces a wide range of historical and cultural contexts for this cinema. Narrative and filmic techniques of Queer cinema will be explored, as well as the historical development within queer culture and history, the changing philosophies about queer representation, and the relationship to mainstream film industries, with special emphasis on a diverse range of films, filmmakers and eras.

### ***CMS/GDR 353 Women in Film***

This course introduces the issues that feminist theories pose for the analysis of films and culture. These issues are usually framed in reference to women's access to and roles in the production of media and women's representation within these media. Correspondingly, the course offers two major sections of investigation. First, we will explore the historical development of women's roles in the cinema as creative artists. Second, we will explore the various ways in which women's roles in the film industry intersect with the wider identity political issues of race, class, sexuality, and national identity.

### ***CMS/GDR 360 Race and Gender in Popular Media (Prerequisite: COM 220)***

Using contemporary theoretical approaches, this course examines both Race and Gender as social constructions, and the role and function of Cinema and Television texts in circulating and contesting those constructions. Focusing on analyzing Cinema and Television texts for their construction of meaning, this course looks at the complex ideological operations at stake in the operations, maintenance, and resistance to meanings constructed around race and gender.

### ***CMS/GDR 399 Special Topics in Media Studies: Queer Media (Prerequisite: COM 220 recommended)***

Queer media connects a diverse range of cultural products authored by lesbian, gays, transexual, or gender-fluid actors. The course aims to provide students with historical, political, and conceptual accounts to interpret the complexity of queer media. Queer media encompasses different genres and formats, from literature to cinema and digital media. The term "media" channels many kinds of queer authorships within contexts, languages, and practices from around the world.

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***EN/GDR 240 Women Writers (Prerequisite: EN 110 with a grade of C or above)***

This course is a survey of women writers in the English literary tradition from the Middle Ages to the present. Students are expected to engage with feminist theory and selected essays. This is a reading and writing intensive course. Students in 200-level literature classes are required to produce 4-5,000 words of critical writing.

***EN/GDR 303 Race, Class and Gender in the Victorian Novel (Prerequisite: EN 110 with a grade of C or above and one previous English literature class)***

This course focuses on the novel of the Victorian period analyzing the reasons which led to the predominance of the form and how it succeeded in balancing mass popularity and aesthetic complexity. The study of the possible critical approaches to the texts and the identification of the formal structures which govern the novel will be an integral part of the course, as will a consideration of the novel's relationship to cultural and historical changes in the period. This is a reading and writing intensive course. Students in 300-level literature classes are required to produce 5-6,000 words of critical writing.

***EN/GDR 333 Gender and Literature (Prerequisite: EN 110 with a grade of C or above and one previous English literature class or Junior Standing)***

Gender plays a role in every literary text produced and read. This course examines gender studies from a formal and historical perspective within literature and asks what "gender" means and how it operates within the field of textual studies. Students will examine gender, from an intersectional point of view, in the creation, reception, and meaning-making of texts. Students will gain familiarity with critical texts within feminism, queer theory, and affect theory and use these tools to approach a variety of literary texts. This is a reading and writing intensive course. Students in 300-level literature classes are required to produce 5,000-6,000 words of critical writing.

***EN/GDR 350 Jane Austen: In Her World and Ours (Prerequisite: EN 110 with a grade of C or above and one previous English literature class)***

What is it about Jane Austen's fictional world that makes her novels so popular, and why do we continue to adapt her work on screen? This course considers the enduring appeal of Austen's novels from within and beyond their historical contexts. A particular focus of the course is her engagement with gender, but students will also consider how her novels respond to contemporary debates about emotion and mental health, the slave trade, war and empire, new money and class mobility, education, imagination, and the dangers of reading. Students will understand both Jane Austen's debt to previous writers and her own significant contributions to the genre of the novel. They will read all of Austen's major novels and selections from the *Juvenilia* and letters. They will also work in groups to critique a film version of a novel, analyzing what contemporary adaptations do with Austen and why. By the end of the course, students will appreciate the cultural and literary contexts from which these novels emerge, and will possess the critical capacities to address why they continue to speak to us today.

***ITS/GDR 335 Twentieth Century Italian Women Writers (Prerequisite: Placement or IT 302 or permission of the instructor)***

This course will deal with the writings of Italian women writers (Aleramo, Deledda, Morante, Ginzburg, Banti, etc) of the late nineteenth and twentieth centuries. Their contribution has been crucial in the shaping of a recognizable, but still not fully acknowledged, "tradition" of women writers in Italy. Through the particular perspectives of distinguished Italian women writers, the

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course will explore versions of “feminine writing” and will introduce gender- and genre-related issues. Class discussion and assignments will examine themes such as the construction of female identity and the role played by women’s writings in the context of social and political emancipation for women in Italy. All work will be in Italian.

***SOSC/GDR 200 Introduction to Gender Studies***

Gender Studies is an interdisciplinary field that examines gender and sexuality. This course offers an introduction to historical and current debates taking place within gender studies. Students will explore historical and contemporary feminist, masculinity and queer theories, paying close attention to both local and global issues, and learning the tools for critically engaging issues related to gender.

***SOSC/GDR 309 Men and Masculinities***

This course explores the socially constructed meaning of masculinity and how male experiences are gendered. Much like other gendered identities, masculinity is not monolithic but rather plural and influenced by race, ethnicity, class, nationality, sexuality, disability and subcultures. Therefore, this course will outline some of the ways in which masculinities are socially produced and enforced, and personally embodied and lived by “men” in different contexts. In light of the fact that masculinities do not exist in isolation from other gendered identities, the course will also dwell on the interplay between masculinities, femininities, non-binary gendered identities, and how these influence each other. The course is interdisciplinary within the context of the social sciences. Class material will also include references to pop cultural texts and audiovisual material.

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## GEOGRAPHY

### ***GEOG 101 Human Geography***

By focusing on issues of globalization, this course provides an overview of core concepts from human geography, including systematic analyses of economic, political, and cultural geography.

## GERMAN

### ***GER 101 Introductory German I***

This course is designed to give students basic communicative ability in German. By presenting the language in a variety of authentic contexts, the course also seeks to provide an introduction to German culture and society. Students work on all four language skills: speaking, listening comprehension, reading, and writing.

### ***GER 102 Introductory German II (Prerequisite: Placement or GER 101)***

A continuation of GER 101. This course aims at developing and reinforcing the language skills acquired in Introductory German I, while placing special emphasis on oral communication.

## GREEK

### ***GRK 101 Elementary Greek I***

This course is a first introduction to the study of the Ancient Greek language. It is designed to equip the student with the basics (grammar, vocabulary, syntax) of Ancient Greek in its most widely known form, that of the dialect of classical Athens. The aim of this course is to give a thorough introduction and preparation for reading original texts written by Homer Aesop, Menander, Xenophon Plato, Biblical Greek and other works from Hellenistic and later Greek. No knowledge of Greek is assumed.

### ***GRK 102 Elementary Greek II (Prerequisite: GRK 101 or permission of the instructor)***

After a brief review of key grammar and morphology from Greek 101, the course will complete the process of providing students with a sufficient grasp of Greek vocabulary, morphology and syntax to enable them to read unadapted passages from ancient Greek authors (with the aid of a lexicon) by the end of the course. There will be short readings of selections from Aesop, Lucian and Greek epigrams.

### ***GRK 282 Directed Readings in Greek (Prerequisite: GRK 102 or permission of the Instructor)***

The course will offer students the opportunity to read original Greek texts as well as improve their command of accidence, syntax and vocabulary. Language levels will be determined at the beginning of the course and depending on the levels, texts will be chosen to match those levels. The course will emphasize reading Greek for cultural, historical, and social content as well as improving grammar and vocabulary. Texts may therefore vary but will be chosen from such Greek authors as Herodotus, Xenophon, Plato, Lucian, Cebe or the New Testament.



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## HISTORY

### ***HS 120 Introduction to Western Civilization I***

This survey course explores the foundations of Western societies and cultures and the transformations they underwent from prehistory through the Renaissance. Emphasis is placed on the ways in which diverse ancient Mediterranean and Near Eastern peoples interacted to lay the groundwork for Western civilization, the ways in which political structures and cultures changed over the time period covered, and the development of Western religions and cultures. In addition, through the examination and discussion of a range of primary source materials, the course serves as an introduction to the practice of history, i.e., how historians examine the past and draw conclusions about it.

### ***HS 121 Introduction to Western Civilization II***

This course surveys European history from the Reformation to the present, concentrating on the intellectual, political, and economic transformations that marked the advent of Western modernity and on what these changes meant for the people living through them. An additional focus of the course is the evolving relationship between Europe and the rest of the world over the time period covered. Like HS 120, this course also provides an introduction to the practice of history, i.e., how historians go about reconstructing and interpreting the past.

### ***HS 200 Doing History (Prerequisite: EN 103 or EN 105 with a grade of C or above)***

This course introduces students to the practice of history, that is, how professional historians investigate, reconstruct, and interpret the past. Students will examine a variety of methodological approaches and theoretical perspectives that historians have employed in studying a particular historical problem (the topic varies from semester to semester). Students will also engage directly in practicing history by analyzing a variety of primary and secondary sources and carrying out a significant research project related to the topic of the semester.

### ***HS 201 Long-Term History of Globalization***

Contemporary discussions of globalization often suffer from a certain short-sightedness. It is all-too-frequently treated as a recent creation of twentieth- and twenty-first-century world economies and information networks. Both its advocates and its critics too often assume that the history of globalization has been the history of the “westernization” of economic and cultural practices. This course provides a deeper and longer term introduction to the complex forces and far-from-one-sided cross-cultural interactions that have been “globalizing” our planet since the development of settled agriculture. Among the aspects of globalization’s history that are covered are the development of market conventions, the spread of religious and cultural traditions, ecological exchanges, transport technologies and networks, migration, the role of violence, and industrialization and deindustrialization.

### ***HS 210 Nineteenth-Century Europe and the World***

This course explores the history of Europe and its relations with the larger world from the French Revolution to the outbreak of World War I. In it, students investigate the cultural, diplomatic, economic, political, and social developments that shaped the lives of nineteenth-century Europeans. Significant attention will be given to the relationship between Europeans and peoples in other parts of the world, the development of new political ideologies and systems, and the ways in which everyday life and culture changed during this period. Satisfies “Modern History” core course requirement for History majors.

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***HS 211 Twentieth-Century Europe and the World (Recommended: HS 210)***

This course explores the history of Europe and its relations with the larger world from World War I through the aftermath of the Cold War. In it, students investigate the cultural, diplomatic, economic, political, and social developments that shaped the lives of twentieth-century Europeans. Significant attention will be given to the relationship between Europeans and peoples in other parts of the world, the experience and significance of the World Wars and the Cold War, the development of democratic, authoritarian, and ‘totalitarian’ political systems, and the ways in which everyday life and culture changed during this period. Satisfies “Modern History” core course requirement for History majors.

***HS 233 The Italian Renaissance***

This course explores the history and culture of the Italian Renaissance (c.1300-c.1600 CE) through the critical examination of primary sources – ranging from formal treatises to iconography and art – as well as current scholarly debates. Among other things, the course will examine the development and significance of Renaissance humanism, including the roles that its revival and transformation of Greek and Roman ideals played in distinguishing Renaissance culture from what came before. Other dimensions may include “civic humanism” and the Florentine Republic, the rise of princely courts and associated cultural movements, the ideal of the “universal man” and its embodiment in figures like Leonardo da Vinci, and the Renaissance’s social and economic contexts (including the experiences, activities, and perceptions of marginalized groups, like women, minorities, and people of lower social standing), as well as other key religious, artistic, literary, and intellectual developments of the period. Satisfies “Medieval” or “Early Modern History” core course requirements for History majors.

***HS 235i The Birth of Medieval Europe: from Constantine to the First Crusade***

This course explores the major events, intellectual developments, and artistic achievements that shaped the history and culture of Europe and Byzantium from the 4th to the 11th centuries. The course treats such issues as the migrations and political restructuring of Late Antiquity, the Christianization of Europe, the development of feudalism, the rise of the Dar al-Islam and its relations with Europe and the Byzantine world, heresy and orthodoxy, and religious reform movements.

Satisfies “Medieval History” core course requirement for History majors

***HS 236 Europe Before Nations: From the First Crusade to 1453 (Recommended: HS 235)***

This course explores the major political events, changes, and cultural achievements of the High Middle Ages from the era of the Crusades through the mid-fifteenth century. Topics covered may include the effects of the arrival of the Seljuk Turks in Asia Minor, the Crusades (including their impact in Europe and the wider Mediterranean), the Spanish reconquista, the rise and culture of the Italian city states, the development of Slavic states in the Balkans, the arrival and impact of the Mongols, the “Black Death,” and the end of the Byzantine Empire. Satisfies “Medieval History” core course requirement for History majors

***HS 240 History of Islam I: The Golden Age of Islam***

An extensive introduction to the formation of Islam and its historical development from its origins (7th century) until the sack of Baghdad by the Mongols (13th century). The course surveys the major political changes and intellectual trends of the period. Structured chronologically, with thematic sessions about theology, culture and law, emphasis is placed on the extent to which regional, ethnic, religious, and linguistic differences amongst the people of the Islamic world were absorbed into

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a communal “Islamic identity.” Satisfies “Medieval History” core course requirement for History majors

***HS 241 History of Islam II: Mamluks & Ottomans (1250-1918) (Recommended: HS 240)***

A survey of the history of the Middle East from the time of the victory over the Crusaders to the end of the Ottoman Empire, with emphasis on intellectual, cultural, and religious life. The course will review the major political developments of this period, beginning with the dynamic thirteenth century that witnessed the Mongol conquest. Next, the course will discuss the politics and culture of the Mamluks (1250-1500) and the Ottomans (1500-1900), with a special focus on the question of regional autonomy and religious and cultural diversity. The political, commercial, and intellectual interaction between Europe and the Middle East during this period will also receive attention. Satisfies “Medieval History” or “Early Modern History” core course requirements for History majors.

***HS 260 Early Modern Europe: Absolutism and Revolutions***

This course provides a survey of the basic events and developments in European history, from the Wars of Religion of the late 16th and early 17th centuries through the Napoleonic era. The focus is primarily on the political, cultural, social, and economic developments that laid the foundations of European modernity. Satisfies “Early Modern History” core course requirement for History majors.

***HS 265 Europe’s First Empires: From Columbus to Cook***

This course examines Europe’s rise from a relatively peripheral region of Eurasia in 1400 to a center of global imperial and economic networks by the end of the 18th century. Beginning with the 15th and 16th century voyages of exploration, students investigate how interactions between Africans, indigenous Americans, Asians, Europeans, and Pacific Islanders developed over the course of the creation of European trading empires in the Eastern hemisphere and territorial empires in the Americas. Key issues to be addressed include how and why early modern European powers succeeded in setting up global empires, the effects of cross-cultural interactions in the colonies and Europe, and the significance of the exchanges of peoples (including the Atlantic slave trade), material resources, manufactured goods, disease, and ideas that occurred in the wake of the voyages of Columbus, Cabot, and da Gama. Satisfies “Early Modern History” core course requirement for History majors.

***HS 280 The American Experience I: From the First Colonies to the Closing of the Frontier***

This course provides an overview of American history from early European discoveries and settlements to the closing of the frontier. Main emphasis will be on the economic, political, social, cultural, and artistic experiences that shaped the Republic and its people. Main themes will be the wilderness and the frontier, the struggle for independence, slavery and civil rights. Special attention will also be devoted to the impact of Puritanism, the pioneer spirit, democracy and freedom, and Manifest Destiny. Satisfies “Early Modern History” or “Modern History” core course requirement for History majors.

***HS 281 Independent Study***

Depending on topic, may satisfy Ancient, Medieval, Early Modern or Modern History core course requirement for History majors.

***HS 283 The American Experience II: From the Closing of the Frontier to the Present (Recommended: HS 280)***

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This course will examine the transformation of the United States from a peripheral country to a world power. The course will analyze the causes of that transformation, focusing on industrialization, the First World War, the Great Depression, changes in American social thought and literature, the Second World War, the Cold War, Vietnam, and the search for a new world order. Special attention will be devoted to democracy and freedom, the role of race, the impact of immigration, as well as the post-war student and protest movements. Satisfies “Modern History” core course requirement for History majors.

***HS 284 History of Immigration to the United States***

This course examines the history of immigration to the United States since the beginning of the nineteenth century. In it, students will use historical and anthropological sources to study the causes of immigration and the social, cultural and economic adaptation of immigrants to the American way of life. Significant attention will be given to immigrants’ experiences in the United States and the various processes through which immigration has shaped American identities, politics and society. Satisfies “Modern History” core course requirement for History majors.

***HS 290 Native American History and Traditions***

This course aims to broaden students’ understanding of the history, culture, and contemporary situations of Native Americans. The course uses historical, literary, and anthropological analysis to explore American Indian life and culture. It also examines the contemporary legal and social institutions that affect Native American life. Topics treated include: history of the indigenous peoples of North, Central, and South America, Native American religion, Native American economic development, and Native American oral and written literatures. Satisfies “Early Modern History” or “Modern History” core course requirement for History majors.

***HS 299 Special Topics in History***

An in-depth treatment of a current area of special concern within the field of History. Topics may vary. May be taken more than once for credit with different topics. Depending on topic, may satisfy Ancient, Medieval, Early Modern or Modern History core course requirement for History majors.

***HS 311 History, Memory, and Popular Culture (Prerequisite: Junior Standing; Corequisite: EN 110)*** This course aims to explore the relationship between history, memory, and popular culture: how is our view of the past shaped by popular culture, and how do societies collectively remember and represent the past? Students will learn to think critically about representations of the past in popular culture and the relationship between history and present day society. Satisfies “Modern History” core course requirement for History majors.

***HS 321 Pirates, Runaways, Witches and Rebels - The Underside of the Colonial Atlantic World (Prerequisite: Junior Standing; Corequisite: EN 110)***

Today, we often celebrate pirates, runaway slaves, witches, and frontiersmen as adventurous spirits, rebels against oppression, and pioneers of a more egalitarian world. In their own time, they were condemned as blood-thirsty, unnatural, and in some cases, literally demonic. Both views have validity, neither captures how they experienced their lives, nor their historical significance. In this course, we will attempt to come to a better understanding of their lives and significance by exploring the basic features of their daily lives and mental universes, the political, social, and gendered norms against which they rebelled, and the varied roles they played in the development of the early modern Atlantic World. We will also grapple with the difficulties historians face in reconstructing the lives of people who left few written records themselves, but about whom much was written. To this end, we will examine a variety of methods that scholars have employed to

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better understand these people and their world. Satisfies “Early Modern History” core course requirement for History majors.

***HS 324 Magic and Witchcraft in Medieval and Early Modern Europe***

This course examines the rise and decline of beliefs in magic and witchcraft – the supposed power of humans to intervene in natural events and to harm others by supernatural means – in medieval and early modern Europe, up to the outburst of the so-called “witch craze.” It studies social, cultural, literary, judicial, religious, gender, economic, and environmental aspects of these beliefs, and their roots in such things as classical Greek and Roman literary traditions and popular folklore. Students will analyze primary sources in English, such as early literary texts elaborating on witch beliefs, the infamous handbook for inquisitors, *Hammer of Witches*, the records of early modern trials, and intellectual reflections on the reality or otherwise of magic and witchcraft, and a variety of contemporary historiographical explanations. Students will thus be helped to frame magic and witchcraft in their historical, anthropological, environmental, sociological, and intellectual contexts, and to enrich their understanding the evolution of medieval and early modern European societies and cultures. Satisfies: “Medieval History” or “Early Modern History” core course requirement for History majors

***HS 365 Italy from the Risorgimento to the First World War (1815-1918) (Prerequisite: Junior Standing; Corequisite: EN 110)***

This course explores Italian history from the Congress of Vienna to the eve of World War I. Main emphasis will be on the emergence of modern liberalism and nationalism, the construction of the new Kingdom, the crisis of the end of the century, and the age of Giolitti. Although the principal focus will be on political structures, considerable attention will be given to the history of the Italian economy and society, as well as to the history of culture and ideas. Satisfies “Modern History” core course requirement for History majors.

***HS 366 Italy from Mussolini to the Crisis of the First Republic (1918 to present) (Prerequisite: Junior Standing; Corequisite: EN 110; Recommended: HS 365)***

An in-depth survey of Italian history from the emergence of Fascism to the crisis of the first Republic in the early 1990s. Focus will be on the breakdown of the Liberal system, the emergence and nature of Fascism, and Mussolini’s “New State,” as well as the achievement and weaknesses of the post-war democratic Republic. Satisfies “Modern History” core course requirement for History majors.

***HS 368 The Other America: History of the Counterculture in the US (Prerequisite: Junior Standing; Corequisite: EN 110)***

The seminar analyzes the history of Counterculture in the United States and examines the impact that Counterculture had during the Sixties and early Seventies (and the legacy and influence that certain particular experiences and ideas have had on later generations). The Other America also aims through the words of Whitman, Steinbeck, Woody Guthrie, Kerouac, Dylan, Springsteen, and many other writers, poets, activists, and musicians to observe the inequities encountered by different American minorities in the 20th Century and to disclose their strategies of survival as they have sought justice and dignity. Satisfies “Modern History” core course requirement for History majors.

***HS 369 History of American Indian Resistance in the United States (Prerequisite: Junior Standing; Corequisite: EN 110)***

Native American resistance has occurred throughout the centuries and continues at present. This

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seminar aims at analyzing historic and contemporary Native American strategies of survival and the various forms of interaction and relations they have had with the U.S Government. Starting with an examination of different processes of territorial colonization of Indigenous territories and resources, the seminar will then investigate the legal, political, social, and cultural significance of resistance and self-determination. Satisfies “Modern History” core course requirement for History majors.

***HS 371 The American 20th Century (Prerequisite: Junior Standing; Corequisite: EN 110)***

This seminar examines the history of the United States from the closing of the frontier to the present. Although the analysis of the 20th century will generally be chronological, an attempt will be made to trace the importance of key experiences and ideas that have shaped US society during the last 100 years. Special attention will be paid to such topics as the closing of the frontier, immigration, World War I, the Great Depression, the impact of American literature, World War II, the Cold War, the Vietnam War, the Sixties, and to ideas such as democracy, freedom, “American Identity” and the “American Dream.” Satisfies “Modern History” core course requirement for History majors.

***HS 374 Hitler and Mussolini: the Fascist and National Socialist Movements and Regimes (Prerequisite: Junior Standing; Corequisite: EN 110)***

This course will provide an advanced survey of the Fascist and National Socialist Movements and Regimes. The main emphasis will be on the breakdown of the Italian and German democracies, the emergence of Fascism and National Socialism, their ideology and goals, and the nature and structure of Mussolini’s New State and Hitler’s Third Reich. The major interpretations of Fascism will be examined in the last part of the course. Satisfies “Modern History” core course requirement for History majors.

***HS 376 The Atlantic Revolutions: The U.S., France, Haiti, and Latin America (Prerequisite: Junior Standing; Corequisite: EN 110)***

This course explores the history of the revolutions that shook the Atlantic world from 1776 to 1830. As the first modern revolutions, the American, French, Haitian, and Latin American Revolutions not only brought an end to the first era of European colonialism, they also ushered in the modern age of politics. Democracy, dictatorship, human rights, nationalism, political terrorism, and the first abolitions of slavery are all products of this era. This course examines the connections between these revolutions and compares them with one another in terms of their origins, dynamics, and outcomes. A central focus is on what these revolutions meant to the diverse groups of people who lived through them. Satisfies “Early Modern History” or “Modern History” core course requirement for History majors.

***HS 378 Sport, Politics and Society in the Modern World (Prerequisite: Junior Standing; Corequisite: EN 110)***

The course will give students a general history of the development of modern sports in the nineteenth and twentieth century, and introduce students to some of the core theoretical models for analyzing sports, including some of the main sociological theories of sport. Sports will also be analyzed for their ability to offer an insight into many historical issues, such as the nature of totalitarian regimes, international relations, the lasting influence of colonial empire or the construction and maintenance of national identity in newly independent nations. The course will consider the way sports shape, and are in turn shaped by, questions of race, gender, and class. Exploring a variety of sports and time periods with a global perspective, the course will use case studies from Italy and other European countries, the USA, and non-Western cultures. This course will focus on a

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selection of different historical and political realities – and a variety of sports – to assess some of the intersections between sport, politics, and society. Satisfies “Modern History” core course requirement for History majors.

***HS 379 European Intellectual History (Prerequisite: Junior Standing; Corequisite: EN 110)***

This course will examine the European cultural and intellectual experience from the 1870s. Positivism, Liberalism, Idealism, Socialism, Marxism, Fascism, and Existentialism will be discussed, focusing on the relation between ideas and arts, politics, and economics. We will pursue a number of themes, including the emergence of distinct class identities, religion, and morality, new forms of nationalism, and the changing nature of selfhood. Special attention will be given to the “crisis of the end of the century,” the transformation of political and social thought, and the rise of authoritarian and totalitarian ideologies. Satisfies “Modern History” core course requirement for History majors.

***HS 380 European Imperialism and the World Wars (Prerequisite: Junior Standing; Corequisite: EN 110)***

This course will explore the evolution of European, American, and Japanese expansionism and the relation between imperial rivalries and the two world conflicts in Europe, Asia, and Africa. Satisfies “Modern History” core course requirement for History majors.

***HS 381 Independent Study (Prerequisite: Junior Standing; Corequisite: EN 110)***

Depending on topic, may satisfy Ancient, Medieval, Early Modern or Modern History core course requirement for History majors.

***HS 392 Contemporary Africa (Prerequisite: Junior Standing; Corequisite: EN 110)***

This course is an introduction to contemporary African history, focusing on the second half of the twentieth century. Major themes include: modes of resistance to colonialism and the achievements and problematics of post-colonial transitions. Texts and films are chosen to highlight African perspectives on this history. Satisfies “Modern History” core course requirement for History majors.

***HS 398 Internship: History Field***

The For Credit Internship course combines academic learning with a short-term employment opportunity. May be taken only once for academic credit.

***HS 399 Special Topics in History (Prerequisite: Junior Standing; Corequisite: EN 110)***

An in-depth treatment of a current area of special concern within the field of History. Topics may vary. May be taken more than once for credit with different topics.

***HS 480 Senior Thesis (Prerequisite: Senior Standing)***

Thesis Supervision for History majors in their final year.

***HS 481 Independent Research (Prerequisite: Junior Standing; Corequisite: EN 110)***

***HS/EC 399 Special Topics in History and Economics***

May be taken more than once for credit with different topics. Depending on topic, may satisfy Ancient, Medieval, Early Modern, or Modern History core course requirement for History majors.

***HS/RL 323 Late Antiquity: Magic, Ritual and Witchcraft***

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The period of Late Antiquity, between 200 CE and 600/700 CE, connects the classical times and the medieval age, laying the foundations for the construction of specific cultural, social and religious identities between Europe and the Mediterranean basin. These regions constitute an exclusive laboratory for analyzing and critically discussing processes of formation and the transmission of cults, rites, magical traditions and practices between different cultural and political environments. In the context of the evolution of the Roman State first, and then of its fragmentation, ancient magic traditions and ritual practices mixed with more recent ideas, questioning personal, social, and cultural identities and giving rise to new relational models. The birth of the concept of paganism, the emergence of ideal boundaries delimiting the licit and the illicit, the transmission, transformation and reuse of magical objects and rituals, astrological knowledge, as well as mystery cults, make the late antique period a cosmos rich in transformative and generative patterns. The understanding of these elements is fundamental both to grasp the developments of the following period, and to evaluate the contributions of the ancient and classical heritage in shaping how by magic means, cults, and ritual practices, men and women of Late Antiquity tried to make sense of their world.

***HS-RS 311 History, Memory, and Popular Culture (Prerequisite: Junior Standing; Corequisite: EN 110)***

History Research Seminar: 300-level history courses designated by the prefix HS-RS indicate courses being offered as Research Seminars. These courses are writing-intensive and help to train students to carry out original research by guiding them through the preparation of a significant research paper. History majors are encouraged to take these before their senior year, and especially before the semester in which they prepare their thesis.

This course aims to explore the relationship between history, memory, and popular culture: how is our view of the past shaped by popular culture, and how do societies collectively remember and represent the past? Students will learn to think critically about representations of the past in popular culture and the relationship between history and present day society. Satisfies “Modern History” core course requirement for History majors.

