



JOHN CABOT UNIVERSITY





JOHN CABOT UNIVERSITY

Catalog 2010 - 2012

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ACCREDITATION

John Cabot University is accredited by the Middle States Commission on Higher Education (www.msche.org), 3624 Market Street, Philadelphia, PA 19104, 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 a four-year American liberal arts college 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. Its programs in Business Administration, International Affairs, Marketing, and Political Science are validated by the University of Wales, and thus recognized throughout Europe.

John Cabot University 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, Italian Studies, Marketing, and Political Science. Students may also choose a two-year program leading to the Associate of Arts degree.

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, affectional or sexual orientation, or disability in any of its policies, programs, and services.

MEMBERSHIPS

American Assembly of Collegiate Schools of Business (AACSB) (member only)

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)

American Management Association (AMA)

American Research Center in Sofia

Associate Member of European Council of International Schools (ECIS)

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

Association of American International Colleges and Universities (AAICU)

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

Associazione Civita

Association of International Educators (NAFSA)

College Board

Council of Independent Colleges (CIC)

Council of International Schools (CIS)

European Association for International Education

Forum on Education Abroad

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)

ACADEMIC CALENDAR 2010-2011

FALL SEMESTER 2010

1-2 September	Wed-Thur	JCU Housing move-in
1-5 September	Wed-Sun	Orientation for all new students; English composition, mathematics, and Italian placement tests
4 September	Sat	Registration for new degree-seeking students
6 September	Mon	Classes begin
10 September	Fri	Last day to drop or add courses; last day for late registration
17 September	Fri	Make-up day for November 25
8 October	Fri	Make-up day for November 1
18-21 October	Mon-Thur	Mid-term week
1 November	Mon	Holiday (Make-up day Friday, October 8)
8 November	Mon	Deadline for Faculty submission of mid-term warnings
15 November	Mon	Last day to withdraw from a course
19 November	Fri	Make-up day for December 8 Deadline for Registration for Spring Semester
25 November	Thur	Thanksgiving Holiday (Make-up day Friday, September 17)
8 December	Wed	Holiday (Make-up day Friday, November 19)
9 December	Thur	Classes end
10 December	Fri	Study Day
11-17 December	Sat-Fri	Final Examinations (weekend examinations by Faculty choice)
18 December	Sat	JCU Housing move-out deadline
20 December	Mon	Winter Vacation begins

SPRING SEMESTER 2011

12-13 January	Wed-Thur	JCU Housing move-in
12-16 January	Wed-Sun	Orientation for all new students; English composition, mathematics, and Italian placement tests
15 January	Sat	Registration for new degree-seeking students
17 January	Mon	Classes begin
21 January	Fri	Last day to drop or add courses; last day for late registration
11 February	Fri	Make-up day for April 25
28 February-3 March	Mon-Thur	Mid-term week
11 March	Fri	Make-up day for May 1
18 March	Fri	Deadline for Faculty submission of mid-term warnings
21-25 March	Mon-Fri	Spring Vacation
28 March	Mon	Classes resume
1 April	Fri	Last day to withdraw from a course
15 April	Fri	Deadline for Registration for Fall Semester and Summer Sessions
25 April	Mon	Holiday (Make-up day Friday, February 11)
28 April	Thur	Classes end
29 April	Fri	Study Day
30 April-6 May	Sat-Fri	Final Examinations (except for May 1, weekend examinations by Faculty choice)
7 May	Sat	JCU Housing move-out deadline
16 May	Mon	Commencement

SUMMER SESSION I 2011

19 May	Thurs	Orientation/Registration for all students JCU Housing move-in
23 May	Mon	Classes begin
25 May	Wed	Last day to drop or add courses; last day for late registration
2 June	Thur	Holiday (Make-up on Friday, June 17)
10 June	Fri	Mid-term exams
15 June	Wed	Last day to withdraw from a course
17 June	Fri	Make/up day for June 2
23 June	Thurs	Classes end
24 June	Fri	Final Examinations; Summer Session I ends
25 June	Sat	JCU Housing move-out deadline

SUMMER SESSION II 2011

30 June	Thur	Orientation/Registration for all new students; JCU Housing move-in
4 July	Mon	Holiday (Make-up day Friday, July 8)
5 July	Tue	Classes begin
7 July	Thurs	Last day to drop or add courses; last day for late registration
8 July	Fri	Make-up day for July 4
22 July	Fri	Mid-term exams
27 July	Wed	Last day to withdraw from a class
4 August	Thurs	Classes end
5 August	Fri	Final Examinations; Summer Session II ends
6 August	Sat	JCU Housing move-out deadline