***HS-RS 320 The Problem of Slavery in Western Culture (Prerequisite: Junior Standing; Corequisite: EN 110)***

History Research Seminar: 300-level history courses designated by the prefix HS-RS indicate courses being offered as Research Seminars. These courses are writing-intensive and help to train students to carry out original research by guiding them through the preparation of a significant research paper. History majors are encouraged to take these before their senior year, and especially before the semester in which they prepare their thesis. This intellectual history course examines one of the most profound paradoxes in the history of Western culture, i.e., the fact that the development of freedom as one of its most celebrated ideals has been intimately tied to the practice of slavery. Aristotle and Cicero owned slaves, as did Thomas Jefferson and George Washington. The eighteenth-century Atlantic World saw not only the Enlightenment, the American Revolution and the French Revolution, but also the high point of the trans-Atlantic slave trade. In exploring the longer term history of this paradox, students will also investigate the place of slavery as an institution and an idea in the development of Western cultural, religious, intellectual, and political traditions. Satisfies “Ancient History”, “Early Modern History” or “Modern History” core course requirement for History majors.

***HS-RS 321 Pirates, Runaways, Witches and Rebels: The Underside of the Colonial Atlantic World (Prerequisite: Junior Standing; Corequisite: EN 110)***

History Research Seminar: 300-level history courses designated by the prefix HS-RS indicate courses being offered as Research Seminars. These courses are writing-intensive and help to train



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students to carry out original research by guiding them through the preparation of a significant research paper. History majors are encouraged to take these before their senior year, and especially before the semester in which they prepare their thesis. Today, we often celebrate pirates, runaway slaves, witches, and frontiersmen as adventurous spirits, rebels against oppression, and pioneers of a more egalitarian world. In their own time, they were condemned as blood-thirsty, unnatural, and in some cases, literally demonic. Both views have validity, neither captures how they experienced their lives, nor their historical significance. In this course, we will attempt to come to a better understanding of their lives and significance by exploring the basic features of their daily lives and mental universes, the political, social, and gendered norms against which they rebelled, and the varied roles they played in the development of the early modern Atlantic World. We will also grapple with the difficulties historians face in reconstructing the lives of people who left few written records themselves, but about whom much was written. To this end, we will examine a variety of methods that scholars have employed to better understand these people and their world. Satisfies “Early Modern History” core course requirement for History majors.

***HS-RS 345 Europe since 1945 (Prerequisite: Junior Standing; Corequisite: EN 110)***

History Research Seminar: 300-level history courses designated by the prefix HS-RS indicate courses being offered as Research Seminars. These courses are writing-intensive and help to train students to carry out original research by guiding them through the preparation of a significant research paper. History majors are encouraged to take these before their senior year, and especially before the semester in which they prepare their thesis. This course is an advanced survey of the history of post-war Europe. The legacy of the Second World War, the extension of Soviet power in Eastern and Central Europe and the rebuilding of Western Europe will be examined in detail in the context of the emergence and unfolding of the Cold War, the end of European Empires and the birth and widening of common European institutions. Attention will be given to the transmission and circulation of ideas, the challenges of socio-economic modernization and secularization, and the dynamics of continental and transcontinental migrations. The course will end with a discussion of the redefinition of Europe, of its identity and its relations with an increasingly globalized world after the end of the Cold War. This course will also explore the challenges historians face in studying the more recent past along with some of the approaches and analytical tools they use to do so. Satisfies “Modern History” core course requirement for History majors.

***HS-RS 371 The American 20th Century (Prerequisite: Junior Standing; Corequisite: EN 110)***

History Research Seminar: 300-level history courses designated by the prefix HS-RS indicate courses being offered as Research Seminars. These courses are writing-intensive and help to train students to carry out original research by guiding them through the preparation of a significant research paper. History majors are encouraged to take these before their senior year, and especially before the semester in which they prepare their thesis. This seminar examines the history of the United States from the closing of the frontier to the present. Although the analysis of the 20th century will generally be chronological, an attempt will be made to trace the importance of key experiences and ideas that have shaped US society during the last 100 years. Special attention will be paid to such topics as the closing of the frontier, immigration, World War I, the Great Depression, the impact of American literature, World War II, the Cold War, the Vietnam War, the Sixties, and to ideas such as democracy, freedom, “American Identity” and the “American Dream.”

***HS-RS 372 African Atlantic: Slavery and Beyond (Prerequisite: Junior Standing; Corequisite: EN 110)***

History Research Seminar: 300-level history courses designated by the prefix HS-RS indicate courses being offered as Research Seminars. These courses are writing-intensive and help to train

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students to carry out original research by guiding them through the preparation of a significant research paper. History majors are encouraged to take these before their senior year, and especially before the semester in which they prepare their thesis. This course explores the roles played by and the experiences of Africans and their descendents in the Atlantic World from the development of regular trading contacts between West Africans and Europeans in the fifteenth century through the early stages of emancipation in the first half of the nineteenth century. Central themes are the development of distinctively African-American cultural patterns and identities, the diversity of African and African-American experiences, and African and African-American contributions to the making of the modern world. Satisfies “Early Modern History” core course requirement for History majors.

***HS-RS 373 A World at Arms: The Second World War*** (Prerequisite: Junior Standing; Corequisite: EN 110)

History Research Seminar: 300-level history courses designated by the prefix HS-RS indicate courses being offered as Research Seminars. These courses are writing-intensive and help to train students to carry out original research by guiding them through the preparation of a significant research paper. History majors are encouraged to take these before their senior year, and especially before the semester in which they prepare their thesis. This course examines the history of the Second World War in its worldwide dimension. Considerable attention will be given to the political, economic, and ideological determinants of German, Italian, and Japanese expansionism. The military strategies and the political, social, and economic dimension of the conflict will be analyzed in detail. The course also examines the war’s impact on civilian populations, collaboration and resistance, and the economics of the war. Satisfies “Modern History” core course requirement for History majors.

***HS-RS 374 Hitler and Mussolini*** (Prerequisite: Junior Standing Corequisite: EN 110)

History Research Seminar: 300-level history courses designated by the prefix HS-RS indicate courses being offered as Research Seminars. These courses are writing-intensive and help to train students to carry out original research by guiding them through the preparation of a significant research paper. History majors are encouraged to take these before their senior year, and especially before the semester in which they prepare their thesis. This course will provide an advanced survey of the Fascist and National Socialist Movements and Regimes. The main emphasis will be on the breakdown of the Italian and German democracies, the emergence of Fascism and National Socialism, their ideology and goals, and the nature and structure of Mussolini’s New State and Hitler’s Third Reich. The major interpretations of Fascism will be examined in the last part of the course.

***HS-RS 375 The Spanish Civil War and the Franco Regime*** (Prerequisite: Junior Standing; Corequisite: EN 110)

History Research Seminar: 300-level history courses designated by the prefix HS-RS indicate courses being offered as Research Seminars. These courses are writing-intensive and help to train students to carry out original research by guiding them through the preparation of a significant research paper. History majors are encouraged to take these before their senior year, and especially before the semester in which they prepare their thesis. This course will examine the Spanish Second Republic, the Civil War and Franco’s Regime. The Republican political system will be assessed focusing on politics and government, economic and social reforms, and the relations between church and state. Considerable attention will be devoted to political and military development in the Republican and Nationalist zones during the Civil War and to the international context. The making of Franco’s dictatorship, the Regime’s

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post-war policies, and the transition to democracy will also be dealt with in detail. Satisfies “Modern History” core course requirement for History majors.

***HS-RS 376 The Atlantic Revolutions: The U.S., France, Haiti, and Latin America (Prerequisites: Junior Standing. Co-requisite: EN 110)***

History Research Seminar: 300-level history courses designated by the prefix HS-RS indicate courses being offered as Research Seminars. These courses are writing-intensive and help to train students to carry out original research by guiding them through the preparation of a significant research paper. History majors are encouraged to take these before their senior year, and especially before the semester in which they prepare their thesis. This course explores the history of the revolutions that shook the Atlantic world from 1776 to 1830. As the first modern revolutions, the American, French, Haitian, and Latin American Revolutions not only brought an end to the first era of European colonialism, they also ushered in the modern age of politics. Democracy, dictatorship, human rights, nationalism, political terrorism, and the first abolitions of slavery are all products of this era. This course examines the connections between these revolutions and compares them with one another in terms of their origins, dynamics, and outcomes. A central focus is on what these revolutions meant to the diverse groups of people who lived through them. Satisfies “Early Modern History” or “Modern History” core course requirement for History majors.

***HS-RS 377 History of World War I (Prerequisite: Junior Standing; Corequisite: EN 110)***

History Research Seminar: 300-level history courses designated by the prefix HS-RS indicate courses being offered as Research Seminars. These courses are writing-intensive and help to train students to carry out original research by guiding them through the preparation of a significant research paper. History majors are encouraged to take these before their senior year, and especially before the semester in which they prepare their thesis. One of the most dramatic events of the 20th century, the First World War shaped both European and global history. This seminar course allows students to explore the conflict in an international comparative context, away from narrow national concerns. Students will study the war from multiple facets and approaches, including not only the Western Front but also Italy, Austria-Hungary and Russia, while beyond Europe we will consider the war in Africa, the Middle East and the Atlantic. Reflecting the latest international scholarship and engaging with important historiographical debates, the course will cover the causes and origins of the war, and its ongoing political dimensions, as well as military matters such as the impact and development of new tactics and technologies. Beyond the battlefield, we will also study the societies which went to war in 1914, the economic dimensions of the conflict, its cultural aspects and finally the legacies of the war, in the political, social and cultural arenas. Satisfies “Modern History” core course requirement for History majors.

***HS-RS 378 Sport, Politics and Society in the Modern World (Prerequisite: Junior Standing; Corequisite: EN 110)***

History Research Seminar: 300-level history courses designated by the prefix HS-RS indicate courses being offered as Research Seminars. These courses are writing-intensive and help to train students to carry out original research by guiding them through the preparation of a significant research paper. History majors are encouraged to take these before their senior year, and especially before the semester in which they prepare their thesis. The course will give students a general history of the development of modern sports in the nineteenth and twentieth century, and introduce students to some of the core theoretical models for analyzing sports, including some of the main sociological theories of sport. Sports will also be analyzed for their ability to

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offer an insight into many historical issues, such as the nature of totalitarian regimes, international relations, the lasting influence of colonial empire or the construction and maintenance of national identity in newly independent nations. The course will consider the way sports shape, and are in turn shaped by, questions of race, gender, and class. Exploring a variety of sports and time periods with a global perspective, the course will use case studies from Italy and other European countries, the USA, and non-Western cultures. This course will focus on a selection of different historical and political realities – and a variety of sports – to assess some of the intersections between sport, politics, and society. Satisfies “Modern History” core course requirement for History majors.

***HS-RS 380 European Imperialism and the World Wars*** (Prerequisites: Junior Standing. Co-requisite: EN 110)

History Research Seminar: 300-level history courses designated by the prefix HS-RS indicate courses being offered as Research Seminars. These courses are writing-intensive and help to train students to carry out original research by guiding them through the preparation of a significant research paper. History majors are encouraged to take these before their senior year, and especially before the semester in which they prepare their thesis. This course will explore the evolution of European, American, and Japanese expansionism and the relation between imperial rivalries and the two world conflicts in Europe, Asia, and Africa. Satisfies “Modern History” core course requirement for History majors.

***HS-RS 382 The Enlightenment and the World*** (Prerequisite: Junior Standing. Co-requisite: EN 110)

History Research Seminar: 300-level history courses designated by the prefix HS-RS indicate courses being offered as Research Seminars. These courses are writing-intensive and help to train students to carry out original research by guiding them through the preparation of a significant research paper. History majors are encouraged to take these before their senior year, and especially before the semester in which they prepare their thesis.

This course explores the eighteenth-century intellectual and cultural movement known as the Enlightenment in its global context. In part it does so by examining the work of major philosophes, or thinkers, of the era (e.g., Diderot, Hume, Montesquieu, Rousseau, Smith, Voltaire, etc.). It also examines the historical context in which the philosophes worked, focusing on eighteenth-century Europe’s relationship with other parts of the world. Much of the course is dedicated to the relationship between the Enlightenment and its “shadows” or “others” in both Europe and abroad, including women, Native Americans, Afro-Atlantic slaves, and Polynesians. As such, it investigates how these people and peoples shaped Enlightenment thought as well as the roles the Enlightenment played in the development of modern gender, racial, and imperial ideologies. Satisfies “Modern History” core course requirement for History majors.

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## HUMANISTIC STUDIES

***HM 399 Special Topics in the Humanities*** (Prerequisite: Junior Standing. Corequisite: EN 110)  
Courses specifically designed by Humanities Faculty, cross-disciplinary and multi-epochal in scope, to address comparatively and critically questions, issues, and themes appropriate to the goals and objectives of the Humanistic Studies major.

***HM 460 Research and Writing in the Humanities*** (Prerequisite: Senior Standing or Permission of the student's Advisor and Department)

This course provides practical preparation for designing and carrying out a significant thesis-length research project and a brief, but sophisticated introduction to key methodologies and theoretical approaches used in humanities disciplines. Students will be guided through the processes of setting up a problem to investigate; determining what kind of sources, how many, and which sources are appropriate to use; evaluating and analyzing those sources; reviewing academic literature in the Humanities on their topics; developing a clear and well-researched thesis proposal; and formulating and writing convincing arguments.

***HM 480 Senior Thesis*** (Prerequisite: Senior Standing)

Thesis supervision for Humanistic Studies majors in their final year.

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## ITALIAN LANGUAGE AND LITERATURE

### ***IT 101 Introductory Italian I*** (This course carries 3 semester hours of credit.)

This course is designed to give students basic communicative ability in Italian. By presenting the language in a variety of authentic contexts, the course also seeks to provide an introduction to Italian culture and society. Students work on all four language skills: speaking, listening comprehension, reading, and writing.

### ***IT 102 Introductory Italian II*** (This course carries 3 semester hours of credit; Prerequisite: Placement or IT 101 with a grade of C or above)

A continuation of IT101. This course aims at developing and reinforcing the language skills acquired in Introductory Italian I, while placing special emphasis on oral communication.

### ***IT 103 Intensive Italian I*** (Note: This course, which is the equivalent of IT 101 + IT 102 carries 6 semester hours of credit.)

This course meets four times per week and covers the equivalent of a full year of elementary language study (Introductory Italian I and II) in one semester. Designed for highly motivated students who wish to develop communicative ability in Italian in a relatively short time. This course cannot be taken by students who have already completed IT 101 and/or IT 102.

### ***IT 201 Intermediate Italian I*** (Prerequisite: Placement, IT 102, or IT 103 with a grade of C or above)

A continuation of IT 102. This course focuses on consolidating the student's ability to use Italian effectively. Emphasis is given to grammar review and vocabulary expansion. Selected readings and films acquaint students with contemporary Italy.

### ***IT 202 Intermediate Italian II*** (Prerequisite: Placement or IT 201 with a grade of C or above)

A continuation of IT 201. While continuing the review of grammar, the course emphasizes the development of reading and composition skills. Short stories, newspaper articles, and films supplement the textbook.

### ***IT 203 Intensive Italian II*** (Prerequisite: Placement, IT 102 or IT 103 with a grade of C or above. This course, which is the equivalent of 201 + 202, carries 6 semester hours of credit)

This course meets four times per week and covers the equivalent of a full year of intermediate language study (IT 201 and IT 202) in one semester. Designed for highly motivated students who wish to consolidate language skills in a short time. This course cannot be taken by students who have already completed IT 201 and/or IT 202.

### ***IT 250 Italian Language Through Italian Songs*** (Prerequisite: Placement or IT 202 or permission of the instructor)

Open to students who have reached the 202 proficiency level in Italian, this course is designed to develop listening and oral skills as well as to consolidate Italian grammar through the study of popular Italian songs. Research demonstrates, in fact, the high efficacy of

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music in the learning process of a second language; neurologists have found that musical and language processing occur in the same area of the brain, and there appear to be parallels in how musical and linguistic syntax are processed. Popular Italian songs will serve as a starting point for expanding vocabulary, learning idiomatic expressions, reviewing grammar, and practicing pronunciation. In addition, the themes proposed in the songs will provide topics for class discussion.

### ***IT 281/381 Independent Study***

***IT 301 Advanced Italian I*** (Prerequisite: Placement or IT 202 with a grade of C or above or permission of the instructor)

This course is designed to move students forward toward advanced proficiency in Italian language. The course will reinforce students' oral, writing, listening, and reading skills, while refining grammar structures studied in previous levels. Contemporary literary and journalistic texts, films and film excerpts, newspaper articles and other multimedia materials will acquaint students with central elements of Italian culture and traditions, while individual and group activities drawn from real-life contexts will give them the opportunity to integrate their knowledge and skills through experience.

***IT 302 Advanced Italian II*** (Prerequisite: Placement or IT 301 with a grade of C or above or permission of the instructor)

A continuation of IT 301, this course aims to refine and consolidate a high level of fluency in Italian, while deepening students' understanding of the language's cultural and intercultural components. By combining the academic study of advanced-level texts and audiovisual materials with a direct interaction with the Roman and Italian cultural and social environment, the course will acquaint students with a wide range of tools and skills to elaborate appropriate oral and written forms of expression according to context, showing a well-refined awareness of cultural differences and intercultural encounters.

***IT 308 Introduction to Professional Translation*** (Prerequisites: Placement, IT 301 or permission of the instructor; EN 110)

This course is designed to introduce students to the world of professional translation. Though the course will cover some of the fundamental theoretical concepts of translation, the focus will be on teaching practical translation skills and processes. The course will concentrate mainly on translating from Italian to English, but also vice versa, depending on student enrollment. The course aims to enable participants to produce translations that reflect grammatical accuracy, a command of idiomatic language, cultural sensitivity, and appropriate register and tone.

***IT 309 Italian Language Through Literature*** (Prerequisite: Placement or IT 302 or permission of the instructor)

This course investigates the main linguistic transformations of the Italian language during the last century through the language of literature. A selection of some representative short stories from the 1930s to the present day will be studied. The purpose is to analyze different narrative and rhetorical techniques, to follow the progressive definition of the linguistic standard, and to identify the influence of the spoken language on written Italian. After careful reading, students will explore these stories in class discussions on the writer's technique, style, and ideas, through the analysis of characters, plots, and the large variety of themes and structures used.

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***IT 310 Elements of Italian Literature (Prerequisite: Placement, IT 302 or permission of the instructor)***

The course will introduce students to the study of Italian literature; it is designed for those students who have reached 300-level proficiency in Italian language and also functions as a preparatory course for those who wish to study Italian literature at higher levels. The first part of the course focuses on a preliminary explanation of basic literary terminology and teaches students to recognize codes and genres in a limited selection of Italian literary texts. In the second part of the course, students will read samples from significant works of Italian literature in conjunction with selected passages from the canon of Italian literary criticism. They will practice their critical and writing skills by applying the concepts learned during the course to the analysis and reading of the literary texts under consideration. At an introductory level, students will begin to appreciate the difference between commentary and criticism and between both historical and formal approaches to the study of Italian literature.

***IT 317 Roots of Italian Identities (Prerequisites: IT 302 or permission of the instructor)***

This course aims to give an insight into the linguistic, cultural and sociological complexity of the 'notion of Italy.' The topics studied, based primarily on literary texts, include some of the major themes of Italian culture as well as examples of the various 'identities' that Italy offers today: the question of political and cultural unity and the long-lasting question of a common national language; the role played by Italian intellectuals in the construction of Italy as a nation; the Mafia and the institution of family-based structures; the Italian literary canon and the contemporary ideas of culture and literature. The course is in Italian.

***IT 319 The Image of Rome in Italian Literature and Cinema (Prerequisite: Placement, IT 302 or permission of the instructor)***

This course, which is held in Italian, explores the image of Rome in Italian twentieth century literature and cinema. Literary and cinematic representations not only mirror in different ways the actual geographical, social, and cultural landscape of a city, but they also participate in shaping its identity and its self-representation. The course aims at providing students with critical keys to understanding this multilayered relationship in its different expressions.

***IT 320 Critical Study of Early Italian Literature (Prerequisite: Placement, IT 302 or permission of the instructor)***

The course will introduce students to early Italian literature, focusing on a selection of the main authors, works, and literary trends from the 13th to the 18th century. The approach takes into account historical, philosophical and political contexts, positioning literary works in their cultural context in order to provide the student with the instruments for a critical understanding of the dominant literary themes. Emphasis will be placed on the formation of literary genres and the dominance of poetry, as well as the development of the Italian language. The course will focus on the role of the classical tradition and the church on the development of the literary tradition, and the interaction of literature with figurative art, music and philosophy. Attention will also be given to the representation and presence of women in Italian literature. Students will practice close reading of the texts, reference secondary sources both in Italian and English, and develop skills of textual and critical analysis.



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***IT 321 Critical Study of Modern and Contemporary Italian Literature*** (Prerequisite: Placement, IT 302 or permission of the instructor)

This course aims to provide a critical understanding of the main trends in Italian literature from the early 19th to late 20th centuries. Topics include: cultural implications of the modern Italian literary canon; coexistence of national and regional cultures in the Italian literary tradition; relationships between literature and national history, literature and society as well as literature and other arts. These issues will be discussed by combining close readings of the most paradigmatic works and authors with secondary sources both in Italian and in English.

***IT 322 Sociolinguistics. A Changing Language In a Changing Society*** (Prerequisite: IT 302) This course aims to analyze the interrelation between language and society in contemporary Italy. If we can say that Italian is the national language of Italy, it is not realistic to say that all Italians have always spoken just Italian or the same Italian. The history of the Italian language, in fact, shows how the process of it becoming the unitary language has been slow and how language still varies in time, social, situational and geographic space. The course will try to give an up to date account of linguistic diversity, social variation, special codes and language varieties in the Italian society and in the context of linguistic interaction between Italian and dialect, and between Italian and English within Italy. The course will be conducted entirely in Italian.

***IT 335 Twentieth Century Italian Women Writers*** (Prerequisite: Placement or IT 302 or permission of the instructor.)

This course will deal with the writings of Italian women writers (Aleramo, Deledda, Morante, Ginzburg, Banti, etc) of the late nineteenth and twentieth centuries. Their contribution has been crucial in the shaping of a recognizable, but still not fully acknowledged, “tradition” of women writers in Italy. Through the particular perspectives of distinguished Italian women writers, the course will explore versions of “feminine writing” and will introduce gender- and genre-related issues. Class discussion and assignments will examine themes such as the construction of female identity and the role played by women’s writings in the context of social and political emancipation for women in Italy. All work will be in Italian.

***IT 349 The Divine Comedy*** (Prerequisite: One previous course in Italian literature or permission of the instructor)

This course introduces the students to the Divine Comedy through a close reading of selected cantos of the Inferno, Purgatorio, and Paradiso. The most relevant themes and the complex structure of the poem will be studied and analysed in relationship to its political, philosophical, historical, and poetic implications.

***IT 398 Internship: Italian Studies Field***

The For Credit (FC) Internship course combines academic learning with a short-term (generally 3 to 6 months, full or part-time with a minimum of 120 hours) employment opportunity. Field experience allows participants to combine academic learning with hands-on work experience. For-Credit internships may be paid or unpaid. The organization or firm must be sponsored by the JCU Career Services Center (CSC). After being selected for an internship and having the CSC verify the course requirements are met, the intern may enroll in the Internship course corresponding to the academic discipline of interest.

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Course requirements include: attending the internship class which will be scheduled for 10 in-class hours over the semester, verification of the minimum number of hours worked in the internship by the CSC; completion of a daily internship log; in-depth interview with the internship sponsor or organization; and a 2500 to 3500 word “White Paper” presenting a position or solution to a problem encountered by their employer. This course is graded on a “pass/no pass” basis. The course will begin the 4th week of each semester. Students will determine with the Registrar’s Office or their Advisor which semester corresponds most closely with the timing of their internship.

May be taken only once for academic credit.

***IT 399 Special Topics in Italian Literature*** (Prerequisite: One previous course in Italian literature or permission of the instructor)

An in-depth treatment of an area of concern within the field of Italian literature. Topics may vary. May be taken more than once for credit with different topics.

***IT 401 Advanced Writing*** (Prerequisite: IT 302)

This course, which is conducted in Italian, aims at improving students’ ability to write texts of different types and levels of specialization, focusing on academic and professional purposes. The course has both theoretical and practical components aimed at familiarizing students with the cultural and formal elements that make texts effective, convincing and articulate.

***IT 480 Senior Thesis*** (Prerequisite: Senior Standing)

Thesis supervision for Italian Studies majors in their final year.

***IT/BUS 303 Italian for Business*** (Prerequisites: IT 302 and FIN 201 or permission of the instructor)

This course, which is open to students who have completed the equivalent of two years of college Italian, is designed for those interested in doing business with or in Italy. It focuses on the Italian language of business, aiming at developing students’ written and oral skills while providing them with the technical vocabulary and professional expressions that are most often used in a variety of business situations. Topics are confronted in several ways: through readings from textbooks used in business schools, the analysis of letters, office documents, and newspaper articles about business, and targeted exercises and discussions. Attention is also given to culture, manners, and customs as they relate to business practices.

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## ITALIAN STUDIES

**Courses with the ITS prefix are conducted in English.**

### ***BUS/ITS 260 Made in Italy: The Italian Business Environment***

The course analyzes the Italian Business environment, the characteristics of its culture and its inner workings. Students will be able to understand the different types of Italian corporate cultures and the role of family businesses in Italy. The course allows students to assess some of the most popular Italian brands and learn why “made in Italy” is a leading brand in the world, despite recent influences and threats from foreign investors. Company cases and special guests will be an important part of this course and will allow students to relate theory to practice.

### ***CMS/ITS 241 Italian Cinema***

This course surveys films, directors and film movements and styles in Italy from 1945 to the present. The films are examined as complex aesthetic and signifying systems with wider social and cultural relationships to post-war Italy. The role of Italian cinema as participating in reconstitution and maintenance of post-War Italian culture and as a tool of historiographic inquiry is also investigated. Realism, modernism and post-modernism are discussed in relation to Italian cinema in particular and Italian society in general. Films are shown in the original Italian version with English subtitles.

### ***CMS/ITS 243 Cinematic Rome***

An analysis of the social, aesthetic, political, and rhetorical implications of cinematic representations of Rome, from silent films to the present. This course will evaluate and discuss ten primary films, along with excerpts from a number of others. We will consider five main topics: Images of Ancient Rome; Before and After World War II; “Americans” in Rome, and Rome in America; Fellini’s Rome; and Urban Angst, Roman Style. As the semester progresses, we will consider how Rome functions as a “character” in the movies, as well as how The Eternal City comprises the mise-en-scène. We will assess the artistic representations of Roman monuments and streetscapes on movie sets, as opposed to location shooting. Special attention will be given to memory construction, as well as the rhetoric of “places and spaces” (how the physical/symbolic setting influences us). In this course, students will visit cinematic landmarks in Rome and write about their experiences.

### ***CMS/ITS 244 Popular Italian Cinema***

This course seeks to provide frameworks for understanding the popularity of Italian cinema, its historical and cultural development, and the variety and pleasures that the category includes. This course seeks to examine the extraordinary historical popularity of cinema in Italy, providing the scholarly tools to analyze entertainment from the beginning of the sound era to contemporary cinema and will include examples of horror, peplum, melodrama, western and commedia all’italiana. It will enable students to develop critical tools of analysis both for cinema and for cultural studies, and is designed to complement – although not overlap with – other film courses on offer in the university.

### ***CW/ITS 358 Creative Writing Workshop: The Art of Literary Translation (Prerequisite: EN 110 with a grade of C or above. IT 301 only for Italian Studies majors)***

This course aims to develop the creative, editorial, and reading habits needed for literary translation; to develop an awareness of the theories associated with the practice of translating a

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work of literary excellence from one language into another; to foster an aesthetic sensibility for use in literary translation. Students will read and discuss theoretical texts and will create their own translations of works by authors that will be chosen by each student. These translations will be presented to the class in a traditional workshop format, with emphasis on analysis of the difficulties posed by the chosen text(s) and a justification for the choices made in rendering the texts into English. Students will compile a portfolio of the translations they produce during the term, having become familiar with the skills and sensitivities needed to translate works of literary merit and to discern the characteristics of quality literary translation.

***CW/ITS 458 Advanced Art of Literary Translation*** (Prerequisites: Junior Standing and two previous Creative Writing courses with a grade of B or higher)

This advanced course aims to develop the creative, editorial, and reading habits needed for literary translation; to develop an awareness of the theories associated with the practice of translating a work of literary excellence from one language into another; to foster an aesthetic sensibility for use in literary translation. Students will read and discuss theoretical texts and will create their own translations of works by authors that will be chosen by each student. These translations will be presented to the class in a traditional workshop format, with emphasis on analysis of the difficulties posed by the chosen text(s) and a justification for the choices made in rendering the texts into English. Students will compile a portfolio of the translations they produce during the term, having become familiar with the skills and sensitivities needed to translate works of literary merit and to discern the characteristics of quality literary translation.

***CW/ITS 558 Graduate Workshop in the Art of Literary Translation***

**ADMISSIONS REQUIREMENTS:** Current enrollment in an accredited graduate program in Creative Writing OR, for students not currently pursuing a graduate program in creative writing but who wish to receive graduate credit, a bachelor's degree from an accredited institution (transcripts required) and assessment of a significant writing sample or previous publications. (See JCU website for application procedures)

**COURSE DESCRIPTION:** This graduate course aims to develop the creative, editorial, and reading habits needed for literary translation; to develop an awareness of the theories associated with the practice of translating a work of literary excellence from one language into another; to foster an aesthetic sensibility for use in literary translation. Students will read and discuss theoretical texts and will create their own translations of works by authors that will be chosen by each student. These translations will be presented to the class in a traditional workshop format, with emphasis on analysis of the difficulties posed by the chosen text(s) and a justification for the choices made in rendering the texts into English. Students will compile a portfolio of the translations they produce during the term, having become familiar with the skills and sensitivities needed to translate works of literary merit and to discern the characteristics of quality literary translation.

***EN/ITS 295 Dante's Divine Comedy*** (Prerequisite: EN 110 with a grade of C or above)

The course is an introduction to a critical reading of Dante's Divine Comedy in its historical, philosophical, religious, and poetic contexts. Readings of Inferno, Purgatory, and Paradise seek to identify Dante's stylistic and thematic contributions to the literary world as well as to understand their relationship with medieval politics, philosophy, and culture. This course is taught in English.

***EN/ITS 341 Modern Italian Drama in Translation*** (Prerequisite: One previous course in English literature or permission of the instructor)

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An in-depth study of Italian drama of the 20th century. Plays by Betti, Chiarelli, De Filippo, Fabbri, Fo, Maraini, and Pirandello are analyzed with special emphasis on plot, theme, character, structure, and technique. Social and existential problems of our time, as seen by the playwrights, are given particular consideration.

***ITS 291 Language, Culture, and Italian Identities***

This course aims to give an insight into the linguistic, cultural and sociological complexity of the ‘notion of Italy’. The topics studied, based primarily on literary texts but also taking into consideration other areas such as contemporary history, social studies and art history, include some of the major themes of Italian culture as well as examples of the various ‘identities’ that Italy offers today: the role played by Italian intellectuals in the construction of Italy as a nation, the long-lasting question of language, as well as the question of political and cultural unity, the Mafia and the institution of family-based structures, the Italian literary canon and the contemporary ideas of culture and literature.

***ITS 292 Contemporary Italian Narrative in Translation*** (Prerequisite: EN 110 with a grade of C or above. \*This class can substitute for one of the two EN LIT general distribution required courses. The other EN LIT course must have the EN prefix\*)

This course is based on the analysis of excerpts from eight Italian novels that highlight the development of this genre in the twentieth century. Each student will also read one novel in its entirety. Through lectures and class discussions, emphasis will be placed on the author’s social and political concerns and her or his role as writer and intellectual in Italian society. Students will also develop the ability to analyze literary texts according to language, style and content, and will be encouraged to participate in class discussions about the texts. In order to provide insight into the novels, as well as to stimulate classroom debate and discussion, the texts will be supplemented with selected background information, scholarly criticism, and visual media.

***ITS 299 Special Topics in Italian Studies*** (Prerequisite: EN 110 with a grade of C or above)

An in-depth treatment of an area of concern within the field of Italian Studies. Topics may vary. May be taken more than once for credit with different topics.

***ITS 350 Dante’s Inferno in Art, Literature and Film*** (Prerequisite: EN 110 with a grade of C or above)

This course undertakes an interdisciplinary reading of the Dante’s Inferno from the perspectives of comparative literature, the history of art, music, and the history of cinema. Selected primary sources from across the fine arts over seven centuries of reception include architectural (Palacio Barolo, Terraglia’s ‘Danteum’) literary (from Chaucer to Heaney) visual (from medieval mss. to Blake to Rauschenberg to Greenaway), musical (Franz Liszt, Puccini) and sculptural (Rodin, etc.) “interpretations.”

***ITS/CMS 322 Italian Media and Popular Culture***

This course will introduce students to contemporary Italian media and popular cultures. The course has a thematic approach and applies the analytical theories of critical cultural studies. Students will be exposed to development of various media forms as they have been shaped by and their impact on Italian culture and society. The press, film, radio, television, popular music, comics and graphic arts, sports and digital networks will be investigated from a variety of angles with particular attention on the media’s role in the construction of collective identities, the role of power and capital in shaping national identity, media use by social movements, the question of representation, popular protest and subcultural and subaltern expressions within the national

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space. Italy's role within the global media economy will also be investigated.

***ITS/CW 358 The Art of Literary Translation*** (Prerequisite: EN 110 with a grade of C or above. IT 301 only for Italian Studies majors.)

This course aims to develop the creative, editorial, and reading habits needed for literary translation; to develop an awareness of the theories associated with the practice of translating a work of literary excellence from one language into another; to foster an aesthetic sensibility for use in literary translation. Students will read and discuss theoretical texts and will create their own translations of works by authors that will be chosen by each student. These translations will be presented to the class in a traditional workshop format, with emphasis on analysis of the difficulties posed by the chosen text(s) and a justification for the choices made in rendering the texts into English. Students will compile a portfolio of the translations they produce during the term, having become familiar with the skills and sensitivities needed to translate works of literary merit and to discern the characteristics of quality literary translation.

***ITS/EN 295 Dante's Divine Comedy*** (Prerequisite: EN 110 with a grade of C or above \*This class can substitute for one of the two EN LIT general distribution required courses. The other EN LIT course must have the EN prefix\*)

The course is an introduction to a critical reading of Dante's Divine Comedy in its historical, philosophical, religious, and poetic contexts. Readings of Inferno, Purgatory, and Paradise seek to identify Dante's stylistic and thematic contributions to the literary world as well as to understand their relationship with medieval politics, philosophy, and culture. This course is taught in English.

***ITS/GDR 335 Twentieth Century Italian Women Writers*** (Prerequisite: Placement or IT 302 or permission of the instructor)

This course will deal with the writings of Italian women writers (Aleramo, Deledda, Morante, Ginzburg, Banti, etc) of the late nineteenth and twentieth centuries. Their contribution has been crucial in the shaping of a recognizable, but still not fully acknowledged, "tradition" of women writers in Italy. Through the particular perspectives of distinguished Italian women writers, the course will explore versions of "feminine writing" and will introduce gender- and genre-related issues. Class discussion and assignments will examine themes such as the construction of female identity and the role played by women's writings in the context of social and political emancipation for women in Italy. All work will be in Italian.

***ITS/MUS 293 Italian Music: A Modern Cultural History***

This course will introduce students to Italian music from a social and cultural perspective. The course has a twofold approach: the first part explores the historical developments from national unification to date; the second part has a thematic approach and highlights a few emergent topics within critical cultural studies, at the intersection between Italian and popular music studies. Starting from the assumption that music is able to unveil many aspects of the present society by representing them in unprecedented forms, the aim of the course is that of presenting another perspective on Italy, in order to enlarge its understanding. The central role played by music in contributing to shape national character is tested through a constant comparison with other musical cultures and connections with other media and art forms (cinema, television, radio).

***SOSC/ITS 220 Italian Food Culture***

Italy's deep-rooted network of local food knowledge is an excellent example for students to understand what food culture is, how food scenarios changed with industrialization, and how they are evolving further today. This course presents students with the basic tools necessary for better

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understanding Italian food culture. Its broad perspective encompasses traditional farming and processing techniques, the industrial and global food economy and changing consumption habits. Its anthropological approach draws from classical and modern writing. Italy is world-famous for its produce diversity and vibrant peasant traditions. By exploring the complex set of influences forming the Italian food culture, students will acquire an analytical approach enabling them to read through the other “foodscapes” that they encounter in their home country or abroad, and eventually choose, value and embrace career paths into the food sector. Even apparently simple, everyday food staples contain layers of significance connecting to the following topics: the peculiar man-nature relationship needed for their production; preserving and cooking techniques; the influences from foreign cooking philosophies and/or crops; the pressure of the global market; and the type of socialization involved during the meal.

### ***SOSC/ITS 225 Sociology of Southern Italy***

This course will examine the Italian Mezzogiorno starting with this paradox – the reality of a society often engaged in rapid social change but one where change itself often appears impossible. We will look at the modern history of the region briefly, moving on to major themes and questions concerning how the Italian South has developed since the Unification of Italy and especially in recent decades. Issues to be studied include underdevelopment, modernization, social capital and civic spirit or the lack of it, the argument that the South is characterized by “amoral community”, the whys and hows of the great emigration of the last century, the land reforms after World War II, the attempt to overcome the region’s underdevelopment with the Fund for the Mezzogiorno, the issue of clientelist and corrupt politics, organized crime including the Sicilian Mafia, the Neapolitan Camorra, and the Calabrian ‘Ndrangheta, the anti-Mafia movement, the current crisis of waste removal in Naples and its causes, the changing role of women in Southern society, and others.

### ***SOSC/ITS 226 Rome: Modern City (On-site)***

This on-site course, which will be conducted in English, aims to introduce students to a sociological analysis of contemporary Rome. It focuses on the changes which are occurring in the city’s populations, its neighborhoods and patterns of daily life and commerce, and challenges conventional images of what it is to be a Roman today. On-site classes will be held in a variety of neighborhoods in the city in order to analyze the area’s role as a social entity and its relationship with the wider urban context. We will examine the issues and problems facing Rome today, such as housing, degradation and renewal, environmental questions, transportation, multiculturalism, wealth and poverty, social conflict and political identities. These issues will be contextualized within theories of urban sociology and also within an explanation of Rome’s urban development over the centuries and, in particular, since it became the national capital in 1870. Through readings, film clips, interviews and guest speakers, students will also analyze the way the city is narrated by some of its residents.

### ***SOSC/ITS 250 Contemporary Italian Society***

This course introduces students to the complexities of contemporary Italian society, taking a primarily ‘bottom-up’ social science approach by examining a wide variety of social contexts and exploring the ways in which Italians express, negotiate and transform their cultural and social identities. By drawing on a growing body of anthropological and sociological research, it provides students with the tools to question rigid and dated assumptions about Italian social life and enables them to analyze its multifaceted, dynamic and often contradictory forms and practices. Students thereby also develop a framework for interpreting their daily experiences and

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encounters outside the classroom context.

***SOSC/ITS 299 Special Topics in Social Sciences and Italian Studies***

***SOSC/ITS 380 Researching Rome: Fieldwork in the City of Rome*** (Prerequisites: There are no prerequisites but it is strongly recommended that students have a background in contemporary Italian studies or anthropology/sociology/urban studies.)

This course provides structure and guidance to students who would like to do an independent fieldwork project in the city of Rome. As a very unique global city, Rome's contemporary social, economic and political realities provide a fascinating context for observing and analyzing the production of culture, social and political change, and practices of everyday life. This seminar-style course guides each student through the four main phases of their research project, helping them to: a) select a manageable and realistic case-study for their research, b) identify and interpret relevant theoretical and empirical literature, c) choose the most appropriate techniques of fieldwork observation, data collection and recording, and apply them in a rigorous, ethical and reflexive manner in the city of Rome, d) create a sophisticated written and visual report of their research findings and conclusions. In addition to each student's independent project, the class visits a number of Roman neighborhoods to apply theories and observation techniques learned throughout the course.



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## LATIN

### ***LAT 101 Elementary Latin I***

This course is a first introduction to the study of the Latin language. The course introduces all forms of nouns and pronouns in the five declensions and all tenses of the verb in the indicative and imperative. It emphasizes vocabulary development and the acquisition of reading skills in Latin prose. Assignments include considerable reading of continuous passages and translation from Latin to English and English to Latin. Attention is also given to Latin proverbs, abbreviations and cognates in English.

### ***LAT 102 Elementary Latin II (Prerequisite: LAT 101 or permission of the instructor)***

This course provides continued study of accidentes and syntax, treating all tenses of the verb in the subjunctive, indirect discourse, paraphrastic constructions and deponents. Vocabulary development is continued through intensive reading of selections of Latin prose. Students are also introduced to verse forms and the study of inscriptions. Assignments focus on translation from English to Latin and Latin to English.

### ***LAT 103 Intensive Elementary Latin***

This course is an intensive course in beginning Latin, and it will demand daily concentrated study and preparation. The course will also be an introduction to Latin etymologies of English vocabulary and an introduction to linguistics and how languages are structured and related to their cultural contexts, in this case, the Roman world. While the Latin students will learn in this course is the Latin of roughly 100 BC - AD 100, it is nearly the same Latin written and spoken for the next thousand years.

### ***LAT 282 Directed Readings in Latin (Prerequisite: LAT 102 or permission of the instructor)***

This course is designed to offer the opportunity to read texts in the original to students with a basic level of Latin language preparation. The level of readings may range from intermediate to advanced. Language levels will be determined at the beginning of the course, and students will be arranged in suitable reading groups. Texts appropriate to each group's level will be chosen by the professor and the individual students. Texts will vary, but advanced students may choose from among annotated editions of Cicero, Caesar, Catullus, Virgil, Ovid, and Livy. All groups will work independently and in weekly reading groups with the professor, when issues of language, grammar, and literary technique will be discussed.

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## LEGAL STUDIES

**AH/LAW 345 Art Crime: Who Owns Antiquity?** (Prerequisite: One previous course in Art History or permission of the instructor)

The course examines the complex subject of art and cultural heritage crime, with a particular emphasis on Italy. While examining the international and national normative frameworks determining what constitutes an art/cultural heritage crime, special attention will be paid to the question of what constitutes “ownership” of art and cultural heritage. The course will consider the development over time of ideas of the value of art (both real and symbolic), as well as the ways that ideas of “ownership” have changed since the late 20th century. In addition to examining issues related to the definition, prevention, and punishment of art/cultural heritage crimes, the course will also examine the role of the Italian state in protecting its national cultural artifacts.

**CMS/LAW 322 Free Speech in a Comparative Perspective** (Prerequisite: Junior or Senior Standing)

An introduction to the major problems posed by the right to free speech: the origins and scope of this right, the problems in defining it, the values that it promotes as well as the values that it compromises. This course examines the political and cultural variables shaping the right to free speech by examining its role in many different jurisdictions. Focusing on concrete conflicts over political speech, freedom of religious conscience, hate speech, sexually-explicit speech, the protection of privacy, reputation and intellectual property, we look at constitutional case law and commentary in many different liberal democracies and the jurisprudence of the European Court of Human Rights. Through intense engagement with primary legal materials, class debate and a mock trial, this course will be especially useful for potential law students, journalists, philosophy and religious studies students, and anyone seeking a better understanding of his or her rights in a democratic society.

**CMS/LAW 399 Special Topics in Communications and Law**

May be taken more than once for credit with different topics.

**EC/LAW 347 Economic Competition and Law** (Prerequisites: EC 201, EC 202)

The course aims at developing students’ skills in analyzing antitrust and sector specific regulations and cases, in particular in heavily regulated industries (media, telecoms, transport, energy). It will combine the study of the basic notions of competition (law, policy, and economics of competition) with specific EU case analyses (Intel, Google, GE/Alstom, Microsoft). Students will learn the difference between cost categories, and will also learn about perfect competition, market efficiency, and consumer harm. By the end of the course, students should also be able to inform their “consumer-self” better, and know how and where to get the information they need in order to behave responsibly.

**LAW 219 Legal Environment of Business** (Recommended: EN 110 with a grade of C or above)

This course provides students with an overview of the law in general, beginning with the foundations of the legal and regulatory environment, the law-making processes, and the implementation of legal rules. Students examine some areas of substantive law, including bodies of law that are regulatory in nature. Particular attention is given to aspects of business transactions in an international context.

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## ***LAW 281/381 Independent Study in Law***

### ***LAW 321 Business Law (Prerequisite: Junior Standing)***

This course is intended to allow students to explore basic legal principles with reference to business conduct; to provide students with an overview on the law of contracts, beginning with the introduction on contract law, and the implementation of the legal rules; to address some legal issues of corporate law and bankruptcy; to examine aspects of business in a challenging and practical context, taking advantage of the different backgrounds of students.

### ***LAW 323 International Business Law (Prerequisite: Junior Standing)***

This course deals with legal aspects of international business transactions. The course introduces students to issues in international commerce, including requirements of a contract, international shipping terms, and liability of air and ocean carriers. The course will examine international and U.S. trade law, including GATT 1994, and the regulation of imports and exports. Finally, the course will familiarize students with various areas of regulation of international business, such as competition law, employment discrimination law, and environmental law.

### ***LAW 341 Fundamentals of Italian Legal Practice (Prerequisite: Junior Standing)***

The principal object of this course is to present to the student a basic study of the Italian legal system, beginning with a comparison between the common and the civil law systems. The course shall provide the student with an overview of the Italian legal tradition and the Italian legal profession, as well as a basic knowledge of some of the areas of Italian law (such as Constitutional law, Contract law and Labor law), focusing particularly on the ones related to business. The purpose of the course is not to develop deeply informed lawyers, but to stimulate and interest students coming from substantially different backgrounds in legal topics they come across during their stay in Italy.

### ***LAW 398 Internship: Law Field (Prerequisites: GPA of 3.0 or higher; Junior Standing; Internship in the field of Law obtained through the Career Services Center)***

The For Credit (FC) Internship course combines academic learning with a short-term (generally 3 to 6 months, full or part-time with a minimum of 120 hours) employment opportunity. Field experience allows participants to combine academic learning with hands-on work experience. For-Credit internships may be paid or unpaid. The organization or firm must be sponsored by the JCU Career Services Center (CSC). After being selected for an internship and having the CSC verify the course requirements are met, the intern may enroll in the Internship course corresponding to the academic discipline of interest. Course requirements include: attending the internship class which will be scheduled for 10 in-class hours over the semester, verification of the minimum number of hours worked in the internship by the CSC; completion of a daily internship log; in-depth interview with the internship sponsor or organization; and a 2500 to 3500 word “White Paper” presenting a position or solution to a problem encountered by their employer. This course is graded on a “pass/no pass” basis. The course will begin the 4th week of each semester. Students will determine with the Registrar’s Office or their Advisor which semester corresponds most closely with the timing of their internship. May be taken only once for academic credit.

### ***LAW 399 Special Topics in Law (Prerequisite: Junior Standing)***

An in-depth treatment of a current area of special concern within the field of Law. Topics may vary. May be taken more than once for credit with different topics.

### ***LAW/BUS 399 Special Topics in Law and Business (Prerequisite: EN 110 with a grade of C or above)***

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***PL/LAW 230 Human Rights***

This course focuses on understanding what human rights are and what are the challenges to their realization. Students will examine what specific protections ought to be granted to vulnerable groups, like women, children, stateless persons, refugees, asylum seekers, and internally displaced persons. The special challenges related to the protection of human rights in an age of globalization, and the challenges to human rights protection posed by terrorism and its consequences are also analyzed. An interdisciplinary approach will be used to examine different cases and understand the main human rights issues at stake.

***PL/LAW 299 Special Topics in Law and Political Science***

May be taken more than once for credit with different topics.

***PL/LAW 320 Public International Law***

This course examines the basic concepts of public international law, to enable students to critically evaluate the interplay between legal claims and power relations. Starting with a theoretical overview of the character, development and sources of international law, the course examines such law-generating and law-implementing institutions as the United Nations, international arbitration and adjudication, international criminal tribunals, national systems and regional organizations. Such substantive areas as the law of war (the use of force and humanitarian law), international criminal law, human rights, and environmental law will be given special attention.

***PL/LAW 323 International Migration (Prerequisite: Junior Standing)***

After a brief historical overview of migratory movements before and after 1945, the course focuses on providing definitions of relevant terms, including inter alia the ones of “economic migrant” and “forced migrant”, “asylum seeker” and “refugee”, “human trafficking victim” and “smuggled migrant”. The existence of international legal standards guaranteeing special forms of treatment for some categories of migrants (and the consequent lack for others) is discussed and the human rights associated with such statuses are analysed. Special attention is also placed on understanding the vulnerabilities of people on the move and the legal and political challenges of addressing them. Finally, the impact of international migration on the economic and social development of sending and receiving countries, including the benefits of remittances on countries of origin, integration challenges in host States, the link between the brain drain and the brain gain and the phenomenon of circular migration are studied.

***PL/LAW 325 Human Trafficking and Contemporary Slavery (Prerequisite: Junior Standing)***

The course introduces students to the hidden phenomena of contemporary forms of slavery and human trafficking, relying on international legal definitions - including among others those of slavery, practices similar to slavery, forced labour, the worst forms of child labour and human trafficking - to better understand and assess the international action against these forms of exploitation. A brief comparison between slavery of the past and its contemporary manifestations, as well as an analysis of relevant contemporary forms of exploitation - including chattel slavery and religious slavery, debt bondage, the sexual exploitation of children in travel and tourism and exploitation in some global supply chains - follows. The differences between human trafficking and the smuggling of migrants emerging from the imperfect international legal architecture founded on the two Protocols on Trafficking in Persons, in particular Women and Children and the Smuggling of Migrants annexed to the 2000 Convention against Transnational Organized Crime are also spelled out. Finally, the course focuses on understanding what ought to be done to fight against contemporary forms of slavery and human trafficking.

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***PL/LAW 326 Globalization and Crime*** (Prerequisite: at least one 200-level course in Economics, International Affairs or Business)

This course introduces students to debates surrounding the effects of globalization on the proliferation of crime across borders and the challenges of developing internationally effective policing and judicial mechanisms for combating this constantly mutating phenomenon. Areas of study include the trafficking of art and archaeology, fake fashion items, waste, narcotics, and arms, as well as the market in human beings for sex and organs, and the economic implications of criminal penetration in legal financial markets and the increasing connections between international crime groups and terrorism, the political and military influence of OCGs in failed states and the connections between criminal groups and various democratic governments.

***PL/LAW 327 The Politics of International Criminal Law*** (Recommended: PL 320)

This course provides a critical examination of the principles and institutions of International Criminal Law (ICL), which aims to hold individuals accountable for the crime of aggression, genocide, war crimes and crimes against humanity. To critically assess ICL's effectiveness and contribution to international peace and justice, we study its development in the 20th century, and look closely at the workings of the International Criminal Court, other special courts and alternative approaches to transitional justice today.

***PL/LAW 328 Religious Freedom in a Comparative Perspective*** (Prerequisite: Junior Standing; Recommended: PL 210)

This course explores the major questions posed by religious freedom rights. Students will enter into the debate over what is religious freedom in general and what is the proper place of religion in democratic societies, and then focus on conflicts over the formal relationship between religious and state authorities, the allocation of public wealth to religious communities, the place of religious symbols in the public sphere, religious education in public and private schools, exemptions from general legal requirements for religious claims, tensions between religious communities' identity and expressive rights and liberal views of sexual morality and gender equality.

***PL/LAW 361 European Union Law*** (Prerequisite: Junior Standing)

This course examines the European Union (EU) legal system, focusing in particular on its institutional structure, on the sources of EU law and on its lawmaking process. The general principles of EU law – including the protection of fundamental rights, proportionality and subsidiarity - and the doctrines of supremacy and direct effect are studied. Specific areas of EU law, including the functioning of the internal market, the citizenship of the Union, the external relations of the EU and the common foreign and security policy (CFSP), the Economic and Monetary Union (EMU) and EU criminal law are analyzed. Finally, the enforcement of EU law is specifically taken into consideration.

***PL/LAW 368 Intellectual Property Theory and Law***

This course examines key concepts of intellectual property rights and their philosophical foundations. Students will explore different theories of property as put forward by Plato, Aristotle, Aquinas, Hobbes, and Locke, and interpret US, UK, and EU judicial opinions on patent, copyright, trademark, and trade secret rights.

***PL/LAW 399 Special Topics in Law and Political Science***

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***PS/LAW 338 Psychology and Law***

The course focuses on applications of concepts and theories from cognitive, social, developmental and clinical psychology, to the administration of justice. Topics include the psychological processes involved

in jury selection, jury deliberation and decision making, police interrogation, false confessions, eyewitness testimony, memory for traumatic events, child witnesses, juvenile offenders, and the role of psychologists as trial consultant and expert witnesses.

***RH/LAW 271 Argumentation and Debate (Prerequisite: COM 101)***

This course is an advanced study of the principles and foundations of debate as a critical decision-making process structured around reasoned discourse. It examines the formal structures of debate and debate format, the use and evaluation of proof, the technique of advocacy, and specific argumentation strategies. Expanding on the formal logic introduced in Public Speaking, it also covers in-depth analysis of fallacies of reason. Using the construction of a Debate brief, students learn the intellectual foundations upon which legal briefs are made.

***SOSC/LAW 221 Introduction to Criminology***

What is crime? Why are we so fascinated by it? Why do people commit crimes and what are the best deterrents? How do we assess the success or failure of policing, incarceration and rehabilitation strategies? This course examines the politics underlying how crimes are defined and measured and what patterns of criminal behavior have thus emerged over time. It explores both classical and contemporary theories that seek to explain why certain people engage in crimes while others do not. It also explores how theories of crime affect policy, it evaluates existing strategies of crime control, and introduces a critical discussion of how contemporary criminal justice systems operate.

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## LINGUISTICS

### ***LING 201 Language and Linguistics (Prerequisite: EN 110 with a grade of C or above)***

This course in Languages and Linguistics is a descriptive introduction to the classic elements of languages and linguistic terminology, origins, evolution, constructs and applications of languages. It will consider phonology, lexicon, and syntactical elements in language in general and the historic and transformations of Indo-European languages. Greater attention will be given to an analysis of Neolatin (Romance) languages and the English language. The course will consider in some depth the history and evolution of English from Anglo-Saxon to modern English with considerations of the variations in the UK, USA, and other Anglophone areas. There will also be a focus on linguistic analysis of Italian as an example of the mutations from classical Latin to a Romance language with comparisons to French and Spanish.

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# MANAGEMENT

## ***MGT 281/381 Independent Study in Management***

### ***MGT 301 Principles of Management (Prerequisite: Sophomore Standing)***

This course offers an introduction to the manager's role and the management process of decision making in the context of organizations and society. The focus of the course is on effective management of the corporation in a changing society and on improved decision making and communication. It introduces the processes of planning, organizing, leading, and controlling, and it emphasizes the importance of teamwork and individual participation.

### ***MGT 303 Modern Management Thought (Prerequisite: MGT 301)***

Modern cases are the basis for understanding the continuing evolution of modern management principles and practices. A comparative study is made, using the works of many pioneers in the field of management, including Machiavelli, Mosca, and Parrot. Guru theory and current popular business writers may be addressed.

### ***MGT 310 Organizational Behavior (Prerequisite: MGT 301)***

The course examines the disciplinary foundations of organizational behavior, the major conceptual models that purport to explain organizational behavior, the methods used to study organizations, and the main trends in the field. Content is based on basic concepts of motivation, control, change, and team building, as well as the development of effective relationships in a diverse work environment, inclusion and diversity management.

### ***MGT 320 Human Resources Management (Prerequisite: MGT 301; Recommended: MGT 310)***

The course provides an overview of the strategic human resource challenges in organizations. It provides a framework to understand the role of human resource strategies, activities, and programs in achieving competitive advantage, through the allocation and organization of human resources. To support this broad perspective, some of the most important external and internal challenges are discussed in four categories: environmental challenges, organizational challenges, individual challenges, and social challenges.

### ***MGT 330 Operations Management (Prerequisites: MGT 301, MA 208)***

Management issues related to the procurement and allocation of resources in the production of goods and services in order to meet organizational goals. Topics covered include product and process design, facility size, location and layout, quality management, production planning and control.

### ***MGT 335 Supply Chain Management (Prerequisite: MGT 330)***

The course is designed to expand student's knowledge in the area of supply chain management by applying analytical methodologies and information technology. Supply chains are concerned with the efficient integration of suppliers, factories, warehouses, and stores so that products are supplied to customers in the right quantity and at the right time, while satisfying customer service level requirements at minimum cost. While many firms focus on supply chain management (SCM) as a source of competitive advantage, deficiencies in the SC may result in a downgrade of competitiveness.



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***MGT 338 Management Information Systems (Prerequisite: MGT 301)***

This course covers the structure, management, and development of business information systems; the nature of business information, computer hardware and computer software; systems analysis, business intelligence, and the development and introduction of business information systems.

***MGT 345 Social Entrepreneurship (Prerequisite: Junior Standing)***

Nowadays, significant social problems dramatically affect both the most developed and developing countries in many fields, such as education, health care, and environment.

Social Entrepreneurship is an emerging and rapidly evolving business field that examines the practice of identifying, starting and growing successful mission-driven for-profit and nonprofit ventures, that is, organizations that strive to advance social change through innovative solutions. As the traditional lines blur among nonprofits, government and business, it is critical that students understand the opportunities and challenges provided by this new landscape. The course explains how to become a social entrepreneur, the different options to organize a social business and to find the requested financial support.