ACADEMIC CALENDAR 2011-2012

FALL SEMESTER 2011

31 August-1 September	Wed-Thurs	JCU Housing move-in
31 August-4 September	Wed-Sun	Orientation for all new students; English Composition, Mathematics and Italian placement tests
3 September	Sat	Registration for new degree-seeking students
5 September	Mon	Classes begin
9 September	Fri	Last day to drop or add courses; last day for late registration
23 September	Fri	Make-up day for November 1
14 October	Fri	Make-up day for November 24
17-20 October	Mon-Thurs	Mid-term Week
21 October	Fri	Make-up day for missed exams
1 November	Tues	Holiday (make-up day Friday, September 23)
7 November	Mon	Deadline for Faculty submission of mid-term warnings
14 November	Mon	Last day to withdraw from a course
18 November	Fri	Deadline for degree-seeking student registration for Spring Semester
18 November	Fri	Make-up day for December 8
24 November	Thurs	Thanksgiving Holiday (make-up day Friday, October 14)
7 December	Wed	Last day of classes
8 December	Thurs	Holiday (make-up day Friday, November 18)
9 December	Friday	Study Day
10-16 December	Sat-Fri	Final Examinations (weekend examinations by Faculty choice)
17 December	Sat	JCU Housing move-out deadline
19 December	Mon	Winter Vacation Begins

SPRING SEMESTER 2012

11-12 January	Wed-Thurs	JCU Housing move-in
11-15 January	Wed-Sun	Orientation for all new students; English Composition, Mathematics and Italian placement tests
14 January	Sat	Registration for new degree-seeking students
16 January	Mon	Classes begin
20 January	Fri	Last day to drop or add courses; last day for late registration
3 February	Fri	Make-up day for April 9
9 March	Fri	Make-up day for April 25
27 February-1 March	Mon-Thurs	Mid-term Week
2 March	Fri	Make-up day for missed exams
16 March	Fri	Deadline for Faculty submission of mid-term warnings
19-23 March	Mon-Fri	Spring Vacation
26 March	Mon	Classes resume
30 March	Fri	Last day to withdraw from a class
9 April	Mon	Holiday (make-up day Friday, February 3)
20 April	Fri	Deadline for degree-seeking student registration for Fall Semester
25 April	Wed	Holiday (make-up day Friday, March 9)
26 April	Thurs	Last day of classes
27 April	Fri	Study Day
28 April-May 4	Sat-Fri	Final Examinations (except for May 1, weekend examinations by Faculty choice)
5 May	Sat	JCU Housing move-out deadline
14 May	Mon	Commencement

SUMMER SESSION I 2012

17 May	Thurs	JCU Housing move-in
17-18 May	Thurs-Fri	Orientation/Registration for all students
21 May	Mon	Classes begin
23 May	Wed	Last day to drop or add courses; last day for late registration
8 June	Fri	Make-up day for June 29
15 June	Fri	Mid-term exams
20 June	Wed	Last day to withdraw from a class
27 June	Wed	Last day of classes
28 June	Thurs	Final Examinations; Summer Session I ends
29 June	Fri	Holiday (make-up day Friday, June 8)
30 June	Sat	JCU Housing move-out deadline

SUMMER SESSION II 2012

5 July	Thurs	JCU Housing move-in
5-6 July	Thurs-Fri	Orientation/Registration for all students
9 July	Mon	Classes begin
11 July	Wed	Last day to drop or add courses; last day for late registration
27 July	Fri	Mid-term exams
1 August	Wed	Last day to withdraw from a class
9 August	Thurs	Last day of classes
10 August	Fri	Final Examinations; Summer Session II ends
11 August	Sat	JCU Housing move-out deadline

MESSAGE FROM THE PRESIDENT

We live in an age of unprecedented opportunities and challenges. Our world is changing at increasing speed, our societies are becoming more and more interconnected, and the volume of information available to us grows exponentially year after year. We must learn to live with change, with a future that is not easy to predict by merely looking at our past. We can never stop learning, for in today's world we cannot expect the knowledge that we gather to last us a lifetime. It is our task instead to acquire the tools that will make us life-long learners, capable of thinking critically and expressing our ideas clearly and forcefully. We need to be aware of the dynamics of our global world so that we can meet its demands while fulfilling our own aspirations. There is no better way to acquire those tools and face those challenges than by choosing an outstanding American academic institution in an international setting.