***MGT 360 Public and Nonprofit Management (Prerequisite: Junior Standing)***

This course sets out to cover the basic issues and trends in managing public and non-profit organizations from a planning and management perspective. To build viable organizations and government entities, individuals need to become effective managers and leaders who can balance a wide range of responsibilities and roles, and bring to bear different competencies to deliver both short-term and long-term business and social results. Practitioners have to respond in an increasingly transparent way to the demands and interests of a diverse array of internal and external stakeholders, including employees, boards of directors, elected officials, civil servants, donors, constituents, journalists, volunteers, and the public. They generally do not have available to them the extensive human and financial resources that their counterparts in business draw on as a matter of course. As a result, they draw on a wide variety of skill sets and competencies in their work.

***MGT 370 Sport Management (Prerequisite: MGT 301)***

To develop an understanding of sport management (and numerous selected sub-sectors) in terms of marketing, demand and supply and their socio-economic context. The course will cover the structure and organisation of sports markets and industries, the socio-economic, cultural & political context of sports markets and industries, the governance and integrity of sport and the commercial sports sectors and selected key issues.

***MGT 398 Internship: Management Field (Prerequisites: GPA of 3.0 or higher; Junior Standing; Internship in the field of Management obtained through the Career Services Center)***

The For Credit (FC) Internship course combines academic learning with a short-term (generally 3 to 6 months, full or part-time with a minimum of 120 hours) employment opportunity. Field experience allows participants to combine academic learning with hands-on work experience. For-Credit internships may be paid or unpaid. The organization or firm must be sponsored by the JCU Career Services Center (CSC). After being selected for an internship and having the CSC verify the course requirements are met, the intern may enroll in the Internship course corresponding to the academic discipline of interest. Course requirements include: attending the internship class which will be scheduled for 20 in-class hours over the semester, verification of the minimum number of hours worked in the internship by the CSC; completion of a daily internship log; in-depth interview with the internship sponsor or organization; and a 2500 to 3500 word “White Paper” presenting a position or solution to a problem encountered by their employer. This course

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is graded on a “pass/no pass” basis. The course will begin the 4th week of each semester. Students will determine with the Registrar’s Office or their Advisor which semester corresponds most closely with the timing of their internship. May be taken only once for academic credit.

***MGT 399 Special Topics in Management (Prerequisites: Junior Standing, MGT 301)***

An in-depth treatment of a current area of special concern within the field of Management. Topics may vary. May be taken more than once for credit with different topics.

***MGT 426 International Management (Prerequisite: MGT 301)***

This course focuses on opportunities and challenges for management practices created by globalization and internationalization strategies. The emphasis in this course is on understanding and applying one’s knowledge of different national cultures as an aid to improved management of human resources, enhanced cross border trade, and relocation of business activities to different countries, as well as on “melding” of different cultures in multinationals, and on companies which are involved in joint ventures, mergers, take-overs, and international collaborative projects.

***MGT 470 Strategic Consulting (Prerequisites: MGT 301, MKT 301; Recommended: FIN 301)***

This course is intended to introduce students to the field of management consulting from the perspective of both the individual consultant and the consulting firms. It is important to those who are especially interested in consulting careers, those whose current or planned jobs involve staff consulting or line management using consultants, as well as those who are planning to launch their own business activity and need to be familiar with the consultancy attitude and mindset.

***MGT 498 Strategic Management (Prerequisites: Senior Standing and completion of all other Business core courses)***

This capstone course focuses on the roles and skills of the General Manager and on diagnosing and finding realistic solutions to complex strategic and organizational problems. Business situations will be analyzed from the point of view of the General Manager to identify the particular tasks related to his/her unique role, which calls for leadership, integration across the functional areas, organizational development, strategy formulation and implementation. Prerequisites: Completion of all Core Business Courses. In particular, case discussion will require a good understanding of Finance (performance evaluation, forecasting, budgeting), Marketing principles, Organizational structure and Management. The course builds on previous course work by providing an opportunity to integrate various functional areas and by providing a total business perspective.

***MGT/BUS 342 Leadership, Mindfulness, and Emotional Intelligence***

This course aims at studying in depth the model of Resonant Leadership and its positive effects on the increase of efficacy, creativity, motivation, conflict resolution, decision-making, and stress reduction within the workplace. Using the latest studies in the fields of Psychology, Neuroscience, Behavior, and Organization participants will learn the theory, research and experience of employing Mindfulness and Emotional Intelligence within the work environment. The course will be divided in two parts: a) a theoretical part in which the participants will be introduced to the model of Resonant Leadership informed by Mindfulness, Emotional Intelligence, Neuroscience, and the most recent cognitive research; b) a practical-experiential part in which Mindfulness techniques and the development of Emotional and Social Intelligence

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will be learned in order to promote resonance in leadership.

***MGT/CMS 361 Social Networks and Media Management: Practices and Representations***  
(Prerequisite: Junior Standing)

This course explores the significance of social networks in business and social life. The focus of the course is to critically appreciate social media platforms across a variety of contexts. The course investigates issues related to the management of social media in terms of the strategies and tactics related to successful deployment and cultivation of business/social initiatives and the redefinition of the customer/user as a central element in value creation. Issues related to participatory culture, communication power, collaborative work and production, privacy and surveillance, and political economy of social media are explored in depth through the use of contemporary cases.

***MGT/CS 337 Cybersecurity and Data Privacy Management***

This course will introduce students to the key issues in Cybersecurity Management and Privacy and contribute to raising their awareness of related concerns. It will also cover the basics of Information Security, Business Continuity, and Risk Management. Students will be provided with fundamental knowledge of personal data protection, as well as confidentiality, integrity and availability of individuals' and companies' sensitive information and valuable assets. Classes will involve a mixture of lectures, seminar discussions, and in-class activities and labs. Each practical class will culminate in an assessed exercise.

***MGT/CS 399 Special Topics in Business and Computer Science***

Special topics in management and computer science

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## MARKETING

### ***EC/MKT 361 Applied Data Analytics (Prerequisite: MA 208)***

This course will examine current trends in data science, including those in big data analytics, and how it can be used to improve decision-making across different fields, such as business, economics, social and political sciences. We will investigate real-world examples and cases to place data science techniques in context and to develop data-analytic thinking. Students will be provided with a practical toolkit that will enable them to design and realize a data science project using statistical software.

### ***MKT 281/381 Independent Study in Marketing***

### ***MKT 301 Principles of Marketing (Prerequisites: EC 201, MA 208)***

This course will give students a solid understanding of the fundamentals of the strategic marketing planning process including methods and tools of market assessment, customer segmentation analysis, development of the value proposition, positioning and planning of marketing tactics designed to deliver value to targeted stakeholders. Emphasis is placed on the need to align marketing principles and theories with the management skills needed for the preparation of a marketing plan. Other topics include consumer behavior, marketing research and consumer insights, promotions, pricing, and e-marketing. Students will be able to analyze opportunities and threats in both the macro and micro-environments. In this course, students will begin to learn how to conduct a competitive analysis, analyze environmental trend, and develop competitive marketing strategies.

### ***MKT 302 Service Marketing (Prerequisite: MKT 301)***

This course offers key insights into the rapidly growing service sector industry. The course is challenging and requires students to apply their knowledge and skills for the effective management of service design and delivery. Central issues addressed in the course include identifying differences between service and product marketing; understanding how customers assess service quality/ satisfaction; applying the GAPS model to assess service failure; understanding of the theory of relationship marketing and using related tools and techniques for keeping customers and encouraging loyalty.

### ***MKT 304 New Product Management (Prerequisite: MKT 301)***

This course investigates the process of new product development and product management, starting from idea and concept generation through to project evaluation and development. The course is designed to be an interactive workshop for new product development, allowing students to explore market opportunities and propose new concepts to the market.

### ***MKT 305 Market and Marketing Research (Prerequisite: MKT 301; Recommended: MA 209)***

This course covers the basic methods and techniques of marketing research. It discusses the tools and techniques for gathering, analyzing, and using data to aid marketing decision-making. The course covers topics such as problem definition, research design formulation, measurement, research instrument development, sampling techniques, data collection, data analysis and interpretation, and presentation of research findings. Students learn how to develop a marketing research project, formulate research hypotheses, collect primary and secondary data, develop a database, analyze data, write a report, and present results and recommendations.

### ***MKT 310 Consumer Behavior (Prerequisite: MKT 301)***

This course focuses on the study of consumer decision-making processes, consumer behavior models and their impact on the development of marketing strategies and tactics. Topics discussed include consumers' impact on marketing strategy, consumer involvement, cultural influences on con-

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sumer decision making, perception, learning, memory, attitudes and persuasion, situational effects, and the social power of groups and collective decision making. The emphasis is on understanding how the consumer decision-making process works and how it may be influenced by organizations. Teaching methodology includes case studies and an emphasis on experiential research.

***MKT 320 Integrated Marketing Communications (Prerequisite: MKT 301)***

This course first examines the basic principles underlying consumer information processing and how marketing can influence this process. It then addresses the design, coordination, and management of marketing communications, focusing on the role of integrated marketing communications in the marketing process, particularly as it relates to branding. The second part of the course may take the form of an extended case study/IMC plan or may address special topics: for example, the relationship between public relations (PR) and marketing, the history and development of advertising and public relations, public opinion and its role in IMC planning, media relations, research for campaign design, global communication, and crisis management.

***MKT 321 Advertising Management (Prerequisites: Junior Standing, EN 110, MKT 301; Recommended: MGT 301)***

This course addresses the strategies and steps needed to create successful, ethical, and creative advertising, while emphasizing the role of advertising as a communication process. The student will learn about the advertising process from both the “client” and “agency” perspectives, and gain hands-on experience in crafting written and visual advertising messages based on sound marketing and creative strategies. The student is expected to be able to use primary and secondary research and the information tools of communications professionals.

***MKT 330 International Marketing (Prerequisite: MKT 301)***

This course examines the process of planning and conducting marketing across national borders in a global environment. Topics include factors in assessing world marketing opportunities, international marketing of products, international pricing, international distribution, and global promotion program development in dynamic world markets. Marketing practices which various businesses adapt to the international environment are studied. Attention is also given to comparative marketing systems and planning and organizing for export-import operations.

***MKT 335 Retailing Applied to the Fashion Industry (Prerequisite: MKT 301 )***

This course focuses on issues related to retail management in the fashion industry and requires both an understanding of marketing principles as well as channel management concepts. The course reviews basic concepts related to retail business such as operations, logistics, retail channels management, retail controlling and strategic location development, which develop the student’s ability to understand performance indicators and measure store performance. Students are encouraged to focus on retail buying and stock planning, in order to fully understand how to manage in-store product life cycles. Teaching methodology is project-based and teamwork is emphasized. Teams will be required to apply fashion retailing concepts to companies’ planning processes through a proposed retail project, which will require a written strategic retail plan that is adapted to the Italian fashion market.

***MKT 340 E-Marketing (Prerequisites: Junior Standing, MKT 301)***

This course approaches Internet marketing from a marketing management perspective. The course looks at the Internet both as a tool to be used in the marketing planning process and as an element of a company’s marketing mix. The course explores how traditional marketing concepts such as market segmentation, research, the 4Ps, and relationship marketing are applied using the Internet and other electronic marketing techniques, including mobile marketing and social media marketing, as well as digital commerce and web analytics.

***MKT 350 Marketing for Non-Profit Organizations (Prerequisites: Junior Standing, EN 110 with a grade of C or above)***

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To some, marketing is the business function that identifies an organization's customer needs and wants, determines which target markets it can serve best, and designs appropriate products, services, and programs to serve these markets. However, marketing is much more than an isolated business function - it is a philosophy that guides the entire organization. The goal of marketing is to create satisfaction by building value-laden relationships with stakeholders as well as customers. This course will provide an introduction to marketing as a social and managerial process by which individuals and groups obtain what they need and want by creating and exchanging products, services, and/or value with others (Kotler 2000). More specifically, this course will identify and examine processes for assessing, establishing, and maintaining value-creating relationships among suppliers, providers, and consumers of non-profit organizations. Through case methodology, the course will place particular emphasis on forging productive exchange relationships with donors and clients.

***MKT 355 Social Marketing and Fundraising (Prerequisite: Junior Standing)***

This course introduces students to the conceptual frameworks, ethics, and practice associated with social marketing. This course explores how classic marketing techniques can be effectively applied beyond traditional corporate settings, in not-for-profit organizations. Students will gain an understanding of the basic principles of social marketing, and then will address fundraising and resource development as well as social communication campaigns. Fundraising is the application of marketing principles to generate funds that enable not-for-profit organizations to achieve their objectives and cover their expenses. Social communication campaigns deal with creating awareness of the not-for-profit organization's mission and services and influencing specific target audiences to behave differently for a social purpose. At the end of the course, students will gain an understanding of the financial analysis needed for program management and performance review. The course offers students a valuable opportunity to implement the marketing concepts in an original and growing sector, where the objectives are broader than simple profit maximization, and social, ethical, and political factors play a major role.

***MKT 360 Brand Management (Prerequisite: MKT 301)***

During the course, students will undertake studies on strategic and operational brand management. Topics will cover brand assessment, goal setting, building brand equity, benefit-based segmentation and targeting, buyer persona, brand communication and media planning, integrated marketing strategies and brand measurement and strategic brand audit. The course will leverage case discussions, team work and active research by students.

***MKT 365 Business-to-Business Marketing (Prerequisite: MKT 301)***

The objective of this course is to expose students to the environment of business-to-business (B2B) marketing from a global perspective, with emphasis on how it differs from the consumer (B2C) marketing context. Concepts, models and analytical tools are studied in the areas of business-to-business marketing analysis and strategy; managing business-to-business marketing processes; and putting business-to-business marketing into practice.

***MKT 370 Entrepreneurial Marketing***

A dramatically new form of marketing has emerged. Recent years have witnessed the use of such terms as subversive marketing, disruptive marketing, radical marketing, guerrilla marketing, viral marketing, and expeditionary marketing. This course represents an attempt to bring together these perspectives by providing an integrative framework called "entrepreneurial marketing" (EM). With EM, marketing is approached not as a set of tools (a technology) for facilitating transactions or responding to change, but as a vehicle for fundamentally redefining products, services, and markets in ways that produce a sustainable competitive advantage. EM represents a strategic type of marketing built around six core elements: innovation, calculated risk-taking, resource leveraging, strategic flexibility, customer intensity, and the creation of industry change. Conditions in the marketplace environment drive the need for entrepreneurial marketing (turbulence, discontinuities, rapid changes in technology, economics, competition, etc.), while organizational culture can hinder

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or facilitate the firm's ability to demonstrate high levels of EM.

***MKT 372 Sales Management and Professional Selling (Prerequisite: MKT 301)***

The course will look at managing a professional sales force and optimizing the investments made in the organization's interactions with its most important asset: customers. Sales is a mission critical function for all organizations. Considering the recent evolution of markets, characterized by stagnation, hyper-competition, shortening of product life cycles, difficulties in creating sustainable competitive advantages, sophistication of buyers, sales are becoming increasingly strategic and their management a sophisticated set of activities. According to this modern evolution of markets and consumer behaviors, companies are fundamentally rethinking the role, nature, strategy, objectives, structures and processes of sales management to face these competitive challenges. Sales organizations, especially in multinational companies, are characterized by deep sales transformation and sales excellence programs aimed at increasing the ability of sales organizations to manage the complexity of the markets and increase their productivity. Sales are now increasingly less art and more science: the natural talent and the de-structuring that characterized the commercial roles in the past are increasingly supported (sometimes replaced) by solid methodological foundations and analytical rigor for planning, conducting and monitoring commercial activities.

***MKT 398 Internship: Marketing Field ((Prerequisites: GPA of 3.0 or higher; Junior Standing; Internship in the field of Marketing obtained through the Career Services Center)***

The For Credit (FC) Internship course combines academic learning with a short-term (generally 3 to 6 months, full or part-time with a minimum of 120 hours) employment opportunity. Field experience allows participants to combine academic learning with hands-on work experience. For-Credit internships may be paid or unpaid. The organization or firm must be sponsored by the JCU Career Services Center (CSC). After being selected for an internship and having the CSC verify the course requirements are met, the intern may enroll in the Internship course corresponding to the academic discipline of interest. Course requirements include: attending the internship class which will be scheduled for 10 in-class hours over the semester, verification of the minimum number of hours worked in the internship by the CSC; completion of a daily internship log; in-depth interview with the internship sponsor or organization; and a 2500 to 3500 word "White Paper" presenting a position or solution to a problem encountered by their employer. This course is graded on a "pass/no pass" basis. The course will begin the 4th week of each semester. Students will determine with the Registrar's Office or their Advisor which semester corresponds most closely with the timing of their internship. May be taken only once for academic credit.

***MKT 399 Special Topics in Marketing (Prerequisites: Junior Standing, MKT 301)***

An in-depth treatment of a current area of special concern within the field of Marketing. Topics may vary. May be taken more than once for credit with different topics.

***MKT 482 Independent Research in Marketing (Prerequisite: Senior Standing; Recommended: at least one major elective in the area of concentration)***

***MKT 490 Strategic Marketing Management (Prerequisites for Marketing majors: Senior Standing and completion of all other Marketing core courses. Prerequisites for Business majors: MA 208; Recommended: MKT 301, MKT 305, MKT 310)***

This course involves the analytical integration of material covered in previous marketing courses. It develops skills in diagnosing marketing problems, formulating and selecting strategic alternatives, and recognizing problems inherent in strategy implementation. The development of a comprehensive marketing plan is a major requirement of the course.

***MKT/BUS 322 Multimedia Strategic Communications***

This course introduces students to the art and craft of multimedia storytelling for strategic business communications in the profit sector. It provides background and analysis for how storytelling has evolved in the digital landscape, requiring communicators to rethink concepts of audience,

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engagement, use of trusted sources, and dynamic updating. In this context, students will take part in the hands-on, beginning-to-end creation of multimedia projects. Depending on each project's concept, content, and goals, various techniques will be explored and utilized for content management and creative presentations. A key challenge to strategic communications—dissemination, making stories stand out in today's sea of content—will be incorporated from the start into decision making and production.

***MKT/EC 361 Applied Data Analytics (Prerequisite: MA 208)***

This course will examine current trends in data science, including those in big data analytics, and how it can be used to improve decision-making across different fields, such as business, economics, social and political sciences. We will investigate real-world examples and cases to place data science techniques in context and to develop data-analytic thinking. Students will be provided with a practical toolkit that will enable them to design and realize a data science project using statistical software.

***MKT/EC 399 Special Topics in Marketing and Economics***

***M-MKT 375 Marketing Consulting Lab (Prerequisites: Junior Standing, MKT 301)***

The main goal of this course is to prepare students for problem solving in the workplace and learn how to submit a marketing consulting proposal. In this course, student teams will consult a client company. They will analyze strengths and weaknesses of the business and conduct an accurate environmental analysis. Each team will assess internal and external forces, including competition, and their impact on the performance of the client, after which they will determine the best positioning strategy and customize the marketing mix. The outcome will be a consulting proposal that each team will have to present to their client.

***M-MKT 399 Special Topics in Marketing (Prerequisites: Junior Standing, MKT 301)***

An in-depth treatment of a current area of special concern within the field of Marketing. Topics may vary. May be taken more than once for credit with different topics.



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## MATHEMATICS

### ***MA 100 Finite Mathematics***

This course develops the quantitative skills which a liberal-arts educated student should acquire. It is intended to give the student an appreciation for the use of mathematics as a tool in business and science, as well as developing problem solving and critical thinking abilities. The course introduces the student to important topics of applied linear mathematics and probability. Topics include sets, counting, probability, the mathematics of finance, linear equations and applications, linear inequalities, an introduction to matrices and basic linear programming.

### ***MA 101 Intermediate Algebra***

This course provides a review of elementary algebra for students who need further preparation for pre-calculus. Students enroll in this course on the basis of a placement examination. The course covers the basic operations of addition, subtraction, multiplication, and division involving algebraic expressions; factoring of polynomial expressions; exponents and radicals; solving linear equations, quadratic equations and systems of linear equations; and applications involving these concepts. This course does not satisfy the General Distribution Requirement in Mathematics and Science.

### ***MA 197 Pre-Calculus (Prerequisite: Placement or completion of MA 101 with a grade of C- or above)***

This course provides an introduction to Calculus that focuses on functions and graphs. The properties of absolute value, polynomial, rational, exponential, logarithmic, and trigonometric functions will be studied, along with the techniques for solving equations and inequalities involving those functions.

### ***MA 198 Calculus I (Prerequisite: Placement or completion of MA 197 with a grade of C- or above)***

This is a Standard Calculus course using an intuitive approach to the fundamental concepts in the calculus of one variable: limiting behaviors, difference quotients and the derivative, definite integrals, antiderivative and indefinite integrals and the fundamental theorem of calculus.

### ***MA 208 Statistics I (Prerequisite: Placement into MA 197 or completion of MA 100 or MA 101 with a grade of C- or above)***

An introduction to descriptive statistics, elementary probability theory and inferential statistics. Included are: mean, median, mode and standard deviation; probability distributions, binomial probabilities and the normal distribution; problems of estimation; hypothesis testing, and an introduction to simple linear regression.

### ***MA 209 Statistics II (Prerequisites: CS 110 OR CS 160, MA 208 with a grade of C- or above)***

A continuation of Statistics I. Topics include more advanced hypothesis testing, regression analysis, analysis of variance, non-parametric tests, time series analysis and decision-making techniques.

### ***MA 210 Statistics for Science and Engineering (Prerequisite: MA 198)***

This course provides an introduction to descriptive statistics, elementary probability theory, and inferential statistics for students of Science and Engineering. Included are: mean, median, mode and standard deviation; random variables and their probability distributions; problems of estimation; hypothesis testing, and an introduction to simple linear regression.

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## **MA 281/381 Independent Study**

### **MA 299 Calculus II** (Prerequisite: MA 198 with a grade of C- or above)

This course builds on the fundamentals of the calculus of one variable, and includes infinite series, power series, differential equations of first and second order, numerical integration, and an analysis of improper integrals. It also covers the calculus of several variables: limits, partial derivatives, and multiple integrals.

### **MA 490 Calculus III** (Prerequisites: MA 299 Calculus II and MA 491 Linear Algebra, both with a grade of C or above)

This course builds on the material presented in Calculus II. It covers vector and multivariable calculus. The mathematical tools and methods introduced in the course are used extensively in the physical sciences, engineering, and economics. The main aim is to arrive at two of the most important theorems in vector calculus: Green's Theorem and Stokes' Theorem.

### **MA 491 Linear Algebra** (Prerequisite: MA 198)

This course introduces students to the techniques of linear algebra and to the concepts upon which the techniques are based. Topics include: vectors, matrix algebra, systems of linear equations, and related geometry in Euclidean spaces. Fundamentals of vector spaces, linear transformations, eigenvalues and associated eigenvectors.

### **MA 492 Mathematical Statistics** (Prerequisites: MA 198, MA 208, MA 209; Recommended: MA 299)

This is a calculus-based introduction to mathematical statistics. While the material covered is similar to that which might be found in an undergraduate course of statistics, the technical level is much more advanced, the quantity of material much larger, and the pace of delivery correspondingly faster. The course covers basic probability, random variables (continuous and discrete), the central limit theorem and statistical inference, including parameter estimation and hypothesis testing. It also provides a basic introduction to stochastic processes.

### **MA 493 Stochastic Calculus for Finance** (Prerequisites: MA 208, MA 299)

This course provides an introduction to stochastic calculus and some of its applications to Finance. It is designed for students who want to develop knowledge and skills for the analysis of continuous-time stochastic models involving stochastic integrals and stochastic differential equations. Topics include: construction of Brownian motion; martingales in continuous time; the Itô integral and an introduction to Itô calculus. Applications to financial instruments are discussed throughout the course.

### **MA 495 Differential Equations** (Prerequisites: MA 299, MA 491 (Multivariable calculus and Matrix Algebra))

This course provides an introduction to ordinary differential equations. These equations contain a function of one independent variable and its derivatives. The term "ordinary" is used in contrast with the term partial differential equation which may be with respect to more than one independent variable. Ordinary differential equations and applications, with integrated use of computing, student projects; first-order equations; higher order linear equations; systems of linear equations, Laplace transforms; introduction to nonlinear equations and systems, phase plane, stability.

### **MA 497 Real Analysis** (Prerequisite: MA 198 Calculus I. Recommended: MA 299 Calculus II)

This course covers the fundamentals of mathematical analysis: convergence of sequences and se-

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ries, continuity, differentiability, and the Riemann integral. In this course the concepts learnt in calculus classes will be looked at more deeply and in greater detail, especially those relating to the calculus of a single real variable. While in prior courses students had experience computing limits, derivatives, and integrals to solve specific problems, in this class the focus will be on what makes the computations work, as well as on the precise definitions of the notions used. The goal is to develop a deeper understanding of the various concepts defined, and to train the critical thinking and rigorous reasoning skills of the students.

A major component of this course will be exposing students to proofs, with the aim of having them learn how to read, write, and understand a proof.

***MA/EC 490 Advanced Financial Economics*** (Prerequisites: EC 301, FIN 301, MA 299; Recommended: MA 491)

This is an advanced course that makes substantial use of mathematical methods. In general, the topics covered can be viewed as that subset of general equilibrium theory which focuses on complete and incomplete financial markets and their impact on the allocation of consumption goods and efficiency. The course focuses on the operation of financial markets and pricing of financial assets. In the first part of the course, basic techniques and principles of decision making under uncertainty will be developed. These principles will then be applied to portfolio selection problems in financial asset markets. Microeconomic models of financial asset markets and their implications for valuation of stocks, bonds and derivative assets will be examined. The analysis will explore the impact of risk and ambiguity on asset prices and allocations in asset markets. For the most part, it will be assumed that there are two dates and a single consumption good. This basic setting is suitable for the study of the relation between risk and return on securities, and the role played by securities in allocation of risk.

***MA/EC 491 Mathematical Economics*** (Prerequisites: EC 301, EC 302; Recommended: MA 299)

The purpose of this course is to introduce students to basic but rigorous mathematical methods and models widely applied in modern economic theory, and relative economic applications (e.g., convex analysis, unconstrained and constrained optimization, basic topology and metric spaces, introductory Game Theory). The material is fairly basic, yet emphasis is placed on rigor and mathematical proofs. The course will be at the level of the material covered in such texts in the field as Wade Hands' *Introductory Mathematical Economics*, and Aliprantis and S.K. Chakrabarti's *Games and Decision Making*. The material taught also draws from A. McLennan's lecture notes *Introduction to Mathematical Economics*.

***MA/PH 103 Introduction to Logic***

The course offers an introduction to the study of Logic. Logic is relevant for many disciplines, most notably Mathematics, Computer Science, and Philosophy, but it is also extremely helpful in day-to-day life. The course focuses on three related areas. The first is what is called "formal logic", and consists in learning how to formalize natural language into statements that can be evaluated as true or false. The second is techniques of mathematical proof (direct proof, proof by contradiction, proof by induction), which will be explored using a range of diverse examples. The third main topic of the course will be learning to recognize many of the most common logical fallacies, that is, errors of reasoning, found in discourses both inside and outside of Mathematics. This last topic will be explored mainly with the aim of giving the student a powerful tool against misinformation, and will be illustrated with many up-to-date examples.

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## MUSIC

### ***MUS 101 Introduction to Music***

The aim of this course is to explore the language and structure of classical Western music, through the study of fundamental elements of music theory and its application to musical forms and genres. The course will include elements of music theory, basic approach to melody and harmony, and the study of musical instruments. Designed for students with little or no musical background, the course will provide the foundations for reading music and will study the principal composers who determined the course of history of Western Music. Last, the course will also include concert and opera evenings, on-site visits to the Museum of Musical Instruments, and jazz seminars.

### ***MUS 102 Italian Opera***

Opera is perhaps one of Italy's most important cultural innovations, continuing to fascinate the world since its birth over four hundred years ago. The aim of the course is to examine the birth and development of opera in Italy from the late Renaissance to contemporary Italian opera. The inherent problems in the union of music, text, and drama in this complex music form are explored in the solutions that the most important operatic composers have provided. The aim of the course is then not only to understand and appreciate a story set to music, but the different and varied aspects of opera, its creation, and production. The course explores the history of Italian opera from its birth in the late Renaissance, its development in the 17th century, Italian opera abroad with G.F. Handel and W.A. Mozart, the Belcanto operas, G. Verdi, the Verismo movement, 20th century and contemporary opera. Form and structure in opera, relations between text and music, the world of singers and the characters they portray, historic study of the operatic orchestra, notions of opera production: staging, sets, costumes and the Italian opera house.

### ***MUS 299 Special Topics in Music***

An in-depth treatment of a current area of special concern within the field of music and musicology. Topics may vary. May be taken more than once for credit with different topics. Topics previously taught include: The Music of Rome: Gregorian Chant to the Baroque Opera.

### ***MUS/DMA 298 Survey of Hip Hop Media, Production and Culture***

This class aims to introduce you to the world of hip-hop by examining recordings, music videos, films, fashion, dance styles and other creative media relevant to the development of hip hop culture. This course will consider hip-hop as a framework for understanding community, cultural identity, entrepreneurship, and creativity. These concepts will be put into practice through audio assignments such as the creation of original music. Students will also learn the basics of digital audio production and editing software as well as practical skills for creating musical compositions.

### ***MUS/PH 306 Opera and Philosophy (Prerequisite: Junior Standing. Corequisite: EN 110)***

This course explores the complex interplay of ethics, cultural criticism, and philosophy in the history of opera. Opera was invented at the end of the 16th century by musicians, thinkers, and music theoreticians of the Camerata Fiorentina who regarded the polyphonous music of their contemporaries as morally corrupting. They turned to ancient Greek tragedies and philosophies for inspiration, seeing these as providing useful techniques for cultivating people's virtues. Similarly, Richard Wagner developed his reform of opera and his concept of a total work of art (Gesamtkunstwerk) by engaging with Greek tragedy. The course examines these developments a

and helps you to develop a familiarity with the issues and ideas and your ability to discuss, reflect on and defend your own views.

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## NATURAL SCIENCE

### ***NS 110 Current Issues in the Natural Sciences***

Based on selected readings on current issues in the natural sciences, the scope of this course is intentionally broad, and the material is generally oriented toward issues to which students will already have had some exposure through newspapers, non-scientific journals, etc. Students will gain a basic understanding of these issues, an appreciation of the scientific method, and the ability to critically evaluate non-technical scientific literature. No specific scientific background is assumed.

### ***NS 201 A History of Scientific Discovery***

This course outlines the development of scientific ideas from the ancient Greeks through modern times. It focuses primarily on questions such as: What is matter? How does matter interact? What is the nature of light? How big is the universe? When did the universe begin, and when will it end? What is life? What causes disease, and how can it be prevented? The course follows the brick-by-brick accumulation of knowledge which underscores the dynamic nature of science through the centuries and places the developments - and the people behind them - in an overall context. The course also imparts the basic principles underlying current topics in science, so that students will be able to make more informed decisions in the many areas where science is becoming increasingly dominant.

### ***NS 202 Global Warming***

The class will examine the chemical, biological, physical, and geological processes involved in that climate change, already evident in the 20th century, and predicted for the 21st century. The human impact upon the “greenhouse effect” is explained, the merits of the scientific theory are examined in light of available evidence to date. Climate changes apparent at the century time-scale, and longer, are introduced; the physical forcings responsible for these changes are presented. The international treaties (the UNFCCC and Kyoto Protocol) that address anthropogenic greenhouse gas emissions are introduced, along with local to regional initiatives developed by the private and public sectors.

### ***NS 211 Introduction to Biology***

A detailed and comprehensive introductory course which will be especially useful to students intending to pursue further studies in the biological sciences. Topics include biochemistry, cell biology (respiration, photosynthesis, membrane structure and function, cell communication, and the cell cycle), plant biology (structure, growth, transport, nutrition, reproduction, and development), and animal biology (structure and function, nutrition, circulation, immunity, homeostasis, reproduction, and nervous systems).

### ***NS 220 Food and Agriculture (Prerequisite: MA 100 or MA 101)***

This is a survey course of agriculture, emphasizing the important food plants of the 21st century. The aim is to learn key processes which lead to the wide array of foods, which are available in developed countries. We start from the events of domestication, pass through the Green Revolution, and end with major plant crop commodities (such as bananas and coffee) being cultivated by “agribusiness” or also by “sustainable” farming methods. We also look at major issues related to agriculture today: for example, the development of biofuels which may use food stocks, and diseases and pests which threaten important monocultures. We look at the major achievements

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in agriculture of the 20th century, and try to anticipate the important uses and vulnerabilities of plant crops in the 21st century.

### ***NS 230 Energy and the Environment***

Individuals, families, business companies and governments are called on an everyday basis to confront energy issues: from how to save on heating and electricity or transportation, or how to secure access to energy sources so that there is adequate energy for prosperity and progress while at the same time respecting the environment. This course provides a first but comprehensive exposure to the many facets of the energy problem so that students are better able to have informed opinions regarding the ongoing energy debate. After a brief historical introduction, the present-day scenario of energy supply from both largely mature technologies (fossil and nuclear fuels, hydro-power) and renewable sources (solar, wind, geothermal, wave and tidal, biomass) is presented. Elements of physics and chemistry will be provided in order to achieve a better understanding of energy sources and energy production systems, and to carry out a more quantitative study of the supply, efficiency, cost and environmental impact of each energy option. An introduction to the geopolitics of energy - oil and gas suppliers and security of access to those suppliers, international efforts to deal with global climate change and nuclear proliferation - will also be provided.

### ***NS 240 Concepts in Genetics***

In recent decades, genetics has emerged as the key discipline among the life sciences. Beginning with the work of Mendel and Darwin in the 19th century, this course leads students through the history of the subject, charting its development through the identification of DNA as the genetic material and the elucidation of the structure and function of DNA in the 1950s and 1960s. The course explains the importance of DNA and outlines its role in protein synthesis, heredity, behavior, and genetic disease, including cancer. Topics also include gene cloning technology and the current and prospective applications of genetics in industry, medicine, and biotechnology.

### ***NS 250 Astronomy (Recommended: MA 101)***

The course allows students to discover their place in the universe through the study of planets, stars, galaxies, and the cosmos. Knowledge of the universe and the laws governing its behavior take students on a journey of exploration and discovery from local neighboring planets in our solar system, beyond nearby stars and galaxies, out to the confines of the known observable universe.

### ***NS 290 Science and Urban Ecology***

This course provides the liberal arts student with an introduction to the scientific issues which underpin human health in the urban environment. We study components of the urban environment by using basic concepts from ecology, biology, chemistry, and geology. We then learn about “linkages” (or interactions) between humans and their physical, chemical, and biological environment in order to understand human health in the urban environment. The interactions examined will relate to actual conditions found in major cities in the 21st century: we look at water supply and quality, air quality standards, energy supplies, and common diseases.

### ***NS 299 Special Topics in Natural Science***

Topics vary. May be taken more than once for credit with different topics.

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### ***SOSC/NS 260 Introduction to Public Health: Addressing Health Disparities and Social Challenges***

This is an interdisciplinary course which provides a foundation for understanding the exciting and multifaceted field of Public Health. The COVID-19 pandemic has raised awareness around the globe of the importance and the complexities of managing public health. This field brings together the natural and social sciences in identifying the multiple causes and consequences of ill-health and in finding culturally sensitive and community-based approaches to protecting health and improving access to care. We will use an ecological approach to understanding important public health problems. We will also consider cultural differences in approaches to Public Health, depending upon location, cultural norms, etc. The course first outlines the historical and social background to the study of Public Health. Students explore its controversies and debate the responsibilities of government in managing this field. They are then introduced to the scientific method of epidemiology. Through the course, students identify the many factors that contribute to health disparities locally and internationally: the role of social and demographic factors, of lifestyles and consumption patterns, of global inequalities. Our discussions then focus on environmental concerns: the centrality of access to clean water and safe food, and the damage wrought by pollution and waste. In the final section, we investigate emerging Public Health issues and potential strategies for tackling them.

### ***SOSC/NS 265 Introduction to Global Health: Health Equity and Social Justice Across the Globe***

The right to health and wellness is a universal human right; yet global inequalities mean that there are still vast differences in people's enjoyment of health and access to services. In this course we will see how modern health is not limited to physical or mental states, but encompasses all areas of our lives and communities. We take an ecological perspective to better understand health and predictors of health and wellness across the intrapersonal, interpersonal, institutional, community, and policy/systemic levels. This course explores some of the key social, economic, cultural and political determinants of health and its disparities. It examines the role of maternal and children's health, patterns in physical (in)activity around the world, young adults' health, mental health and the impacts of substance use. It then discusses in depth the development and management of pandemics and the factors that affect different contagion and survival rates globally. The intertwining of health and geopolitics is also investigated in relation to migration and health at borders, issues of social justice more broadly, and the right to food security. Students then analyze the cultural dimensions of food and its relationship to health, as well as the environmental variables that determine people's access to clean water, sanitation and hygiene.



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## PHILOSOPHY

### ***PH 101 Introduction to Philosophical Thinking***

We all have opinions about what is true and false, right and wrong, what is just, divine, and beautiful, what the self, mind, and soul are, or what makes us free. But can we justify our opinions about such things? Have we given rational and open-minded consideration to criticisms and alternatives, or are our opinions perhaps based only on prejudices and assumptions? In this course you will learn to use philosophical thinking to test and improve your opinions and your ability to evaluate the claims of important philosophers. Through the study and discussion of philosophical texts, classic or contemporary, you will grapple with issues of fundamental human importance and develop your capacities for careful reading, clear writing and speaking, and logical argumentation.

### ***PH 210 Ancient Philosophy***

The philosophers of ancient Greece and Rome debated fundamental questions with an imagination, subtlety, and daring that have captured the attention of thoughtful people in every epoch. For example, they considered the nature and origin of the universe, what changes and does not change, as well as what causes change, how perception and reasoning produce knowledge, the relation between the soul and the body, the meaning of justice and beauty, and the nature of the good life. Through a careful reading of selected texts – in the form of dialogues, poems, aphorisms, or treatises – the course will introduce you to the great questions and controversies of ancient philosophy.

### ***PH 235 Ethics***

What is right and wrong, good and bad? How do we know? How can we argue over ethical issues? This course introduces students to ethical thinking by studying both concrete ethical issues and more abstract ethical ideas and theories. Students will examine philosophical debates over issues such as free speech, genetic engineering, and friendship, explore the meaning of ideas like “duty,” “virtue,” and “happiness,” and analyze the arguments of philosophers like Aristotle, Kant, and Singer.

### ***PH 240 Modern Philosophy***

This course introduces you to modern philosophers’ revolutionary understandings of human beings’ place in the world. In a world challenged by new scientific discoveries and profound changes in society, these philosophers question their predecessors’ appeals to natural and supernatural order, and instead place the human mind, self, and society at the center of their philosophies. The radically different views about human knowledge and morality that they propose lead to rich debates over the senses and reason, matter and the mind, freedom and responsibility, and the self and community – all of which have profoundly influenced subsequent philosophy, and even society at large. To explore these views and debates, we will study the philosophies of crucial figures like Descartes, Hume, and Kant.

### ***PH 250 Philosophy of Love***

What is ‘love’? What and how do we love? How does love for friends, romantic lovers, family, strangers, nature, and even ‘God’ differ? And why should we love at all? This course explores these questions by studying specific kinds of love and the ethical questions that they raise, and by considering how these can illuminate, and be illuminated by, broader theories of the meaning

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and value of love.

***PH 260 Contemporary Philosophy***

This course introduces students to current philosophical debates in a variety of areas, such as cognitive science, theories of knowledge, philosophy of language, continental philosophy, social science, and digital culture. Students will read and analyze a selection of fundamental contemporary texts, by figures such as Wittgenstein, Searle, Foucault, Lyotard, and Haraway, and develop a familiarity with the new philosophical tools and terminology that they introduce.

***PH 281 Independent Study***

***PH 299 Special Topics in Philosophy***

May be taken more than once for credit with different topics.

***PH 302 Existentialism (Prerequisite: Junior Standing; Corequisite: EN 110)***

The course aims at a phenomenological analysis, discussion, and development of the most important theme in existential philosophy: the Self, understood as consciousness, confronting a world and engaged in human action. Beginning with selected writings by Nietzsche and Kierkegaard, the fathers of Existentialism, the course will explore issues such as freedom, responsibility, decision, finitude, and alienation. These issues will be discussed in their existential contexts as they emerge from the works of philosophers such as K. Jaspers, Sartre, Heidegger, etc. A special emphasis will be placed on the relevance and critical significance of these issues to everyday life in contemporary society.

***PH 304 Philosophy of Art and Beauty (Prerequisite: Junior Standing; Corequisite: EN 110)***

On this course we will examine philosophers' fascinating attempts to understand art and explore the multiple roles that it can play in our lives. We will consider such issues as what 'art', 'beauty', 'creativity', 'expression', and 'imagination' can mean, whether our judgments about them can ever be objective, how art relates to our feelings and to our understanding of the external world, how it reflects society, religion, and politics, and the radical differences between contemporary, modern, and classical kinds of art.

***PH 321 Bioethics (Prerequisite: Junior Standing; Corequisite: EN 110)***

Bioethics is a branch of applied ethics that examines the ethical challenges posed by medicine and biotechnology. This course explores some of the most important contemporary bioethical challenges, such as human reproductive cloning and genetic enhancement, the patenting of genes, stem-cell research, the use of animals in biomedical research, physician-assisted suicide, abortion, and in vitro fertilization.

***PH 323 The Ethics of Artificial Intelligence (Prerequisite: Junior Standing)***

This course examines some of the most important contemporary issues in the field of ethics of AI to help you to develop a familiarity with the debates and stimulate your ability to discuss, reflect on, and defend your own views. It is structured such as to provide all participants with a comprehensive understanding of ethical issues related to AI, which means that participants will be introduced to general concepts related to AI (Weak and strong AI, artificial general intelligence, artificial special/narrow intelligence, artificial superintelligence, machine learning), specific moral challenges such as AI and discrimination (e.g. racism, sexism), and wider ethical issues, which have to do with the spiralling power consumption and increasing carbon emissions due to data centres and cloud computing services.

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### ***PH 325 Ethics of Emerging Technologies***

Technological advances continually create new ethical challenges, and even paradigm shifts in many disciplines. The main focus of this course is on selected contemporary topics in the fields of information technology, robotics and artificial intelligence, environment and technology, and artificial life. By exploring these topics, we will try to answer such questions as “can the use of autonomous robots in war be morally justified?”, “is geoengineering the right response to climate change?”, and “does in vitro meat solve the problem of non-human personhood?”.

### ***PH 381 Independent Study (Prerequisite: Junior Standing. Corequisite: EN 110)***

### ***PH 399 Special Topics in Philosophy (Prerequisite: Junior Standing; Corequisite: EN 110)***

Topics may vary. Recently taught topics include: Bioethics, Philosophy of Technology, Zen, Philosophy of Baroque, and Magicians, Heretics, and Scientists in the Age of the Renaissance. May be taken more than once for credit with different topics.

### ***PH 399 Special Topics in Philosophy: Ethics of Artificial Intelligence (Prerequisites: Junior Standing)***

This course examines some of the most important contemporary issues in the field of ethics of AI to help you to develop a familiarity with the debates and stimulate your ability to discuss, reflect on, and defend your own views. It is structured such as to provide all participants with a comprehensive understanding of ethical issues related to AI, which means that participants will be introduced to general concepts related to AI (Weak and strong AI, artificial general intelligence, artificial special/narrow intelligence, artificial superintelligence, machine learning), specific moral challenges such as AI and discrimination (e.g. racism, sexism), and wider ethical issues, which have to do with the spiralling power consumption and increasing carbon emissions due to data centres and cloud computing services.

### ***PH/CMS 320 Posthuman Studies: Philosophy, Technology, Media (Prerequisite: Junior Standing; Corequisite: EN 110)***

This course introduces students to some of the most important ethical, philosophical, and artistic questions raised by the rapid technological, scientific, and cultural changes of our era. Students will tackle issues such as biological and genetic enhancement, artificial intelligence, the impacts of new media, and the future of employment in a technology-based society, and explore how these issues take us beyond the standard capacities and dualistic concepts of ‘human’ beings (as disembodied ‘minds’, for instance) into a ‘posthuman’ future. Students will examine the approaches that thinkers such as Kathrine Hayles and Julian Savulescu have proposed for grappling with these questions, and develop their capacity to discuss, reflect on, and defend their own views on these challenges to ‘human’ life.

### ***PH/LAW 329 Philosophy of Law***

Laws and legal systems, decisions, and ideas are central to our social, economic, political, and moral lives. But what are they, exactly? And how should we evaluate them? This course will explore these two crucial, and often interrelated, questions, by studying contemporary philosophical debates in relation to relevant legal cases. Topics might include whether law is based on “natural” values or on state authority, the purposes and limits of legal regulations, and the law’s relations to the economy, sexism, or racism, as well as what it means to be criminally responsible, how evidence should be weighed in court, judges’ freedom to interpret the law, and the justification of punishments.

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### ***PH/MA 103 Introduction to Logic***

The course offers an introduction to the study of Logic. Logic is relevant for many disciplines, most notably Mathematics, Computer Science, and Philosophy, but it is also extremely helpful in day-to-day life. The course focuses on three related areas. The first is what is called “formal logic”, and consists in learning how to formalize natural language into statements that can be evaluated as true or false. The second is techniques of mathematical proof (direct proof, proof by contradiction, proof by induction), which will be explored using a range of diverse examples. The third main topic of the course will be learning to recognize many of the most common logical fallacies, that is, errors of reasoning, found in discourses both inside and outside of Mathematics. This last topic will be explored mainly with the aim of giving the student a powerful tool against misinformation, and will be illustrated with many up-to-date examples.

### ***PH/MUS 306 Opera and Philosophy (Prerequisite: Junior Standing; Corequisite: EN 110)***

This course explores the complex interplay of ethics, cultural criticism, and philosophy in the history of opera. Opera was invented at the end of the sixteenth century by musicians, thinkers, and music theoreticians of the Camerata Fiorentina who regarded the polyphonous music of their contemporaries as morally corrupting. They turned to ancient Greek tragedies and philosophies for inspiration, seeing these as providing useful techniques for cultivating audiences’ virtues. Richard Wagner subsequently developed his innovative reform of opera and his concept of a ‘total work of art’ (Gesamtkunstwerk) by engaging with similar concerns and sources. On this course, you will examine these developments and cultivate a familiarity with the issues and ideas that they raise.

### ***PL/PH 213 Greek and Roman Political Philosophy***

This introductory, writing focused course offers students a philosophical encounter with the central ideas and arguments of Greek and Roman political philosophy. Through a reading of ancient texts in English translation – such as Plato’s Republic, Aristotle’s Politics, and Cicero’s Republic – students will scrutinize the major debates of Greek and Roman thought, including those about justice, the city, the regime, and the responsibilities of citizenship. The distinctive nature of classical thought – such as its insistence on the unity of ethics and politics, the importance of metaphysics for politics, the manner in which Socratic philosophy emerges from common opinion, and the idea of philosophy as a way of life – will be examined. While the aim of the course is to engage with the primary works of Classical thought, secondary literature will be assigned to illuminate historical context or wider themes, including the influence of the classical legacy on contemporary politics and political theory – for instance, on modern political forms, such as democracy, tyranny, republicanism, and the mixed constitution.

### ***PH/PL 311 Greek and Roman Political Philosophy***

The advanced course offers students a philosophical encounter with the key ideas and arguments of Greek and Roman political philosophy. Through a reading of ancient texts in English translation – such as Plato’s Republic, Aristotle’s Politics, and Cicero’s Ideal Orator – students will scrutinize the central debates of Greek and Roman thought, including those about justice, the city, the regime, and the responsibilities of citizenship. The distinctive nature of classical thought – such as its insistence on the unity of ethics and politics and on the importance of metaphysics for politics, the dialectical manner in which Socratic philosophy emerges from political opinion, and the idea of philosophy as a unique way of life – will be examined. While the principal aim of the course is to engage philosophically with primary works of Classical thought, secondary literature will be assigned to illuminate historical context or wider philosophical the-

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mes, including the influence of the classical legacy on contemporary politics and political theory – for instance, on modern political forms, such as democracy, tyranny, republicanism, and the mixed constitution.

***PH/PL 312 Freedom, Equality, and Democracy*** (Prerequisite: Junior Standing. Corequisite: EN 110)

This course introduces students to current philosophical debates over what makes a ‘just’ society, relating these debates to controversial issues in contemporary politics. In particular, students will develop their understanding of such crucial political ideas as ‘freedom,’ ‘equality’ and ‘democracy’ and of how these ideas can be interpreted and argued over in debates about issues such as healthcare, terrorism, poverty, immigration, and climate change.

***PH/PL 399 Special Topics in Philosophy and Political Science*** (Prerequisites: Junior Standing, PL 210 or PH 101)

May be taken more than once for credit with different topics.

***PH/RL 224 Living the Good Life: Religious and Philosophical Ethics***

What it is to do the right thing, or to be a good person? Where do ethical ideas and standards come from? And why should we be ethical at all? This course introduces students to ethical thinking by studying both concrete issues and more abstract theories, religious and non-religious. Students will explore ideas like “virtue”, “duty”, “conscience”, and “perfection,” philosophers like Plato, Aquinas, and Kant, and religious traditions like Christianity, Islam, and Buddhism, alongside concrete issues in areas such as medicine, war, sex, and the environment.

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## POLITICAL SCIENCE

### *ANTHR/PL 299 Special Topics in Anthropology and Political Science*

#### ***CMS/PL 312 Social Media, Social Movements, Social Change (Prerequisite: COM 220)***

This course examines the technological capabilities, organizational structures, social effects, and ethical implications behind the use of social media platforms –Twitter, Facebook and others-- in recent social movement organizing. The course will investigate how social media have been utilized and rendered effective by a variety of social movements and in a diversity of contexts and interests, from the Arab Spring, to Black Lives Matter, to It Gets Better. Students will be offered a broad overview of the affordances of social media for mobilizing for social change or political action. Students will consistently engage with critical concepts from both classic social theory and new media studies put forward both by scholars and organizers.

#### ***CMS/PL 331 Media in the Arab World (Prerequisite: COM 220)***

This course examines the various media systems, both news and entertainment, from the southern Mediterranean all the way to Iran through screenings of films and television programs from the region. The topics to be covered include the motion picture industry, news and entertainment media, including satellite TV, magazines, newspapers, internet, and alternative media and their role in the perception and practice of Middle Eastern politics and culture. Special emphasis will be put on questions of gender as well as the use of the media by social movements and the ways these transform the institutional arrangements between the media, publics and governments, both nationally and transnationally.

#### ***CMS/PL 348 War, Terrorism, and Violence in Visual Culture (Prerequisite: Junior Standing)***

This course examines violence and terror as inherent structural components of contemporary politics and media. Students will study how the performance of violence in the contemporary media landscape has shaped new visual cultures, such as emergent modes of producing evidence, bearing witness and archiving personal and collective memories of traumatic events. Conversely, the course examines how visual culture has dramatically impacted on the way in which we understand and consume violence and terror. Subsequently, students will examine the relationship between violence and visibility, the performance of terror and its representational regimes, through a variety of global visual media from around the world. Example include Hollywood movies; art documentaries; amateur films; photographs; art projects and performances; user-generated videos (including audiovisual material produced by armed groups and terrorist organizations); and state produced media.

#### ***CMS/PL 399 Special Topics in Media Studies and Political Science***

From remote warfare to policing and (media) activism, drones have emerged as a defining technology of our times. Whether in the context of targeted killings, aerial surveillance, or atmospheric protests, drones broaden the visual perspective through distance and verticality. Against the operational backdrop of enhanced visibility, the growing application of drones also raises broader questions related to weaponization, human/machine encounters and conflicts, gamification, the disembodiment of violence, as well as to the right to look and technological determinism. This course critically addresses these questions to inquire into the broader relationship between (in)visibility and global politics and to ultimately reflect on how drones reshape how we see the world.

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### ***M-BUS/PL 325 NGO Consulting Lab***

In this transdisciplinary course, students develop a project for a non governmental organization (NGO) and they learn how to mainstream the Sustainable Development Goals (SDGs) - including social, economic and environmental sustainability - into it. This learning-by-doing approach is accompanied by a sound theoretical framework in which the role NGOs play in the fragmented system of global governance is analyzed and the ways in which these non-State actors contribute to achieving the SDGs is examined. Moreover, students learn how to mainstream human rights, gender equity, diversity and environmental sustainability in NGOs' work and to understand the challenges posed by managing projects and evaluating their impact.

### ***M-BUS/PL 399 Special Topics in Business and Political Science***

In this transdisciplinary course, students develop a first-hand project that is commissioned from a real non-profit organization and they learn how to mainstream the Sustainable Development Goals (SDGs) - including social, economic and environmental sustainability - into it. The students will act as a consultancy unit for the non-profit organization and, under a strict supervision, will submit a proposal for the resolution of the problems that the project implies. The non-profit organization will be significantly involved in the class, the first-hand project will be agreed beforehand, and selected members of the non-profit will provide a detailed feedback on the submitted proposal. The non-profit may propose diverse managerial challenges that help the organization achieve its own objectives, including, for example, the devising of contingency and operational plans, the generation of funds and social communication campaigns. This course will offer students the capability of managing and solving real-life challenges and directly interact with external organizations and professionals. Students will learn how to discuss a project internally and communicate externally and to combine the priorities of the whole organization with the specific project. In the end, students will gain a first understanding of the financial analysis for program management and performance review. Moreover, this learn-by-doing approach will be accompanied by a sound theoretical framework in which the role non-profit organizations play in the fragmented system of global governance will be analysed, the ways in which they can contribute to achieving the SDGs enshrined in the United Nations' 2030 Agenda for Sustainable Development will be examined and the complexities of evaluating interventions are assessed

### ***PL 101 Introduction to Political Science***

The course introduces students to basic concepts, methods, and theories of the scientific study of politics. In so doing, the class provides a systematic understanding of the foundations of government, political systems, and political behavior. The course familiarizes students with the functioning of political institutions and political power, constitutional frameworks and procedures to obtain public legitimacy, and approaches to different fields, problems and issues of—domestic, comparative, and global—politics in the 21st century.

### ***PL 201 American Government***

This course examines the main principles of American government – democracy, federalism and the separation of powers – and the legislative, executive and judicial institutions that simultaneously embody and challenge them. Special attention will be paid to such topics as state and local governments, political parties and elections, the role of the people, civil rights, the role of the media, American political culture and foreign policy.

### ***PL 209 World Politics***

An introduction to the theory and practice of international affairs, this course discusses the main schools of world politics as well as actors, structures and institutions of international relations.

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Through this framework the course explores key conflicts and issues in the post-World War II era, including problems of war, armed conflict, and peace, and the impact of recent trends in globalization on world politics.

***PL 210 Introduction to Political Theory***

An introduction to the history of political thought, from Ancient Greece to the 19th century. Through a close reading of selected canonical texts, students will examine the evolution of ideas about democracy, liberty, equality, justice, political authority, the social contract, different conceptions of human nature and the role of the individual in society. The theorists examined may include Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, de Tocqueville and John Stuart Mill.

***PL 212 International Organizations (Prerequisite: PL 209)***

This course examines attempts at international cooperation in various institutional forms. The course analyzes efforts of twentieth-century internationalism, from the League of Nations up to the United Nations (UN). Main regional organizations are also examined, such as NATO, the African Union, the Organization for Security and Cooperation in Europe, World Trade Organization and Organization of American States.

***PL 215 Italian Politics and Society (PL 223 recommended for students majoring in Political Science and International Affairs)***

This course examines the evolution of Italian political culture from 1945 to the present. Highlighting the problems of developing a national identity and the legacies of Fascism and the Resistance in influencing the 1948 Constitution, the course will look at Italy's position during the Cold War, the economic miracle of the 1950s, the political conflicts of the 1960s and 1970s, the end of the First Republic and the political scene since 1992, as well as the political influence of such actors as the Vatican and the Mafia. This course examines the major features of the political and social systems of the Italian Republic. Topics of analysis include the Constitution, the Italian economy, the role of the State, unions, the relationship between North and South, NATO, the U.S.-Italian partnership, and the European Union. Special attention will be given to the political developments leading to the establishment of the Second Republic.

***PL 223 Comparative Politics***

As both a subject and a method of study, comparative politics examines the nature, development, structure and functioning of the political systems of a selection of countries with very different cultures, social and economic profiles, political histories and geographic characteristics. Through case studies, students will learn to use the comparativist's methods to collect and organize the information and develop general explanations.

***PL 228 Genocide***

The course examines such violent forms of identity politics as ethnic cleansing and genocide in an international and historical perspective. The program covers the genocides in Europe against the Jews and Roma, in Armenia, the Balkans, the Ukraine, Cambodia, Rwanda, and the Darfur region.

***PL 250 Western European Politics (Prerequisite: PL 223)***

The course examines the political systems in Western Europe and major political developments affecting Western Europe since 1945 through a comparative lens. Looking at historical legacies, political cultures, types of government, and party systems shaping the major Western European powers, students will gain an understanding of the constitutive features, and transnational



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developments, challenges and changes in Western European states.