John Cabot University is an American four-year liberal arts university located in Rome, Italy. Since its founding in 1972, JCU's mission has been to foster academic excellence in students who will become the leaders and scholars of tomorrow. Over the past few years, John Cabot University has embarked on a period of unprecedented growth, expanding its premises, its student body, its academic offerings, and its international visibility and reputation. The dream of our founding fathers, to build a world-class American liberal arts institution in Rome, is becoming a solid reality.

Our two beautiful campuses in the very heart of the Eternal City, our newly built Student Center and Dining Hall, and the recently acquired Gianicolo Residence, all within walking distance from each other in the historic Trastevere quarter, contribute to providing an unforgettable urban campus experience which can easily match those of the major urban universities in the United States.

Our unique multicultural faculty, committed to teaching and research, our dedicated staff, and our talented and diversified student body, coming from across the United States, Europe, and the rest of the world, are major ingredients of our educational experience, which sees in the promotion of intercultural dialogue the key to acquiring a better understanding of ourselves and our world.

We are proud of our academic achievements. We have recently been reaccredited by the Middle States Association, four of our programs are validated by the University of Wales, and we have strong cooperative agreements with prestigious universities all over the world. We offer a wide range of majors, ranging from the practically oriented International Business, International Affairs, Marketing, and Communications, to those rooted in the humanistic tradition like Art History, English Literature, Classical Studies, and History. Growing numbers of students choose to graduate from John Cabot University, as a gateway to the most prestigious graduate schools around the world, or to fulfilling careers in a variety of exciting fields.

By combining a wealth of historic and artistic treasures with its unique, timeless charm and its vibrant, cosmopolitan character as one of the leading cities of the world, Rome is ideally suited to offer the best to university students. Capital of two states, home to all the international organizations associated with food and agriculture, and vital crossroads between Europe and the Mediterranean, the Eternal City is the perfect bridge between our past and future, and an ideal venue to explore the opportunities of our global society.

Whether you are considering earning your degree from John Cabot University or coming as a visiting student for a semester or a year, you could not ask for a richer or more stimulating academic environment. Here you will live a unique experience that will transform the way you look at yourself and the world around you.

“Explorando Excello” is the motto of our University. If you feel you are ready to start a bold journey of discovery and fulfillment, if you are ready to step into your future and prepare yourself today for the world of tomorrow, join us at John Cabot University.

Franco Pavoncello, Ph.D.
President

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 has been able to expand its academic programs and offer an even wider range of services to students. The building has undergone 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 Tiber Student Center and Cafeteria.

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 forty countries and nearly every state across the U.S. work together in an atmosphere of dialogue and tolerance.

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, 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 forty 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.

STUDENT RIGHTS AND RESPONSIBILITIES

STUDENT RIGHTS AND CONFIDENTIALITY

No information or documentation referring to a student's academic or personal life may be released to any party outside the University without the written permission of the student. Any request from a student, former student, or graduate to release information from his or her personal file to a third party must be made in writing and bear the student's signature. Students have the right to inspect and review their own official records, except for letters of recommendation.

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 the 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 about 30,000 books, hard-copy journals, films, and music recordings. A growing number of online databases (including more than 30,000 full-text journals) and e-reference tools are available 24/7 through remote authentication. A strong user orientation underlies all library services, including extended operating hours, week-end openings, and the continued presence of welcoming and knowledgeable professionals ready to assist patrons. The library team is available both to help students individually and to partner with faculty to provide tailored in-class research education sessions for their students.

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 in Rome, frequently organizing orientation tours to their services and rich collections, and providing interlibrary loan/document delivery services through Italian and international networks. As member of AMICAL, the American International Consortium of Academic Libraries, the Library has regular relationships with over 20 American universities 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.

A library portal linking to resources and offering guidance and up-to-date information as well as digital reference services is available to all users.

INFORMATION TECHNOLOGY SERVICES

Students at John Cabot University have access to four computer labs and a multimedia lab fully equipped with more than 80 computers, laser printers (including color printers), and scanners. DVD-ROM drives have been installed on all the computers in one of the main labs. A direct, high-speed, high availability fiber-optic connection guarantees optimal network performance and services. The Library Multimedia Lab provides a one-stop shop for technology and bibliographic resources. Students who bring laptop computers to campus may connect to the internet through the JCU wireless network.