***PL 265 Politics of the Middle East (Prerequisite: PL 223; Recommended: PL 209)***

After an examination of the historical evolution of the region from the decline of the Ottoman Empire to the establishment of modern nations, the course will examine the place of Middle Eastern states in the world system, the legacy of nationalism, pan-Arabism, the birth of Israel, the Iranian Revolution, authoritarianism and democracy. The role of Islam in both international and domestic politics will be considered, with special attention given to the historical tradition of Islam as a political movement and an identity expression.

***PL 281/381 Independent Study***

***PL 290 Moles, Spies and Terrorists***

This course will examine the history, policy use, and likely future of espionage as practiced by the United States government during recent and contemporary periods. Extensive use of case studies will be made. The time frame covered by the course will be from the immediate pre-World War II years up through the present.

***PL 299 Special Topics in Political Science***

An in-depth treatment of a current area of special concern within the field of Political Science. Topics may vary. May be taken more than once for credit with different topics.

***PL 310 Modern Political Theory (Prerequisite: Recommended PL 210)***

This course introduces students to key modern & contemporary political thinkers and their contributions to the development of political theory and ideas. The class covers a wide range of different European, American and African thinkers shaping political philosophy and political theory from the 19th to the 21st century, such as Edmund Burke, John Stuart Mill, Karl Marx, Max Weber, Carl Schmitt, Antonio Gramsci, Hannah Arendt, Frantz Fanon, Michel Foucault, John Rawls, and Jürgen Habermas. The course examines the way these thinkers appropriate traditions of political thought, and provide their own vocabularies to understand the modern world, the modern state, and modern politics. In so doing, the course addresses and critically discusses these thinkers' different approaches to key political concepts such as power, political order, rationalism, political violence, community, democracy, sovereignty, justice, legitimacy, plurality, difference, and the rule of law.

***PL 315 Institutions and Policies of the European Union (Prerequisite: PL 223)***

This course aims to provide students with a firm understanding of the origins, dynamics, institutions, and policies central to the process of European integration. In so doing, students will examine such issues as the relationship among the different EU institutions, and their relationships with the Member States, as well as EU trade, monetary, foreign, and security policies.

***PL 321 War, Peace, and Conflict Resolution (Prerequisite: PL 209; Recommended PL 223)***

This course is an introduction to the study of War, Peace and Conflict Resolution Studies. The course will draw on classical and contemporary global political theory and introduce students to the methods, cases, data, and major theoretical debates that structure the study of war and peace in global politics.

***PL 329 Religion and Global Politics***

“Religion” is driving contemporary political events in multiple, multifaceted, and mysterious

ways. This course is designed to help students to make sense of this phenomenon and to begin to understand why, and in what ways, religion influences global politics today. In order to do so, the course will address normative concerns about the proper relationship between religion and states in contemporary political societies; theoretical concerns about how various religious institutions and religion-state arrangements influence and are influenced by political processes; and empirical concerns about how, why and where individuals are religious across the globe, and in what ways their religious ideas and identities might influence their political decisions and behaviors. Throughout the course students will be introduced to a set of concepts used by scholars to understand the theory and practice of religion and politics today. They will then have an opportunity to employ and critique these concepts by researching and writing a term paper on a case of religion intersecting with international affairs today. Possibilities include, but are not limited to, the Iraq war debate; the EU vs. the Crucifix debate; the Islam and Democracy debate; and the US foreign policy debate over the engagement of the “global Muslim community.”

***PL 330 American Foreign Policy (Prerequisite: PL 209)***

A study of major foreign policy issues which have confronted the United States since World War II and the process of foreign policy formulation and implementation.

***PL 331 European Security Issues after the Cold War (Prerequisite: PL 209)***

This course will examine how the almost simultaneous collapse of the Soviet Union, the Warsaw Pact and Yugoslavia in 1991 gave rise to a new set of challenges to European security. It will also examine the NATO-EU-Russia relationship and the foreign policies of major European powers, US priorities in the area, nation building, minorities and territorial issues and problems in Central and Eastern Europe, new spheres of influence and related conflicts.

***PL 333 Populism (Prerequisite: PL 209, Junior Standing)***

This upper-level course will focus on the populism and populist politics which currently challenge Western liberal democracies and their party systems. While populism as a political style or ‘thin’ ideology is not limited to parties and actors classified as “populist,” populist parties and movements have seen a dramatic rise in popularity and electoral support in recent years. In the US core supporters of the Trump presidency self-identify as “populist”. In many European countries, populist parties have emerged as relevant challengers of both mainstream parties and established liberal democracy as a political system; in several cases these parties have become junior or senior partners in government as well. The seminar explores the nature and dynamics of this political phenomenon, the origins and causes of populist politics--as well as the conditions for its success. Situating the rise of various populist parties and movements in a comparative European, American and global context, the course will examine parties, cases, issues, cross-national similarities, variations--and implications of populist politics and the rise of populist parties. In search for explanations of what Cas Mudde has aptly called the “populist Zeitgeist” and the current transformation of political landscapes in Western democracies, we will also take broader socio-cultural changes and conflicts within Western societies into account—looking beyond party systems, platforms, and elections.

***PL 334 Terrorism and Counterterrorism (Prerequisite: PL 209)***

This course will provide the student with an understanding and basic foundation to: explain and compare the varying definitions of terrorism; distinguish the different types of terrorist motivations including left-wing, right-wing, ethnonationalist, separatists, and religious; differentiate terrorism from other forms of violence including political violence, guerilla warfare, insurgency, civil war, unconventional warfare, and crime; understand and describe the historical foundations of terrorism

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and apply them to modern terrorist events and methods being used to combat them.

***PL 340 Politics of Developing Countries (Prerequisite: PL 223)***

The definition of Third World has been applied to countries which, albeit located in different geographic areas of the globe, are affected by similar features and problems: recent independence from colonial rule, limited economic development, overpopulation, insufficient infrastructures and availability of public hygiene/health care/education, persisting dependency on developed countries and attempts at reducing or altogether eliminating it. The course will explore the various patterns with an emphasis on three aspects. The first will examine comparative theories of social backwardness and belated development, particularly those elaborated by Bairoch, Gerschenkron, Barrington Moore jr., Skocpol and others. The second will discuss geography and historical issues: colonialism, imperialism, decolonization and the impact of the Cold War being the main ones. The third will focus on the past couple of decades and the current situation. In examining country studies, particularly focused on the roots of democratic systems and of stability, the dichotomies of dictatorship and democracy, national sovereignty and human rights, globalization and autarchy will be analyzed and assessed.

***PL 345 Latin American Politics and Society (Prerequisite: PL 223)***

This course compares Central, Caribbean and South American systems of government and discusses their major socio-economic challenges. Problems of dictatorial legacies and democratic stability, accountability for human right abuses, regional integration, Latin America's global role, as well as inter-American and international relations are also explored.

***PL 350 Politics of China***

This course reviews the evolution of China's national policies, focusing on its 1949 foundation, the Cultural Revolution, the post-Mao economic reforms, the events of 1989 at Tiananmen and their impact on different aspects of Chinese cultural and social life. It examines such contemporary issues as human, civil and political rights, environmental politics, the problems of minorities, and covers China's foreign policy and international relations.

***PL 352 Politics of South-East Asia (Prerequisite: Junior Standing)***

Southeast Asia is a region of over 620 million people, with some of the most dynamic economies in the world. This course examines contemporary politics in Southeast Asia, with a focus on events since 1970. The course begins by reviewing the impact of colonialism and historical trajectories on contemporary politics. We then move to focus on the eleven specific countries in the region, tracing key political events, outlining the impact of leaders, reviewing the patterns of political contestation and providing a foundation of the structure of governments. In the final part of the course we focus on specific issues and challenges, including the role of leaders, dynamics within political institutions, development, civil society, conflict and human rights, ASEAN, foreign policy and regional security. This course provides a valuable foundation for understanding Southeast Asia and is recommended for any student interested in learning about the region.

***PL 355 Russian and Eastern European Politics (Prerequisite: PL 223)***

This course presents an overview of the main cultural, religious, historical, political and socio-economic developments in the Central and Eastern parts of Europe. Topics discussed will include the concept of 'Three Europes', religious identities and cleavages, the legacy of empires and interwar nation-states, the impact of two totalitarian regimes on the region, transition to democracy, relations with NATO, the EU and other countries.

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***PL 356 Might and Right Among Nations (Junior Standing)***

An interdisciplinary course at the intersection of political theory and international relations, which examines justice among nations, focusing on the relationship between justice and necessity in the work of ancient, modern, and contemporary authors. Explores the question of whether international justice is genuine or largely spurious, the extent to which nations are bound to consider the good of other nations, to what extent it is reasonable to expect them to do so, as well as the prospects for a just international order. Overall, the class creates a running dialogue between various thinkers' views on the proper relationship between justice, advantage, and necessity in international affairs, using Thucydides' History of the Peloponnesian War as a touchstone for scrutinizing the moral bases of war and peace.

***PL 357 Italy and the Middle East (Prerequisite: Junior Standing)***

This course will cover the beginnings of this interaction from the rise of Islam as a faith to Italy's involvement in the 2011 Libyan war and introduce the students to varying themes that characterize this interaction. This course will transcend wide expanses of time and geographic boundaries. We will cover the study of Muslim societies in Italy ranging from Medieval Muslim communities in Sicily and then jump to the North African Muslim communities of the 20th century. It will examine Italian excursions in the Middle East from the Crusades to the Italian experience in Libya in 1911. It will deal with the Middle Eastern commodities Italy imported from this region, ranging from sugar in the 13th century to oil in the 20th century. To sum up, this course focuses not only on diplomatic and political history, but on the circulation of ideas, the interaction between societies, and how trade and art forms created links between the Middle East and the Italian peninsula from the early Islamic era to the 21st century.

***PL 358 Politics of Enchantment***

The purpose of this course is to demonstrate that without reflecting on the imagination, emotions and desires of political actors (leaders and citizens), it is not possible to understand today's world. While they have always been present throughout the history of politics, the role of feelings and fantasies, myths and charismatic authority has become even more crucial and visible in the twenty-first century. The course aims to investigate how extra-rational factors shape political decision-making and public responses through psychoanalytic and anthropological theories. Its interdisciplinary approach offers students the opportunity to better understand the deeper causes of the rise (or return) of nationalism, populism, authoritarianism and radicalization.

***PL 359 History and Politics of Modern Iran (Prerequisites: PL 209, PL 223 or Junior Standing)***

This course will examine the history and the domestic and the foreign politics of modern Iran, highlighting its strategic role in the Middle East. It will analyse the institutional structure of the Islamic Republic, emphasizing how this political system can be classified as peculiar hybrid regime, and the role of Iranian civil society, particularly the youth and the women. Through critical analysis of the core texts and common explanatory theories (modernization theory, hybrid regimes theory, neoclassical realist theory), the course aims to examine Iran both before and after the 1979 Revolution to provide students with a multidisciplinary international relations perspective and a domestic political science approach.

***PL 360 The Political Economy of Globalization (Prerequisite: Junior Standing; Recommended: EC 201, EC 202)***

The course introduces students to International Political Economy (IPE), the branch of international relations studying the interdependencies between politics, economics, and society on the world stage. The course critically examines the major theoretical perspectives (i.e. Mercantilism,

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Liberalism, and Marxism), and the major subject areas of IPE: global trade, international monetary relations, debt and financial crises, and three largest international financial institutions (the WTO, the IMF, and the World Bank). The course will also address such topics as: the increasing relevance of India and China, the changing trends of global investment flows, and the role of the Middle East for oil production and democratization movements, and global criminal activity.

***PL 361 Globalization and Democracy (Prerequisite: PL 209)***

“Globalization” is perhaps the keyword of our time. It signifies a multifaceted development that also has major implications for world politics and democratic nation-states. From a theoretical, normative and empirical perspective, the course examines the complex relationship between globalization and democracy. Does globalization help generate democracy, and if so, under what conditions? What are the causal mechanisms shaping the relationship between globalization and democracy? How can democratic institutions, claims, rules and rights be preserved or renewed in a “partially globalized world” (Robert Keohane)? The course will explore these questions and related controversies by turning to leading contemporary scholars of international relations and international relations theory. Special attention will be paid to institutions and agents of political globalization as well as factors engendering or undermining democratization on the national and global level.

***PL 366 International Environmental Politics (Prerequisite: One introductory level Political Science course)***

This course examines public policy challenges in addressing international environmental protection. Students will examine such issues as climate change, sustainable development, protection of biodiversity/ecosystems/species, resource extraction and energy, which involve conflicting value systems enmeshed in complex power relationships. This course draws students’ attention to issues of scale, interconnectedness, boundaries, and the importance of creating solutions that are workable across and between jurisdictions. Students will engage these global challenges in order to develop the knowledge, and the problem solving and communications skills, to facilitate environmental policy work in the international arena.

***PL 367 Global Politics and Sports***

This upper-level course will introduce students to the interactions between global politics and the world of sports. It provides an introduction to central issues, institutions, and conflicts of modern global politics through the lens of globalized sports. It addresses the role of the latter in international relations, global, and domestic politics. The class explores how sports, politics and culture influence and permeate each other in a “partially globalized world” (Robert Keohane). Issues include sports as a factor in the political sociology of modernity and globalization; global sports and institutions of global governance; global sport events as soft power tools of international diplomacy; global sports, local conflicts, and human rights; global sports and the global public sphere; sports and the politics of national and cosmopolitan identity; global sports, race, and gender; the international political economy of sports; sports in different political systems; global policy-making and global sports policy.

***PL 370 Nationalism, Ethnicity and Integration in Europe (Prerequisite: Junior Standing; Recommended: PL 209, HS 263)***

An overview of different European peoples is followed by the study of nationalism, ethnicity, and ethnonationalism. Transnational minorities and polyethnic states will be examined. Integration of ethnicities will be treated in both Western and Eastern Europe, and specific case studies will be analyzed.

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***PL 372 International Diplomacy and the United Nations (Prerequisite: Junior Standing)***

This course explores the new role of international and multilateral diplomacy in a globalized world. This course will familiarize students with the real “architecture” of international society, which is more liquid and vertical than that suggested by the United Nations Charter, and the reason why the UN is so difficult to reform. Special attention will be also given to the analysis of the role of international diplomacy in facing the transnational threats and challenges of the twenty-first century.

***PL 373 The Theory and Practice of Diplomacy***

This course examines the way that diplomacy is actually conducted, in light of the leading realist and idealist theories of it. It will analyze the changing agenda of diplomacy and the implications for diplomatic methods, skills, and actors; assess the problems of coordinating diplomacy within and among governments; discuss the influence of democratic government on the content and conduct of diplomacy; and describe the craft of diplomacy.

***PL 380 Advanced Perspectives on World Politics (Prerequisite: PL 209)***

This course provides an opportunity for students to go beyond the introductory level study of international relations and global politics, and to grapple directly with the major authors in the field of world politics and global political theory. The course addresses advanced IR work on world politics, concepts and issues such as: global order, global governance, democratic peace theory, sovereign equality, international power & security, soft power, totalitarianism, crimes against humanity, hegemony, world systems, human rights, failing states and state-building, and global democracy. Major thinkers and approaches of modern and contemporary international and global political theory will be discussed, as well as the models, controversies, and methodologies they represent.

***PL 398 Internship: Political Science Field (Prerequisites: GPA of 3.0 or higher; Junior Standing; Internship in the field of Political Science obtained through the Career Services Center)***

The For Credit (FC) Internship course combines academic learning with a short-term (generally 3 to 6 months, full or part-time with a minimum of 120 hours) employment opportunity. Field experience allows participants to combine academic learning with hands-on work experience. For-Credit internships may be paid or unpaid. The organization or firm must be sponsored by the JCU Career Services Center (CSC). After being selected for an internship and having the CSC verify the course requirements are met, the intern may enroll in the Internship course corresponding to the academic discipline of interest. Course requirements include: attending the internship class which will be scheduled for 10 in-class hours over the semester, verification of the minimum number of hours worked in the internship by the CSC; completion of a daily internship log; in-depth interview with the internship sponsor or organization; and a 2500 to 3500 word “White Paper” presenting a position or solution to a problem encountered by their employer. This course is graded on a “pass/no pass” basis. The course will begin the 4th week of each semester. Students will determine with the Registrar’s Office or their Advisor which semester corresponds most closely with the timing of their internship. May be taken only once for academic credit.

***PL 399 Special Topics in Political Science (Prerequisite: Junior Standing)***

An in-depth treatment of a current area of special concern in the field of Political Science. Topics may vary. May be taken more than once for credit with different topics.

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***PL 429 Seminar on Religion and Global Politics***

This advanced seminar examines why and how religion influences global politics, and how religion and politics ought to influence each other in different democratic societies. The seminar is interdisciplinary, addressing these questions from the perspectives of normative political theory, empirical political science and law. The empirical part of the seminar will address concerns about how, why and where individuals are religious across the globe, and in what ways their religious ideas and identities influence their political decisions and behaviors. The theoretical part of the course will focus on contemporary debates over the freedom and tolerance of religion and the engagements of religions in political dialogue. In the legal part, we will examine the major questions posed by legal rights of religious freedom (including both freedom of religion and freedom from religion): the origins and scope of these rights, the problems in defining them, and the values with which they can conflict. This course is designed for advanced undergraduates majoring in political science, philosophy or a related field.

***PL 460 Social Science Research Methods (Prerequisite: Junior Standing)***

This course presents an introduction to research methods commonly used by political and other social scientists. The course covers the logic of the scientific method, including literature reviews, research design, surveys and experiments, as well as the use of statistical data. Students will hand in a thesis proposal, an outline of their senior thesis topic, and their choice of first and second readers as an exit requirement.

***PL 470 International Affairs Senior Seminar (Prerequisite: Senior Standing)***

This course exposes students to major examples of current, ground-breaking and policy-relevant political research in the field of international affairs and world politics. The course is designed to help students to synthesize the skills and substantive knowledge of their major and apply it to current issues of the practice of world politics or to significant research problems. Students will learn to organize and produce work that could be presented to governments, international governmental and non-governmental organizations, research institutes, media outlets or global firms. Students will be required to make oral presentations, employing methods of international affairs, and display familiarity with the use of qualitative and quantitative data. Students will also engage in a research project of their own, write policy briefs, and present their work.

***PL 480 Senior Thesis (Prerequisite: PL 460 or PL 470)***

Thesis supervision for Political Science and International Affairs majors in their final year. Students select their research topics in consultation with their thesis advisor.

***PL 481 Independent Research***

***PL 529 Seminar on Religion and Global Politics (Prerequisites: Graduate student status, with a background in Politics, Philosophy, Law, or with permission of the instructor)***

This graduate seminar examines why and how religion influences global politics, and how religion and politics ought to influence each other in different democratic societies. The seminar is interdisciplinary, addressing these questions from the perspectives of normative political theory, empirical political science and law. The empirical part of the seminar will address concerns about how, why and where individuals are religious across the globe, and in what ways their religious ideas and identities influence their political decisions and behaviors. The theoretical part of the course will focus on contemporary debates over the freedom and tolerance of religion and the engagements of religions in political dialogue. In the legal part, we will examine the major

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questions posed by legal rights of religious freedom (including both freedom of religion and freedom from religion): the origins and scope of these rights, the problems in defining them, and the values with which they can conflict. Graduate students will meet for regular tutorials with one of the course's convenors, and write a 25-page research paper on a religion and world politics case study.

***PL/EC 375 Politics of Gender (Prerequisite: Junior Standing)***

This course explores the ways in which the social and cultural constructions of gender influence the nature and practice of political life. The course revolves around two themes – exclusion and empowerment – and examines the practices, policies and structures that exclude different genders, as well as the strategies and repertoires of different gendered communities to protect their rights and interests and promote equality. The course is organized around a variety of topics, blending issues of exclusion and empowerment. The course begins by laying out debates surrounding gender and key themes used to examine the topic in psychology, biology, sociology and economics. We then move to examine specific synergies between gender and politics, exploring the issues of political representation, political participation, public policy, the body politic, the political economy, development, violence, rights, political mobilization and transnational issues. Using case studies, as well as lessons from practitioners, the course surveys a variety of issues and debates related to gender and politics.

***PL/LAW 230 Human Rights***

This course focuses on understanding what human rights are and what are the challenges to their realization. Students will examine what specific protections ought to be granted to vulnerable groups, like women, children, stateless persons, refugees, asylum seekers, and internally displaced persons. The special challenges related to the protection of human rights in an age of globalization, and the challenges to human rights protection posed by terrorism and its consequences are also analyzed. An interdisciplinary approach will be used to examine different cases and understand the main human rights issues at stake.

***PL/LAW 299 Special Topics in Law and Political Science***

May be taken more than once for credit with different topics.

***PL/LAW 320 Public International Law***

This course examines the basic concepts of public international law, to enable students to critically evaluate the interplay between legal claims and power relations. Starting with a theoretical overview of the character, development and sources of international law, the course examines such law-generating and law-implementing institutions as the United Nations, international arbitration and adjudication, international criminal tribunals, national systems and regional organizations. Such substantive areas as the law of war (the use of force and humanitarian law), international criminal law, human rights, and environmental law will be given special attention.

***PL/LAW 323 International Migration (Prerequisite: Junior Standing)***

After a brief historical overview of migratory movements before and after 1945, the course focuses on providing definitions of relevant terms, including inter alia the ones of “economic migrant” and “forced migrant”, “asylum seeker” and “refugee”, “human trafficking victim” and “smuggled migrant”. The existence of international legal standards guaranteeing special forms of treatment for some categories of migrants (and the consequent lack for others) is discussed and the human rights associated with such statuses are analysed. Special attention is also placed on understanding the vulnerabilities of people on the move and the legal and political challenges of



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addressing them. Finally, the impact of international migration on the economic and social development of sending and receiving countries, including the benefits of remittances on countries of origin, integration challenges in host States, the link between the brain drain and the brain gain and the phenomenon of circular migration are studied.

***PL/LAW 325 Human Trafficking and Contemporary Slavery (Prerequisite: Junior Standing)***

The course introduces students to the hidden phenomena of contemporary forms of slavery and human trafficking, relying on international legal definitions - including among others those of slavery, practices similar to slavery, forced labour, the worst forms of child labour and human trafficking - to better understand and assess the international action against these forms of exploitation. A brief comparison between slavery of the past and its contemporary manifestations, as well as an analysis of relevant contemporary forms of exploitation - including chattel slavery and religious slavery, debt bondage, the sexual exploitation of children in travel and tourism and exploitation in some global supply chains - follows. The differences between human trafficking and the smuggling of migrants emerging from the imperfect international legal architecture founded on the two Protocols on Trafficking in Persons, in particular Women and Children and the Smuggling of Migrants annexed to the 2000 Convention against Transnational Organized Crime are also spelled out. Finally, the course focuses on understanding what ought to be done to fight against contemporary forms of slavery and human trafficking.

***PL/LAW 326 Globalization and Crime (Prerequisite: at least one 200-level course in Economics, International Affairs or Business)***

This course introduces students to debates surrounding the effects of globalization on the proliferation of crime across borders and the challenges of developing internationally effective policing and judicial mechanisms for combating this constantly mutating phenomenon. Areas of study include the trafficking of art and archaeology, fake fashion items, waste, narcotics, and arms, as well as the market in human beings for sex and organs, and the economic implications of criminal penetration in legal financial markets and the increasing connections between international crime groups and terrorism, the political and military influence of OCGs in failed states and the connections between criminal groups and various democratic governments.

***PL/LAW 327 The Politics of International Criminal Law (Recommended: PL 320)***

This course provides a critical examination of the principles and institutions of International Criminal Law (ICL), which aims to hold individuals accountable for the crime of aggression, genocide, war crimes and crimes against humanity. To critically assess ICL's effectiveness and contribution to international peace and justice, we study its development in the 20th century, and look closely at the workings of the International Criminal Court, other special courts and alternative approaches to transitional justice today.

***PL/LAW 328 Religious Freedom in a Comparative Perspective (Prerequisite: Junior Standing; Recommended: PL 210)***

This course explores the major questions posed by religious freedom rights. Students will enter into the debate over what is religious freedom in general and what is the proper place of religion in democratic societies, and then focus on conflicts over the formal relationship between religious and state authorities, the allocation of public wealth to religious communities, the place of religious symbols in the public sphere, religious education in public and private schools, exemptions from general legal requirements for religious claims, tensions between religious communities' identity and expressive rights and liberal views of sexual morality and gender equality.

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***PL/LAW 361 European Union Law (Prerequisite: Junior Standing)***

This course examines the European Union (EU) legal system, focusing in particular on its institutional structure, on the sources of EU law and on its lawmaking process. The general principles of EU law – including the protection of fundamental rights, proportionality and subsidiarity – and the doctrines of supremacy and direct effect are studied. Specific areas of EU law, including the functioning of the internal market, the citizenship of the Union, the external relations of the EU and the common foreign and security policy (CFSP), the Economic and Monetary Union (EMU) and EU criminal law are analyzed. Finally, the enforcement of EU law is specifically taken into consideration.

***PL/LAW 368 Intellectual Property Theory and Law***

This course examines key concepts of intellectual property rights and their philosophical foundations. Students will explore different theories of property as put forward by Plato, Aristotle, Aquinas, Hobbes, and Locke, and interpret US, UK, and EU judicial opinions on patent, copyright, trademark, and trade secret rights.

***PL/LAW 399 Special Topics in Law and Political Science***

***PL/PH 213 Greek and Roman Political Philosophy***

This introductory, writing focused course offers students a philosophical encounter with the central ideas and arguments of Greek and Roman political philosophy. Through a reading of ancient texts in English translation – such as Plato’s Republic, Aristotle’s Politics, and Cicero’s Republic – students will scrutinize the major debates of Greek and Roman thought, including those about justice, the city, the regime, and the responsibilities of citizenship. The distinctive nature of classical thought – such as its insistence on the unity of ethics and politics, the importance of metaphysics for politics, the manner in which Socratic philosophy emerges from common opinion, and the idea of philosophy as a way of life – will be examined. While the aim of the course is to engage with the primary works of Classical thought, secondary literature will be assigned to illuminate historical context or wider themes, including the influence of the classical legacy on contemporary politics and political theory – for instance, on modern political forms, such as democracy, tyranny, republicanism, and the mixed constitution.

***PL/PH 311 Greek and Roman Political Philosophy (Recommended: PL 210)***

The advanced course offers students a philosophical encounter with the key ideas and arguments of Greek and Roman political philosophy. Through a reading of ancient texts in English translation – such as Plato’s Republic, Aristotle’s Politics, and Cicero’s Ideal Orator – students will scrutinize the central debates of Greek and Roman thought, including those about justice, the city, the regime, and the responsibilities of citizenship. The distinctive nature of classical thought – such as its insistence on the unity of ethics and politics and on the importance of metaphysics for politics, the dialectical manner in which Socratic philosophy emerges from political opinion, and the idea of philosophy as a unique way of life – will be examined. While the principal aim of the course is to engage philosophically with primary works of Classical thought, secondary literature will be assigned to illuminate historical context or wider philosophical themes, including the influence of the classical legacy on contemporary politics and political theory – for instance, on modern political forms, such as democracy, tyranny, republicanism, and the mixed constitution.

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***PL/PH 312 Freedom, Equality, and Democracy***

This course engages with the vibrant current philosophical controversies over what makes a ‘just’ or ‘good’ society. It involves first studying five main approaches – the liberal, socialist, libertarian, democratic and cosmopolitan – before exploring debates about the definition and value of the fundamental ideas of ‘freedom’, ‘equality’ and ‘democracy’. Throughout, these approaches and ideas are related to issues in contemporary politics, such as healthcare reform, the power of the media, multiculturalism, genetic engineering, poverty, climate change, terrorism and war.

***PL/PH 399 Special Topics in Philosophy and Political Science (Prerequisites: Junior Standing; PL 210 or PH 101)***

May be taken more than once for credit with different topics.

***SOSC/PL 207 Migration and Contemporary Society***

This course focuses on one of the most important social phenomena of our globalized times: human migration. Students will explore the main debates about what causes people to migrate, the key impacts this has on the economic, social and cultural life of the places they leave and those they move to. The course examines the great diversity of forms and patterns of contemporary migration, alternating between looking at large-scale phenomena and local case-studies and individual migrant experiences. It explores how governments and institutions respond to migrant populations and how migrants adapt to and transform the environments they live in.

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## PSYCHOLOGY

### ***PS 101 General Psychology***

Introduces the study of psychology, the study of the human mind, in some of its many facets: epistemological issues, the brain, perception, learning, language, intelligence, motivation, development, personality, emotion, social influences, pathology and therapy, and prevention. These will be seen from the scientific and scholarly point of view, but with emphasis on their relevance to everyday life. An important focus of the course will be the significance of theories and how they influence the gathering of data, as well as the difficulty of objectivity when the object of study is also its primary tool: the human mind. One of the goals of the course will also be to prepare the student to read psychological literature with a critical eye, keeping in mind the difficulties involved in attempting to study human subjectivity in an objective way. Minimum passing grade for students enrolled for the BA in Psychological science: C-

### ***PS 208 Introduction to Statistical Analyses of Psychological Data (Prerequisite: PS 210 or permission of the instructor)***

The course introduces students to the statistical methods commonly used in psychological research and provides the necessary foundation in statistical reasoning to think critically about psychological findings reported in research articles and in the media. Students will learn how to use statistics in the context of research, what statistical test is appropriate given the research design and the type of data collected, and why statistical tests are used to draw conclusion in research. They will also learn how to write up their own statistical analyses in APA style. The course includes a laboratory component where students will familiarize themselves with statistical software and will learn how to use it for managing and analyzing data. Sample topics include: scales of measurements, measures of central tendency and variability, the logic of hypothesis testing (including limitations and modern approaches), parametric and nonparametric tests, effect size, confidence intervals, power and sample size. Minimum passing grade for students enrolled for the BA in Psychological science: C-

### ***PS 210 Introduction to Research Methods (Prerequisite: PS 101 with a grade of C- or above)***

The course is designed to improve students' skills both as consumers and producers of science. Thus, a major goal of the course is to enhance students' ability to read, interpret, and evaluate scientific evidence presented in academic journals, as well as evidence communicated through popular press and other media outlets. Another major goal is to develop students' ability to produce original research. The course includes a laboratory component where students will learn to search for and locate relevant literature, formulate testable hypothesis, identify and implement the appropriate research design, and effectively communicate research findings.

Sample topics include: the role of scientific inquiry in psychology, ethics in research with human participants, reliability and validity, essential elements of research designs, writing a research report. Minimum passing grade for students enrolled for the BA in Psychological science: C-

### ***PS 221 Child Development (Prerequisite: PS 101)***

Follows the development of the child through adolescence, with emphasis on the complexity and continuity of psychological development. The course will emphasize the interaction and interdependence of the various systems: biological, genetic, and environmental, as well as the interaction and the interdependence of cognitive and social factors in the various stages of development, from the prenatal period through adolescence. Particular attention will be placed on attachment theory, the development of the self, and possible pathological outcomes of faulty

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development.

***PS 307 Cognitive Psychology (Prerequisite: PS 210 or permission of the instructor)***

This course will examine the structure and function of mental processes, which account for human behavior. Topics include attention, perception, memory, problem solving, decision making, cognitive development, language, and human intelligence. Individual, situational, gender, and cultural differences in cognition will also be explored. An individual research project or research paper is required.

***PS 310 Introduction to Neuroscience (Prerequisite: PS 101)***

The goal of this course is to familiarize students with the structure and function of the nervous system, and with how networks of neurons can achieve complex cognitive abilities that even the most sophisticated computer program is unable to match. Students will gain a knowledge of: the basic units of the brain – the neurons; how neurons work individually and in networks; the functional anatomy of the central nervous system; the neural substrates of complex cognitive functions, such as memory, vision, and language. Students will examine the experimental methods used in the field of neuroscience, and learn to think critically about the role the brain plays in everyday activity.

***PS 311 Human Communication***

This course familiarizes students with a set of diverse scientific perspectives on human communication. These perspectives cover psychological and social aspects of human communication, providing opportunities for students to acquire a critical appreciation of this multifaceted phenomenon. The course covers a number of key topics such as (a) introductory notions about spoken language, signed language, and non-verbal communication; (b) referential communication; (c) the process of grounding; (d) egocentrism and miscommunication; (e) language as a social action. Considering the deep ramifications communication has for the human experience, this course provides valuable insights for students from a wide range of disciplines.

***PS 312 Cognitive Perspectives on Human-Technology Interaction (Prerequisite: PS210 (PS307 recommended for psychology majors) or permission of instructor)***

The course presents and discusses recent developments in the field of human-computer interaction (HCI) and new media psychology. It will introduce students to cognitive theories on how people process information while interacting with technology, and how technology affects the cognitive processing of individuals. The relation between cognition and technology will be mostly analyzed through the lens of cognitive psychology. However, empirical research from the fields of HCI, communication and new media will also be discussed.

***PS 320 Developmental Psychology (Prerequisite: PS 210 or permission of the instructor)***

The course provides a general introduction to the science of developmental psychology and its applications. A number of questions will be addressed, including: What develops and when; The contribution of nature and nurture to developmental change; Mechanisms of change; The role of the child and the larger sociocultural context in shaping development; Continuity and discontinuity in development; Methods used to address the above topics; Application of developmental research to everyday issues.

***PS 321 Cognitive Development (Prerequisite: PS 101)***

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This course aims to provide students with an understating of the developmental changes that occur in children's thinking from birth to adolescence. Students will learn about current topics and theories in cognitive development as well as the experimental methodologies adopted in this field. Central topics will include brain development, perception, language, memory, category and concepts, social cognition, and problem solving.

***PS 325 Adolescent Psychology (Prerequisite: PS 101)***

This course examines how individual differences and environmental circumstances influence psychological and life outcomes in adolescence. Focusing on the biological, cognitive, and social changes experienced as individuals move from early to late adolescence, the course explores how the social contexts of family, peers, and schools affect the developmental processes. Students will also analyze other factors which influence adolescent psychology, such as culture, biology, cognitive development and sexuality, and discuss individual and environmental factors causing development to go awry in cases of substance abuse, conduct disorders/delinquency, and eating disorders.

***PS 328 Educational Psychology (Prerequisite: PS 101)***

The course examines how psychological theories and research can inform educational practices. It provides an overview of the major theories of human development, learning and motivation, and their educational implications. Students will learn to think critically about the pros and cons of a given educational approach, and to explain the relevance of psychological research findings for educational methods. Sample topics include: basic concepts in measurement and assessment, theories of learning and motivation, developmental characteristics of learners, individual differences, classroom management and teacher behavior, diversity in the schools.

***PS 334 Social Psychology (Prerequisite: PS 210 or permission of the instructor)***

The course focuses on the relationship between the individual and society, by examining how people form and sustain their attitudes, beliefs, and values. Students are introduced to current research findings in areas such as leadership and group dynamics, cults, prejudice and racism, aggression, altruism, and love and attraction. A group research project is required.

***PS 335 Theories of Personality (Prerequisite: PS 101)***

Personality is generally defined as an individual's unique stable pattern of thinking, feeling and behaving, and its study has been an extremely important focus in scientific psychology. This course examines the various theories of personality and, according to each theory, a personality's structure and development. The scope of theories studied will be from the Freudian tradition through to Trait Theories, Biological Perspectives, Behavioral/Social Learning theories, Humanistic/Existential models and finally to more current Cognitive theories. Students will have opportunities to critically evaluate each theory/perspective, and in each of the theories address a variety of questions.

***PS 336 Group Dynamics (Prerequisites: PS 210; Recommended: PS 334)***

The course examines group dynamics and the interpersonal processes that occur within and between groups, providing students with the knowledge, attitudes, and skills necessary to understand how to work well with others. Students will delve into processes such as group development, structure, and roles, and will explore factors influencing group performance and dynamics in a variety of settings (e.g., school, work, clinical, religious, political). Ethical issues, as well as issues of inclusion and cultural sensitivity will also be examined.

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***PS 337 Stereotyping, Prejudice and Discrimination (Prerequisites: PS 101; Recommended: PS 334 or approval of instructor)***

This course is designed to familiarize students with basic psychological theory and research on intergroup relations, prejudice, stereotyping, and discrimination, so that they can: (1) evaluate and analyze the scientific merit of this research, and (2) apply this research to real world. The goals of this course are to expose students to the core issues, phenomena, and concepts that researchers in this field are attempting to understand and to promote critical thinking about research in this area.

***PS 339 Multicultural Psychology (Prerequisite: PS 101)***

This course is designed to examine the import of sociocultural influences on behaviors within a plethora of multicultural settings. As a hybrid area of specialization in Psychology, the objectives are to shift heteronormative notions to more inclusive representations. The course will analyze the diversity in individual and group behaviors, cognition, family, belief systems, and racial/ethnic identities within the mosaic of the United States will also be explored. The thesis that human cognition, behavior, and affect are meaningful when viewed through the prism of the socio-cultural context in which they develop will be investigated. Methodological issues associated with the conduct of multicultural research and a review of empirical research from the Journal of Multicultural Perspectives will be critically deconstructed and emphasized. The development of multicultural competence will be a byproduct of intellectual engagement.

***PS 340 Industrial/Organizational Psychology (Prerequisite: PS 101)***

The course provides an introduction to industrial and organizational psychology, or the scientific study of human behavior within the workplace. It examines the factors that affect how people behave at work and how businesses can be designed to improve employee's efficiency and quality of life. Students will learn the scientific basis of human behavior at work and how they relate to processes of hiring, developing, managing and supporting employees. Sample topics include: job analysis, psychological assessments, personnel decisions, organizational change, group and team development, motivation, work stress and health.

***PS 350 Sports Psychology (Prerequisites: PS 101, PS 334)***

This course examines the scientific study of people and their behaviors in sport and exercise activities, and the practical application of that knowledge. The course is designed to introduce students to sports psychology through a broad overview of the major topics in the field, including personality, motivation, arousal, imagery, and group processes. The effect of sports and exercise on the individual's psychological development, health, and well-being will also be discussed.

***PS 351 Health Psychology (Prerequisite: PS 101)***

This course will examine five broad areas: the foundations of health psychology including health research; stress, pain and coping; behavioral factors in cardiovascular disease and chronic disease; tobacco, alcohol, drugs, eating, and exercise; and challenges in health psychology.

***PS 352 Positive Psychology (Prerequisite: PS 101)***

This course aims to provide a general introduction to the area of Positive Psychology, "the scientific study of what makes life most worth living", and to scientific findings related to happiness, well-being, and the positive aspects of the human experience. We will review the history of Positive Psychology, and its contribution to more "traditional" areas of psychology. The course also incorporates experiential learning and exercises aimed at increasing personal well-being and at facilitating students' understanding of the fundamental questions in the field.

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***PS 353 Clinical Psychology (Prerequisite: PS 101)***

This course aims to provide an overview of the area of Clinical Psychology and will cover both a brief history of clinical psychology and current standards and evidence-based practices. Students will learn about the main theoretical approaches and common assessment and treatment methods of clinical psychologists and explore the current issues in this area.

***PS 354 Abnormal Psychology (Prerequisite: PS 101)***

Issues related to psychopathology will be explored, with an emphasis on methodological problems and the causes of psychopathological conditions. The classification system of DSM-IV, which has become standard in North America and in many other parts of the world, will be examined critically, and other more theoretically coherent nosologies will be studied. Diagnostic categories will be examined from the point of view of three major theoretical approaches: psychodynamic, biological, and cognitive. Through required readings and a research paper, the student will become familiar with contemporary work in the field and will learn to read professional articles in a critical way. Emphasis in the course will be on the understanding and not simply the description of psychopathological states and their multiple complex determinants. Every psychological disorder has its specific content for the person suffering from it.

***PS 357 Human Sexuality***

This course provides an overview of human sexual behavior from birth through adulthood. Sexuality is explored from historical, cultural, psychological, physiological, sociological and legal viewpoints. Some of the topics covered will include: Research methods in human sexuality, female/male anatomy, sexual behavior, gender, sexual orientation, love/marriage/mating, sexual disorders.

***PS 370 Psychobiology (Prerequisites: PS 210 or permission of the instructor)***

The course provides an overview of the field of psychobiology. Drawing both from the biological and psychological sciences, the course introduces students to the structures and functions of the central and peripheral nervous systems, with a focus on how they influence mental processes and behavior. Students will gain the foundational knowledge to understand how biological processes inform the human experience. They will learn how the activity of neurons can yield simple motor actions as well as complex behavioral states and functions (e.g., motivation). Sample topics include: the basic anatomy of the nervous system, neural communication, brain development, as well as the neural basis of sensation, perception, learning, memory, motivation, emotion, sleep and consciousness.

***PS 399 Special Topics in Psychology (Prerequisites: Junior Standing; PS 101)***

An in-depth treatment of a current area of special concern in the field of Psychology. Topics may vary. May be taken more than once for credit with different topics.

***PS 480 Senior Seminar in Psychology (Prerequisite: Senior Standing; PS 307, PS 320, PS 334, PS 370)***

The course provides students with an opportunity to integrate and consolidate the skills and knowledge acquired through the major curriculum while reflecting on overarching themes and issues that characterize psychology as a science and as a profession. Discussion will focus on questions of diversity within the discipline, multiculturalism, ethics, and social responsibility in the marketing of psychology among others. Attention will also be given to what it means to be a psychologist and to current developments in the field. Students will be expected to present material and lead class discussions, as well as write a final research proposal about a topic of their



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choosing.

**PS/LAW 338 Psychology and Law** (*Prerequisite: PS 101 or permission of the instructor*)

The course focuses on applications of concepts and theories from cognitive, social, developmental and clinical psychology, to the administration of justice. Topics include the psychological processes involved in jury selection, jury deliberation and decision making, police interrogation, false confessions, eyewitness testimony, memory for traumatic events, child witnesses, juvenile offenders, and the role of psychologists as trial consultant and expert witnesses.

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## RELIGIOUS STUDIES

### ***RL 101 Introduction to the Study of Religion***

This course introduces students to the history of Religious Studies as an academic discipline and to the methodological approaches that set it apart from anthropology, sociology, philosophy, and history. The fundamental terms that characterize the discipline (religion/religions, God, faith, belief, ritual, experience, liberation, territory, conflict) are discussed, and students are given a selection of four religious texts, to which these methods are critically applied. Possible texts may include a selection from the following: The Mahabharata; Yann Martel's *Life of Pi*, John Neihardt's *Black Elk Speaks*; Levi-Strauss' *The Raw and the Cooked*, Suzuki's *Zen Mind, Beginner's Mind*; Sam Gill's *Storytracking*; Michael Taussig's *Defacement*; Teresa of Avila's *Interior Castle*; *The Journal of a Russian Pilgrim*; *The Holy Teaching of Vimalakirti*.

### ***RL 201 The Children of Abraham: Judaism, Christianity, and Islam***

This course introduces students to the basic texts, institutions, and practices of Western religious traditions: Judaism, Christianity, and Islam. The course begins with the figure of Abraham and seeks to understand how each tradition appropriates the notions of faith and sacrifice that he embodies. The students then familiarize themselves with the religions of the Book by reading selections from the Hebrew Bible, the New Testament and the Qur'an.

### ***RL 202 Religions of Asia: Hinduism, Buddhism, Taoism***

This course is an introduction to the basic texts, institutions, and practices of three religious traditions of South and East Asia, namely Hinduism, Buddhism, and Taoism. Using central primary sources, as well as specialized secondary literature, this course sets out to introduce students to the fundamental concepts and practices that characterize each tradition. At the same time, the course will introduce students to the problems inherent to comparative religion, by analyzing the historical presuppositions that ground the comparison of different traditions according to the Western faith-based definitions of what is and is not religion. The course begins by looking at the Western study of the East in what has come to be called orientalism, and ends by looking at the influence of Eastern wisdom traditions, analyzing the contemporary phenomenon of New Age religion and its political implications.

### ***RL 220 Introduction to Islam***

A detailed introduction to the religion of Islam, introducing the central beliefs that have united Muslims throughout history, as well as the diversity of sects and communities that see themselves as heirs to Muhammad. The course will discuss the origins of Islam, the evolution of Muslim theology, law, and rituals, and include readings of primary sources, together with relevant secondary literature. The emphasis will be on Sunni Islamic thought, although the genesis of other Muslim communities will deserve due attention as well. Major issues in modern Islamic debate will also receive attention.

### ***RL 221 The Popes of Rome: History of the Catholic Church***

The history of the Catholic church is essentially intertwined with the history of Western Civilization over the past 2,000 years. The aspirations and struggles of Christendom constitute the fabric of the Christian tradition as it unfolds throughout time. This course represents an historical survey of the Church from its primitive beginnings in Jerusalem (c. 33 A.D.) to the Pontificate of John Paul II (1920-2005). The development of the course will trace the major events, ideas and

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people that went into the shaping of the Western Church, without ignoring the fundamental importance and influence of the doctrine of Jesus Christ regarding the institution he founded.

***RL 222 Eastern Christianity: Unity and Diversity***

The course will focus on Christianity, from its origins in the Near East to the rise and development of various Eastern Orthodox Churches. The Byzantine Empire defined its Church as the only Orthodox one, based on the doctrine of Seven Ecumenical Councils. Other disagreeing Churches became branded as “heretical,” and went on to develop their own hierarchies, their particular liturgies, and doctrines. Today they are referred to as pre-Chalcedonian Churches. We will examine their history, the spread of Byzantine orthodoxy among the Slavic peoples through missionary activities, as well as the historical events that shaped the plurality of churches in the East.

***RL/PH 224 Living the Good Life: Religion and Philosophical Ethics***

What is right and wrong, good and bad? Where do ethical ideas and standards come from? How do we make ethical decisions? And why should we be ethical at all? This course introduces students to ethical thinking by studying both concrete issues and more abstract moral theories, including religious ideas. Philosophers studied may include Plato, Aristotle, and Augustine, Hume, Kant, and Mill, and religious ideas those of Christianity, Islam, and Buddhism. These will be considered in relation to concrete issues such as abortion, climate change, punishment, and free speech.

***RL 225 Mystics, Saints, and Sinners: Studies in Medieval Catholic Culture (Partially on-site, activity €30 or \$35)***

Through a close study of both primary and secondary materials in theology, spirituality, aesthetics, and social history, this course will introduce students to the major forms and institutions of religious thought and practice in medieval, Christian Europe (from Saint Augustine to the rise of humanism). The course will begin by studying the theological foundations of self and world in the work of Augustine and Pseudo-Dionysius, before turning to an elucidation of central religious institutions such as the papacy (and its relationship to imperial Rome), the monastery (we will study the rule of Saint Benedict and visit a Benedictine monastery), the cathedral (we will visit San Giovanni in Laterano and Saint Peter’s), and the university (and the scholastic philosophy to which it gave rise). We will then turn to alternative expressions of medieval religious faith in the work of several mystics, notably Meister Eckhart and Angela of Foligno. Finally we will study the reactions of the Church to the rise of science in the fifteenth century (we will look at the trial of Giordano Bruno) and will end with an appraisal of the continuity and renewal of Renaissance Humanism and its influence on the humanities as studied in a Liberal Arts Curriculum today.

***RL/AH 260 Early Christian and Byzantine Art***

Developments in architecture, painting, sculpture, and mosaic of the Early Christian and Byzantine periods, from the art of the catacombs in the 3rd and 4th centuries to the monuments of Italo-Byzantine art of the Middle Ages. Mandatory Field Trip.

***RL/CL 288 Religion in the Graeco-Roman World***

This course is a survey of the elements of traditional religion in the Graeco-Roman world. It is designed to introduce student to the tenets, beliefs, and spiritual practices of classical antiquity and to familiarize them with the social, cultural and political background surrounding ancient religion. Among the topics covered are the range of religious expressions in Greece and Rome, including the approach to the divine, ritual practices, and the organization of time and space. While the first

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part of the course is dedicated to Greece, in the second half we will concentrate on Roman religion both as a phenomenon in and of itself and as a factor integrated in the socio-political organization of the empire.

***RL 299 Special Topics in Religious Studies***

Topics may vary. Recently taught topics include Zen, End of Times: Apocalyptic Prophecies, Religious Approaches to Death in Film and Literature, Ethics: Philosophical and Religious, and Mystics, Saints, and Sinners: Medieval Catholic Culture. May be taken more than once for credit with different topics.

***RL/AH 397 Spirituality and Transcendence in Modern Art (Prerequisite: One course in Religious Studies, Art History, Anthropology, or Philosophy.)***

While modern art reflects the secularized era in which it has flourished, many modern artists have described their work in terms of a spiritual search: one needs only to think of Gauguin, the Symbolists of the turn of the century, Malevich and the Russian avant-garde, Chagall, the Italian Metaphysical artists, the Surrealists, and others. This course examines many varieties of religious and spiritual expression in modern art. Historically, art and religion are intimately intertwined. For students of art history, the study of religion can be a key to understanding art. (The early development of Western art took place largely in a religious context.) For students of religion, art offers a privileged avenue to understanding a culture's deep spiritual convictions. Indeed, for many lost cultures, artistic artifacts may constitute nearly the only available evidence concerning religious practice.

***RL 399 Special Topics in Religious Studies (Prerequisite: Junior Standing, Corequisite: EN 110)***

Topics vary. May be taken more than once for credit with different topics. Recently taught courses include "Zen" and "The End of Times: Apocalyptic Prophecies."

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## RHETORIC

### ***RH 305 Survey of Rhetoric (Prerequisite: COM 101)***

This course reviews and/or extracts theories of rhetoric (persuasion) from noted thinkers from the pre-Socratic period to modern times. Particular attention is paid to the Sophists, Plato, Aristotle, Cicero, Augustine, Boethius, Aquinas, Locke, Campbell, Blair, Whately, Austin, Sheridan, the existentialists, Burke, Foucault, Derrida, and feminist writers.

### ***RH 350 Contemporary Rhetorical Theory (Prerequisite: COM 101)***

This is an intermediate level introduction designed to give students an in-depth exposure to the contemporary study of Rhetoric, understood as the organization of argumentation for the purpose of persuasion. Starting with the work of Kenneth Burke, the course examines persuasion through a variety of media and in a variety of contexts using specific analytical models.

### ***RH 365 Advanced Public Speaking (Prerequisite: COM 101)***

This course is designed to give students more in-depth exposure and more intensive experience in speaking publicly, both formally and informally. Building upon the critical skills of the basic course, this course examines the generic expectations of different public speaking modes and how they inform various approaches. In addition, this course exposes students to the different argument strategies and how they are employed in various public speaking modes.

### ***RH/LAW 271 Argumentation and Debate (Prerequisite: COM 101)***

This course is an advanced study of the principles and foundations of debate as a critical decision-making process structured around reasoned discourse. It examines the formal structures of debate and debate format, the use and evaluation of proof, the technique of advocacy, and specific argumentation strategies. Expanding on the formal logic introduced in Public Speaking, it also covers in-depth analysis of fallacies of reason. Using the construction of a Debate brief, students learn the intellectual foundations upon which legal briefs are made.

### ***RH/CL 372 Classical Rhetoric and Oratory (Prerequisite: EN 110 with a grade of C or above)***

An examination of the nature, purpose, and place of rhetoric in classical antiquity, as conceived and practiced by ancient Greeks and Romans. Readings (in translation) include the use and conceptualization of an art of persuasion by Gorgias, Plato, Isocrates, Aristotle, Demosthenes, Cicero, Quintilian, and Augustine. This course prepares students to evaluate the use (and abuse) of devices and techniques of classical rhetoric in contemporary politics, economics, marketing, media, and visual arts.

### ***RH 399 Special Topics in Rhetoric (Prerequisite: COM 220; Additional prerequisites as indicated by the specific topic and instructor.)***

These courses are specialized and advanced courses in the field of Rhetoric.

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## SOCIAL SCIENCES

### ***ANTHR 299 Special Topics in Anthropology***

This course examines the spectrum of ways that culture impacts global social and political dynamics. Utilizing an anthropological methodological framework, students will study the effects of cultural difference – and human social and biological development – on global phenomena as human rights law, armed conflict, economic inequality, international cooperation, and diplomacy. The field of anthropology encompasses the analysis of power, economic relations, and legal structures, but also symbolic, gendered, familial, spiritual, and ideological dimensions, that combined can be a powerful aid for understanding topics of current global affairs. The goal of the course is threefold: 1) to instill a sense of appreciation for cultural diversity, 2) to impart an understanding of how anthropological methods may be applied to the study of politics and international relations, and 3) to give students an introductory review of the major ideological frameworks that have shaped thought processes regarding relations between peoples, their politics, and the community of nations.

### ***SOSC 202 Introduction to Sociology***

This course will introduce students to the basic concepts and practices of the study of society. Students will learn central ideas such as socialization, culture, stratification, institutions, work organization, gender, ethnicity, race and globalization. They will also learn about how sociologists practice their craft reading about studies of current social issues - inequality, changes in family life, social movements and others - and by carrying out small scale out-of-class research assignments.

### ***SOSC 205 Sociology of Religion***

This course concerns the role of religion in society: as a source of common values (Durkheim); of social change and the origins of modern capitalism (Weber); as social control and social rebellion (Marx); its relation to other narratives and ways of seeing the world such as mythologies, modernity, rationalism and secularism; and its role in the construction of nationality, class, race, ethnicity, and gender. We will study the classic definitions and theoretical perspectives in sociology of religion. We will look at mainstream religions, the relative importance of churches, sects and cults, the challenge of fundamentalisms of all types, the importance of evangelicalism in the United States and the recent challenge to it of the “new atheists”, the thesis of secular society and modernization, and complex issues related to the growing importance of Islam around the world.

### ***SOSC 206 Sociology of Violence***

In this course students will conduct an in-depth exploration of a dark, complex, and multifaceted social and individual reality: violence. With the aid of readings, presentations and media excerpts, students will be able to map the field(s) and the definition(s) of violence. This course also encompasses the study of the major theoretical perspectives on violence as well as a discussion of the role media might have in fostering aggressive behavior in society. Additionally, specific forms of violence, such as racial violence, school violence, and domestic violence, will be analyzed.

### ***SOSC 221 Introduction to Cultural Anthropology***

This course introduces students to the analysis and interpretation of cultures in a comparative perspective. The main topics of the course include the temporal and spatial forms of society; the social organization of symbols; the family as a symbolic structure; religion, sacrifice and myth; the anthropology of the city; the interplay between nature and culture, gender and sexuality in different cultures; the concepts of ethnicity; and regional, religious and linguistic subcultures.

### ***SOSC 251 Sociology of Mass Communication***

This course explores theories of mass communication and the impact of mass media on culture.

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Topics include the lexicon of communication, the transition from a unidirectional flow of information to the interactive model, the “connectivity” of media on the global society, identity in the age of internet, the pragmatics of communication, the mechanisms of manipulation of media on political consent and consumer behavior, and mass media as the “master symbol” of our time.

### ***SOSC 299 Special Topics in Social Sciences***

An in-depth treatment of a current area of special concern within the field of Social Sciences. May be taken more than once for credit with different topics.

### ***SOSC/CMS 325 Advanced Intercultural Communication (Junior status, COM 280 and/or SOSC 202 recommended)***

In a world in which sharp inequalities often accompany cultural differences, what kinds of intercultural communication theory and practice can aid us in building constructive relationships among unequally positioned cultural identities? This course examines theoretical and practical issues in intercultural communication, as an increased awareness of asymmetrical power relationships and their historical contexts can lead to improved communication between persons from differently situated cultural identities. Drawing on case studies, this course will provide students with the opportunity to investigate how mediated power influences intercultural communication. Through lectures, screenings, written assignments, exploring Rome’s environment, class discussion, and engaged methodology, students will explore some of the societal issues and conflicts that are often framed as cultural and attempt to uncover the relationships of power and inequality that may reside within them.

### ***SOSC/CMS 327 Urban Media (Prerequisite: COM 220 recommended)***

This course maps and explores the critical scholarship as well as practice-based research methods in the field of “urban humanities,” including urban media studies and urban cultural studies. The course examines how media and the city relate to each other. Specifically, how cities are central locations for media, how cities are represented in different media forms, and finally how cities can be critically understood as sentient, smart, digital and post-digital environments. The course aims at answering interdisciplinary research questions, such as: How can a city be considered a medium? How does the city structure communication and cultural expressions? How is media infrastructure entangled with urban life? These questions will be applied to the study of specific sites in Rome, while students will be offered a broad overview of different case studies from a variety of contexts. The course provides critical knowledge of applied interdisciplinary ethnographic methods for analyzing urban media environments.

### ***SOSC/GDR 200 Introduction to Gender Studies***

Gender Studies is an interdisciplinary field that examines gender and sexuality. This course offers an introduction to historical and current debates taking place within gender studies. Students will explore historical and contemporary feminist, masculinity and queer theories, paying close attention to both local and global issues, and learning the tools for critically engaging issues related to gender.

### ***SOSC/GDR 309 Men and Masculinities***

This course explores the socially constructed meaning of masculinity and how male experiences are gendered. Much like other gendered identities, masculinity is not monolithic but rather plural and influenced by race, ethnicity, class, nationality, sexuality, disability and subcultures. Therefore, this course will outline some of the ways in which masculinities are socially produced and enforced, and personally embodied and lived by “men” in different contexts. In light of the fact that masculinities do not exist in isolation from other gendered identities, the course will also dwell on the interplay between masculinities, femininities, non-binary gendered identities, and how these influence each other. The course is interdisciplinary within the context of the social sciences. Class material will also include references to pop cultural texts and audiovisual material.

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### ***SOSC/EC 390 Economic Anthropology (Prerequisite: Junior Standing)***

Economic anthropology focuses on the social contexts and dynamics within which goods and services are produced and consumed. It explores how cultural and local factors play into the way communities and individuals organize their economic activities and strategies. The course introduces students to theories and methods of contemporary economic anthropology. They are then guided in carrying out an independent fieldwork project to study how economic and business actors operate in real-life settings. The course is organized as a seminar, in which students discuss seminal and recent ethnographic case-studies, exploring how economic decisions are often entangled with social, cultural, and political concerns. Classes alternate between training students in the practical methods of ethnographic and qualitative research, and discussing core themes of economic anthropology. These include the importance of gift-giving and reciprocity, moral economies and the allocation of non-material value, kinship and community decision-making, social movements campaigning for economic and environmental justice, informal and “ethnic” economies. At the same time, students carry out their own research projects, applying the concepts and methods learned to their chosen economic case-study.

### ***SOSC/ITS 220 Italian Food Culture***

Italy’s deep-rooted network of local food knowledge is an excellent example for students to understand what food culture is, how food scenarios changed with industrialization, and how they are evolving further today. This course presents students with the basic tools necessary for better understanding Italian food culture. Its broad perspective encompasses traditional farming and processing techniques, the industrial and global food economy and changing consumption habits. Its anthropological approach draws from classical and modern writing. Italy is world-famous for its produce diversity and vibrant peasant traditions. By exploring the complex set of influences forming the Italian food culture, students will acquire an analytical approach enabling them to read through the other “foodscapes” that they encounter in their home country or abroad, and eventually choose, value and embrace career paths into the food sector. Even apparently simple, everyday food staples contain layers of significance connecting to the following topics: the peculiar man-nature relationship needed for their production; preserving and cooking techniques; the influences from foreign cooking philosophies and/or crops; the pressure of the global market; and the type of socialization involved during the meal.

### ***SOSC/ITS 225 Sociology of Southern Italy***

This course will examine the Italian Mezzogiorno starting with this paradox – the reality of a society often engaged in rapid social change but one where change itself often appears impossible. We will look at the modern history of the region briefly, moving on to major themes and questions concerning how the Italian South has developed since the Unification of Italy and especially in recent decades. Issues to be studied include underdevelopment, modernization, social capital and civic spirit or the lack of it, the argument that the South is characterized by “amoral community”, the whys and hows of the great emigration of the last century, the land reforms after World War II, the attempt to overcome the region’s underdevelopment with the Fund for the Mezzogiorno, the issue of clientelist and corrupt politics, organized crime including the Sicilian Mafia, the Neapolitan Camorra, and the Calabrian ‘Ndrangheta, the anti-Mafia movement, the current crisis of waste removal in Naples and its causes, the changing role of women in Southern society and others.

### ***SOSC/ITS 226 Rome: Modern City (On-site)***

This on-site course, which will be conducted in English, aims to introduce students to a sociological analysis of contemporary Rome. It focuses on the changes which are occurring in the city’s populations, its neighborhoods and patterns of daily life and commerce, and challenges conventional images of what it is to be a Roman today. On-site classes will be held in a variety of neighborhoods in the city in order to analyze the area’s role as a social entity and its relationship with the wider urban context. We will examine the issues and problems facing Rome today, such as housing, degradation and renewal, environmental questions, transportation, multiculturalism, wealth and poverty, social conflict and political identities. These issues will be contextualized within theori-



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es of urban sociology and also within an explanation of Rome's urban development over the centuries and, in particular, since it became the national capital in 1870. Through readings, film clips, interviews and guest speakers, students will also analyze the way the city is narrated by some of its residents.

### ***SOSC/ITS 250 Contemporary Italian Society***

This course introduces students to the complexities of contemporary Italian society, taking a primarily 'bottom-up' social science approach by examining a wide variety of contexts and exploring the ways in which Italians express, negotiate and transform their cultural and social identities. By drawing on a growing body of anthropological and sociological research, it provides students with the tools to question rigid and dated assumptions about Italian social life and enables them to analyze its multifaceted, dynamic and often contradictory forms and practices, focusing primarily on the last two decades. Students are first introduced to key theoretical and methodological approaches in the sociological and anthropological study of contemporary Italy. We then examine local identities in urban contexts, how families and gender roles are transforming, and the pressures produced by the current economic crisis, as well as exploring why increasing numbers of Italians are returning to rural livelihoods. Next, we discuss life in the Italian work-place and the effects that de-industrialization, technological development and precarious work contracts are having on professional and class identities. We analyze the rising appeal of populist and 'anti-political' discourses and figures and then focus on how Italy's strong civic movements are struggling to improve social life 'from below'. Among the issues tackled are ones traditionally relegated to the private domain, such as disabilities and sexual identities. Lastly, we examine how migration is changing social and cultural life as the country becomes increasingly multiethnic, how religious (and secular) identities are expressed, and the effects that Italy's dramatic brain-drain is having within the country.

### ***SOSC/ITS 299 Special Topics in Social Sciences and Italian Studies***

***SOSC/ITS 380 Researching Rome: Fieldwork in the City of Rome*** (Prerequisites: There are no prerequisites but it is strongly recommended that students have a background in contemporary Italian studies or anthropology/sociology/urban studies.)

This course guides students interested in executing an independent fieldwork project in the city of Rome. As a unique global city, Rome's contemporary social, economic and political realities provide a fascinating context for observing and analyzing the production of culture, social and political change, and practices of everyday life. This seminar-style course guides students through the four main phases of their independent research project, helping them to: a) select a manageable and realistic case-study for their research, b) identify and interpret relevant theoretical and empirical literature, c) choose the most appropriate techniques of fieldwork observation, data collection and recording, and apply them in a rigorous, ethical and reflexive manner in the city of Rome, d) create a sophisticated written and visual report of their research findings and conclusions. Students will present their final projects to the JCU community during the last week of the semester. In addition to each student's independent project, the class visits a number of Roman neighborhoods to apply theories and observation techniques learned throughout the course.

### ***SOSC/LAW 221 Introduction to Criminology***

What is crime? Why are we so fascinated by it? Why do people commit crimes and what are the best deterrents? How do we assess the success or failure of policing, incarceration and rehabilitation strategies? This course examines the politics underlying how crimes are defined and measured and what patterns of criminal behavior have thus emerged over time. It explores both classical and contemporary theories that seek to explain why certain people engage in crimes while others do not. It also explores how theories of crime affect policy, it evaluates existing

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strategies of crime control, and introduces a critical discussion of how contemporary criminal justice systems operate.

***SOSC/NS 260 Introduction to Public Health: Addressing Health Disparities and Social Challenges***

This is an interdisciplinary course which provides a foundation for understanding the exciting and multifaceted field of Public Health. The COVID-19 pandemic has raised awareness around the globe of the importance and the complexities of managing public health. This field brings together the natural and social sciences in identifying the multiple causes and consequences of ill-health and in finding culturally sensitive and community-based approaches to protecting health and improving access to care. We will use an ecological approach to understanding important public health problems. We will also consider cultural differences in approaches to Public Health, depending upon location, cultural norms, etc. The course first outlines the historical and social background to the study of Public Health. Students explore its controversies and debate the responsibilities of government in managing this field. They are then introduced to the scientific method of epidemiology. Through the course, students identify the many factors that contribute to health disparities locally and internationally: the role of social and demographic factors, of lifestyles and consumption patterns, of global inequalities. Our discussions then focus on environmental concerns: the centrality of access to clean water and safe food, and the damage wrought by pollution and waste. In the final section, we investigate emerging Public Health issues and potential strategies for tackling them.

***SOSC/NS 265 Introduction to Global Health: Health Equity and Social Justice Across the Globe***

The right to health and wellness is a universal human right; yet global inequalities mean that there are still vast differences in people's enjoyment of health and access to services. In this course we will see how modern health is not limited to physical or mental states, but encompasses all areas of our lives and communities. We take an ecological perspective to better understand health and predictors of health and wellness across the intrapersonal, interpersonal, institutional, community, and policy/systemic levels. This course explores some of the key social, economic, cultural and political determinants of health and its disparities. It examines the role of maternal and children's health, patterns in physical (in)activity around the world, young adults' health, mental health and the impacts of substance use. It then discusses in depth the development and management of pandemics and the factors that affect different contagion and survival rates globally. The intertwinement of health and geopolitics is also investigated in relation to migration and health at borders, issues of social justice more broadly, and the right to food security. Students then analyze the cultural dimensions of food and its relationship to health, as well as the environmental variables that determine people's access to clean water, sanitation and hygiene.

***SOSC/PL 207 Migration and Contemporary Society***

This course focuses on one of the most important social phenomena of our globalized times: human migration. Students will explore the main debates about what causes people to migrate, the key impacts this has on the economic, social and cultural life of the places they leave and those they move to. The course examines the great diversity of forms and patterns of contemporary migration, alternating between looking at large-scale phenomena and local case-studies and individual migrant experiences. It explores how governments and institutions respond to migrant populations and how migrants adapt to and transform the environments they live in.

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## SPANISH

***SPAN 101 Introductory Spanish I*** This course is designed to give students basic communicative ability in Spanish. Students work on all four language skills: speaking, listening comprehension, reading and writing.

***SPAN 102 Introductory Spanish II (Prerequisite: Placement or SPAN 101 with a grade of C or above)***

A continuation of SPAN101. This course aims at developing and reinforcing the language skills acquired in Introductory Spanish I, while placing special emphasis on oral communication.

***SPAN 201 Intermediate Spanish I (Placement or SPAN 102 with a grade of C or above)***

A continuation of SPAN 102. This course focuses on consolidating the student's ability to use Spanish effectively. Emphasis is given to grammar review and vocabulary expansion. Selected readings and films acquaint students with Spanish and Hispanic culture.

***SPAN 202 Intermediate Spanish II (Prerequisite: Placement or SPAN 201 with a grade of C or above)***

A continuation of SPAN 201. While continuing the review of grammar, the course emphasizes the development of reading and composition skills in the context of Spanish and Hispanic cultures. Literary readings, newspaper articles, and films, are an essential component of the course.

***SPAN 301 Advanced Grammar and Conversation (Placement or SPAN 202 with a grade of C or above or permission of the instructor )***

This course is designed to help students gain fluency and confidence in speaking while reviewing the advanced structures of Spanish grammar such as specific uses of the subjunctive mode, subordinate clauses or discourse markers. Journalistic texts and audiovisual materials provide the basis for class discussions geared toward expanding vocabulary and reinforcing the idiomatic use of the language and aim to offer students a closer approach to Hispanic culture.

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## STUDIO ART

**Please note that some courses have a mandatory materials fee. Check the website for details.**

### ***AS 101 Introduction to Graphic Design***

The aim of this course is to give students a comprehensive introduction to visual communication and to demonstrate how Graphic Design can be an effective and powerful tool for business. It covers a broad spectrum of different design disciplines, ranging from corporate identity, branding, brochure design, poster design, to packaging and illustration, and provides precious insight into the world of Graphic Design. The course is open to all students, particularly those who do not have a background in design, and complements other courses including Business, Management, Marketing and Communication.

### ***AS 105 Introduction to Photography***

This course creates a foundation of knowledge of photographic history, theory, and practice, and is recommended as preparation for further study in photography. Students will encounter technical issues concerning both film and digital photography, including basic issues of camera functions and controls, darkroom procedures, and digital techniques and software. The course examines a broad range of subjects such as: the early history of photography, photographic genres, use of artificial and of natural light, and various modes of presentation and archival management. Shooting pictures is balanced with classroom work. The course will help students develop a formal and critical vocabulary, an understanding of the uses of photography, and inspiration for more advanced photo courses.

### ***AS 109 Color Theory and Studio Practice***

The course is a practical study of one of the fundamental elements of visual art and design: color. Artists use color as a compositional tool in developing pictorial form and space. Color transmits meaning and emotion, and is everywhere in our daily lives. Focused exercises help students both to understand the perceptual aspects of color and to manipulate color using specific techniques. The course begins with the perception and control of gradations of light and dark, treats the practical issues of physically mixing pigments, explores the alteration of color caused by the placement of adjacent colors, and arrives at expressive, poetical uses of color in compositions. Students learn the correct terminology needed to analyze color effects both in their own creations and in historical masterworks, and demonstrate their growing confidence and mastery of color in a portfolio of creative work.

### ***AS 110 Drawing - Rome Sketchbook***

This course makes use of the unparalleled resource that is the city of Rome itself; each class meets at a different site around the city. Students work in sketchbook form, creating over the course of the term a diary of visual encounters. Instruction, apart from brief discussions of the sites themselves, focuses on efficient visual note taking: the quick description of form, awareness of light and the development of volume in space. With practice and growing experience, students become capable of producing drawings governed by conscious intention.

### ***AS 120 Smartphone Photography***

Smartphone photography can be considered the 21st-century equivalent of Polaroid-style photography, and like this has its own aesthetic. The course will present a disciplined methodology

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in order to develop a sophisticated photographic language making use of new technologies. It includes an overview of photographic traditions and the work of master photographers, and addresses the problem of taking pictures involving a variety of subjects and topics in various light conditions. It combines theory, technical and media training, and on-site shooting. Students need to be equipped with a smartphone, and may wish to invest in optional extra lenses and equipment.

### ***AS 121 Pinhole Photography***

Pinhole photography is lens-free photography, a method of capturing images using a simple light-tight box with a single pinhole in one end. This course is designed to introduce students to the photographic process through the use of the pinhole camera and the traditional darkroom (B&W film) with its chemical processes. Sessions will include lectures, demonstrations, projects, and exhibition. The course is suitable for students with a good understanding of manual camera control who want to improve the quality of their B&W photographs.

### ***AS 141 Introduction to Printmaking (This class requires a materials fee of €75/\$85 to cover all basic art supplies.)***

This introductory studio course engages students in historical and contemporary techniques of printmaking and its theory. The course positions drawing and mark-making as fundamental ways to investigate visual culture. Exploring the basic intaglio and relief processes of mono-printing, linocut and collagraph, students will heighten their sensitivity to line, color, tone, texture, transparency, layout and overall composition. This will provide students with an introduction to the creative thinking and visual exploration involved in making a multiple edition print and understanding its relevance to art, design and today's image-based culture.

### ***AS 204 Painting (This class requires a materials fee of €75/\$85 to cover all basic art supplies.)***

This course introduces the basic issues of oil painting through a series of classic problems: the still life, figure study, portrait and others. Emphasis is on control of color and light and dark value, while building form in a coherent pictorial space. Oil is the preferred medium, and students buy their own materials. The course introduces connections between studio work and the history of painting.

### ***AS 205 Painting with Water-based Media***

This course introduces the use of inks, watercolor, and other transparent water-based paints on paper. Elementary drawing and painting principles will be reviewed, including basic color theory and the rendering of form through modulations of light and dark. Technical practice focuses on understanding the watery nature of these media, the interactions between pigments, water, and paper, and the expressive potential of spontaneous gestures. Emphasis is placed on planning, composition, and the use of preparatory pencil drawings. The subject matter is generally drawn from direct observation, and may include any of the traditional genres of still-life, portraiture, landscape, interiors, figure studies, etc. The spontaneous nature of water-based media assists in significant ways in the development of a personal vision with method and intention.

### ***AS 211 Fresco Painting***

This course will provide students with the material techniques and art-historical context to understand Italian fresco painting. The art of fresco is particularly varied, and includes drawing, painting, color theory and plaster preparation. Students will leave the course with knowledge of these techniques and become familiar with the history of fresco painting and in particular certain masters and their work in Rome. While the course aims to provide an introduction to the history

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of fresco painting in Italy from 1300 to 1600, we will also study the traditional techniques of fresco painting and engage in the production of fresco work. Students will learn all phases of fresco making, from mortar mixing and surface preparation, drawing studies and transfer, to dry pigment preparation and application. Student projects may vary according to background and interest, from research projects to actual paintings, and, due to the scope of the subject, collaborations and group projects are encouraged.

### ***AS 212 Figure Drawing***

Figure drawing is the traditional basis for training the artist's eye and hand. Through specific exercises, students learn to control line and gesture, to model form in light and dark, and to depict accurately the forms and proportions of the human body.

### ***AS 215 Video Art***

In the digital era, independent, experimental, self-produced video art has become a widespread, even dominant, phenomenon that is visible in art galleries, museums, and other venues throughout the world. This course in video and video art will greatly increase students' awareness of the possibilities offered by new inexpensive technologies not only to create simple clips to post on various social network sites, but also to make true, creative, artistic works. The course includes in-depth study of the basic aspects of both video shooting and subsequent elaboration at the computer using software such as Final Cut.

### ***AS 220 Street Photography***

Street photography is an informal genre of photography using natural light, usually outdoors, that takes advantage of spontaneous discoveries. Street photography is a branch of both fine art photography and journalistic photography. The work of significant photographers in this genre, like Henri Cartier-Bresson, Helen Levitt, and Robert Frank, will serve as examples. Since it often involves candid shots of people going about their business in the bustle of urban life, one aim of this course is to give students more confidence in photographing and approaching people with a camera.

### ***AS 221 Historical Studio Materials and Techniques***

This hands-on studio course surveys and revives historical materials, tools, and techniques of Italian painting and drawing. The course will create awareness of the origins of current artistic resources through an examination of studio procedures in use during the Middle Ages and the Renaissance. The course will utilize this knowledge in the creation of art in various media. Much emphasis will be given to the use and sourcing of natural and sustainable pigments and tools, some of which will be produced as part of the course.

### ***AS 232 Introduction to Illustration***

Illustration is a fundamental visual language that informs, interprets or enhances a text or concept on published media such as books, magazines, packaging or web applications. This course provides an introduction to the field of illustration. It aims to foster students' creativity and equip them with the artistic agency and professional skills to develop work within the broad spectrum of illustration. Students gain insight and practical experience in the creative process and will learn how to analyse complex issues and translate them into effective visual concepts. Didactic emphasis lies on the critical analysis of project related case studies throughout history, concept development, interpretation of style, application of basic design principles, composition, usage of colour, and refinement of digital drawing techniques. A basic understanding in visual communication and competence in Adobe Design programs is expected from students who wish to

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take this course.

***AS 260 Foundation in 3D Art and Design*** (This class requires a materials fee of €75/\$85 to cover all basic art supplies.)

This foundational course provides students with the knowledge and skills to explore and demonstrate a range of fundamental Art and Design principles, production processes as well as materials and visualization skills appropriate to introductory study in 3D art and design. The course encompasses a diverse range of practices from designer-makers (such as fashion designers, jewelers and product designers) to conceptual sculptors and installation artists. Through practical projects, this course will engage with a variety of media and encourage students to think 'spatially'. Principles such as balance, form, function, ergonomics, scale, and repetition and their relationship to 3D will be explored alongside strategies of making. Students will also explore the relationships between Artist / Audience and Designer / Consumer, allowing this course to be equally relevant to students from studio and non-studio arts backgrounds.

***AS 281/381 Independent Study***

***AS 285 Film Photography***

This course offers instruction in the traditional technique of black and white film photography as a means of communication and personal expression. The major components of the course are the use of the 35mm camera, introduction to darkroom technique, and an overview of historic analog photo processes. The course will treat technical, theoretical, formal and aesthetic issues; color photography will also be addressed. Students must provide their own traditional 35mm film cameras. The university provides a large format camera for use in class. Students will develop and print their work in JCU's Dark Room.

***AS 289 Digital Photography***

This course is meant for students who wish to deepen their knowledge of digital photography. It will review basic camera functions, lighting, principles of composition and pictorial dynamics, color interactions, and introduce methods of the elaboration of photos on the computer. The course will consider the historical and formal knowledge of photography, as well as including picture-taking in a variety of genres and the preparation of a photo exhibition. Each student must be equipped with a digital camera with a wide lens or a 3x or greater optical zoom, and camera functions selector which includes M,A,S,P. A tripod and modern single-lens reflex (SLR) digital cameras with interchangeable lenses are highly recommended.

***AS 299 Special Topics in Studio Art***

Specialized courses offered periodically on specific aspects of studio arts. Courses are normally topics on an area of current artistic or technical concern led by a specialist in the field. May be taken more than once for credit with different topics.

***AS 304 Advanced Painting and Drawing*** (Prerequisite: One previous course in Drawing /Painting)

For students who are already familiar with basic painting procedures, this course is an opportunity to progress into self-directed painting and drawing projects involving their choice of media, genres, and approaches. They are guided by an instructor who helps them to

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articulate their intentions, to increase their awareness of contemporary and historical precedents, and to gain technical mastery of their materials. Visits to art exhibitions are scheduled, and group critiques help students to gain artistic self-awareness and verbal skill in discussing art. While the instructor may suggest projects or assignments, students are expected to be self-motivated and capable of experimentation.

**AS 305 Experimental Drawing** (This class requires a materials fee of €75/\$85 to cover all basic art supplies.)

The course offers an opportunity for idea development, visual perception, and the organisation of experience into compositions. Primary emphasis is on developing visual expression, skill in using various materials, and growth of critical evaluative abilities through group discussions and critiques. The course offers a critical investigation of concepts such as abstraction, mark-making, mapping, spatial disruption, time, pace, coding and organising visual information. The class will be structured around a series of projects and workshops, both within the studio and on-site, and visits to exhibitions in order to both examine the role of drawing within Contemporary Art and to support an evolving personal approach to drawing amongst students.

**AS 306 Landscape Painting** (*Prerequisite: One previous course in Drawing /Painting*)

The landscape or cityscape is a veritable Italian tradition, worthy of specific study, and a challenging area of investigation for students who have already taken one or more studio art courses. This course will concentrate on selected sites in and near Rome. It will also include discussion and study of past masters of landscape, and the problems peculiar to landscape painting composition and technique, with emphasis on the strategies students may employ to evoke outdoor light, space, and character of place.

**AS 311 Advanced Graphic Design** (*Prerequisite: AS 101*)

The aim of this course is to provide the advanced theoretical knowledge, practical skills and individual coaching necessary to successfully manage a creative design project from start to finish. The course is meant for students who wish to continue to deepen their knowledge of Graphic Design, and assumes a basic competence in conceptual thinking, design principles, and the use of the major design softwares. Students will carry out comprehensive design projects in the fields of typography, advertising, branding & identity, packaging or illustration, in order to gain insight into the various phases of a design production. Instruction is both on an individual, tutorial level and in group lessons. This course will help students acquire the technical and artistic competency expected in the professional workplace.

**AS 330 Graphic Design: Corporate Identity and Branding** (*Prerequisite: one previous course in Graphic Design*)

This course is meant for students who wish to deepen their knowledge in the field of corporate identity and branding. It will address how to respond to technical and communication requirements of a design brief, develop visual concepts, create a system of graphical elements that form the basis of an identity, and define a strategy for a brand. The course will also consider the professional standards of preparing artwork for print. The course requires good competence in visual communication and expertise in the major Graphic Design programs.

**AS 332 Poster Design** (*Prerequisite: one previous course in Graphic Design*)

The course focuses both on the practical and the theoretical aspects of Poster Design. It will address how to develop graphical concepts in order to bring a coherent message across for didactic purposes, campaigns, exhibitions, or events, and it will examine poster design from an histo-



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rical and aesthetic point-of view. Technical practice includes an in-depth study of typography, composition, color, photography, and illustration. A basic competence in visual communication, including the major Graphic Design programs, is expected from students who wish to take this course.

***AS 341 Advanced Printmaking (Prerequisites: AS 141)***

Aimed at students with previous experience in printmaking, the course will explore a variety of contemporary printmaking processes, including woodcut, screen printing and mixed media. Emphasis will be placed on embedding theory and practice related to artisanal and digital production methods, expanded printmaking, and installation. As students develop a more personal approach to concept, subject, scale, material and process, they will be introduced to more advanced printmaking topics. Discussion and research will further engage students with the theoretical directions in the field and support their own development, culminating in a portfolio of their own research and related artistic output.

***AS 345 The Photo-book (Prerequisite: One previous course in photography)***

This course focuses both on the creation of photographs and on their presentation in book format. A photo-book is a book in which the primary message is carried by photographs; through its design and the choice of its images the book is itself an expressive artistic medium. The course examines the contemporary status of the photo-book as well as the rich history of the medium. It explores the processes of creating a personal photographic vision, and guides students in producing a final collaborative photo-book.

***AS 349 Advanced Photography (Prerequisite: one previous course in Photography)***

The aim of this course is to give advanced students the theoretical and practical skills necessary to invent and produce a creative photographic project. Projects may fall into traditional genres such as nature photography, architecture, portraiture, fashion, still life/objects/merchandise, photojournalism, landscape, etc., as well as more conceptual approaches. The course assumes the basic competence in black and white photography (including darkroom techniques), and/or expertise in digital photography. Instruction is both on an individual, tutorial level and in group visits, lessons and critiques. The course will help students acquire the technical and artistic competency expected in the professional workplace.

***AS 399 Special Topics in Studio Art (One previous course in a relevant Studio Art field)***

Specialized courses offered periodically on specific aspects of studio arts. Courses are normally topics on an area of current artistic or technical concern led by a specialist in the field. May be taken more than once for credit with different topics.

***DMA/AS 323 Short-form Video: History and Practice (COM 230 or AS 215)***

Short-form videomaking commonly utilized in social media ties current mediamaking practices with the early history of film. It is now one of the predominant means of communication in social media. Historically, the short has taken on many forms, including animation, avant-garde art, propaganda, news reels, advertising, education, music videos, viral media, fan media, mash-ups, video essays, documentary and news. In this course, students will perform a number of practical production exercises that engage various short-form formats to allow for a deeper historical and aesthetic understanding of audiovisual media. By developing projects that involve planning and targeting audiences, this course will also develop strategic communication skills and expand the creative palate. Students are expected to have prior experience in basic video editing and camera work.

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***M-AS 251 Introduction to Textiles and Fiber*** (This class requires a materials fee of €75/\$85 to cover all basic art supplies)

Textiles and fiber are crucial to today's conceptual and technical creative practices. This studio-based course introduces students to a diverse range of textile materials, processes, histories, traditions and applications of fiber and to their relationships to contemporary art and design. Projects engage with the historical relevance of fibers, its relationship to issues such as labor, identity, decoration, and functionality. These are taken to be vehicles to explore the use of textiles and fiber within the expanded field of contemporary art and design. Emphasis is placed on researching and developing creative ideas through material sampling and exploration of surface and structure. Students investigate dyeing, printing, weaving and manipulation of fabric to investigate imagery, color and form. ??

***M-AS 260 Foundation in 3D Art and Design*** (This class requires a materials fee of €75/\$85 to cover all basic art supplies)

This foundational course provides students with the knowledge and skills to explore and demonstrate a range of fundamental Art and Design principles, production processes as well as materials and visualization skills appropriate to introductory study in 3D art and design. The course encompasses a diverse range of practices from designer-makers (such as fashion designers, jewelers and product designers) to conceptual sculptors and installation artists. Through practical projects, this course will engage with a variety of media and encourage students to think 'spatially'. Principles such as balance, form, function, ergonomics, scale, and repetition and their relationship to 3D will be explored alongside strategies of making. Students will also explore the relationships between Artist / Audience and Designer / Consumer, allowing this course to be equally relevant to students from studio and non-studio arts backgrounds.

***M-AS 299 Special Topics in Studio Art*** (This class requires a materials fee of €75/\$85 to cover all basic art supplies)

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## THEATER AND FILM STUDIES

### ***DR 101 Introduction to Theatrical Performance***

During this course students will learn to: collaborate creatively; employ basic acting techniques such as sensory work, the principles of action, objectives, status, etc.; develop an expressive speaking voice; engage with a variety of stage props; analyze the process of placing a dramatic text on stage; critique and enact a variety of theatrical techniques; define specific terms relating to the study of drama and theater; develop an appreciation for theater as an art form and a reflection of society; understand the responsibility of an actor's work ethic, especially to one's fellow actors; initiate and upkeep a gradable class-by-class journal (either blog or v-log) of their personal growth throughout the course.

### ***DR/EN 246 Global Theater and Performance (Prerequisite: EN 110 with a grade of C or above)***

This course focuses on the core function of theater in time, offering students the study of a selected survey of dramatic literature from various periods in combination with play production and performance. Students will be introduced to the critical principles, terminology, and practical applications of theater studies. They will analyze works of cross-cultural world drama by major writers from a selection of global theatrical traditions. This is a reading and writing intensive course. Students in 200-level literature classes are required to produce 4-5,000 words of critical writing.