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

EXECUTIVE MANAGEMENT INSTITUTE

The Executive Management Institute provides high quality, executive management training through international conferences, seminars, lectures, and courses. The Institute has cooperative agreements with Italian and international institutions of higher education as well as leading industries.

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. Distinguished guest lecturers and conference participants have so far included Turkish-American historian Taner Akçam, U.S. Assistant Secretary of State Esther Brimmer, British sociologist Lord Anthony Giddens, Harvard's *Cold War History Journal* editor Mark Kramer, former International Criminal Court Justice Mauro Politi, authors and journalists Mario Calabresi and Lorella Zanardo (Turin), Dario Fertilio and Frediano Sessi (Milan), Mykola Riabchuk (Kyiv) and Alexander Stille (New York). The Institute's international conferences have been co-sponsored, among others, by *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.

STUDENT LIFE

Student life at John Cabot University in Rome reflects our sophisticated, international student community. The JCU Student Life staff aims to give each student personal attention and dedicated service as well as create an effective communication channel between the student and the University.

HOUSING AND RESIDENTIAL LIFE

HOUSING

John Cabot University Housing provides students with accommodations in residential areas in order to promote an authentic study abroad experience in support of the overall mission of the University. Students housed with JCU are given the opportunity to live like Romans and 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 applying for housing, we invite students to carefully review all of our online materials, the application process, assignments policy, move-in/out dates, and all application and payment deadlines.

Housing Options

A) Gianicolo Residence

The Gianicolo Residence is home to a series of apartment-style student accommodations in Rome’s Trastevere neighborhood. This learning and living community is just steps away from the Guarini campus and a short walk to the Tiber Campus Student Center and its dining services. Apartments, which house between two and eight students and include a kitchen, bathroom(s) and a common living space, are assigned to interested students by way of a lottery system, with preference given to JCU degree-seeking students. The building offers 24/7 security, a regular cleaning service, internet connection, and air conditioning. The Gianicolo Residence is home to the JCU Housing & Residence Life Office and houses Resident Assistants (RAs) throughout the building.

B) Independent Apartments

Students may also choose to be housed in independent apartments located throughout the city, within a 30 minute walk or bus ride to JCU, in buildings shared with Italian neighbors. This is a true cultural immersion experience that offers students the possibility to become integrated into a Roman neighborhood. Apartments offer standard amenities (a kitchen, 1-2 bathrooms depending on the number of residents, and a small common area) and house 4 to 6 students in double bedrooms. It is important to specify that in Italy “the common area” may not denote a special room (like a living room), but additional seating space in the kitchen. While all apartments offer the same amenities, students will find that no two independent apartments are alike.

For more information, refer to the website at www.johncabot.edu or contact housing@johncabot.edu.

RESIDENT ASSISTANTS

Resident Assistants (RAs) are students working as part of the housing staff and living in University housing. 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 student academic progress and success.

RAs supervise day-to-day life in the various JCU housing settings. The Gianicolo Residence has live-in RAs, while independent apartments have “neighborhood” RAs, housed in central locations within their neighborhood. RAs make themselves available to students by visiting all apartments throughout the semester. RAs 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 and lunch options throughout the week. 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 (located under Student Life).

STUDENT SERVICES

The University provides a wide range of student services in support of the academic program. John Cabot is proud of its focus on this aspect of the students’ total learning experience, which extends beyond the classroom through a variety of activities and events. Student Services comprises Orientation, Student Activities, Cultural and Social Events, Athletics, Student Government, Counseling Services, Career Services, and the Alumni Association.

ORIENTATION

Each semester, JCU organizes Orientation days to welcome students from the United States, Italy, and forty other countries. Students are welcomed at the airport and taken to their accommodations by JCU Student Ambassadors who serve as guides during Orientation and throughout the academic year. Students are then brought to the main campus, where they participate in workshops that introduce them to JCU and familiarize them with life in Rome. During this time, students take placement tests, meet with academic advisors, and register for courses. Tours of JCU facilities and the Trastevere neighborhood are provided, as well as numerous social events and guided tours of Rome.

STUDENT ACTIVITIES

The University recognizes the importance of extracurricular development in students’ daily lives and encourages a campus environment sensitive to the diverse ethnic and cultural origins of the JCU community. Students may choose from a wealth of activities, such as Student Government, Model United Nations, theater and musical productions, the student newspaper and yearbook, as well as a variety of clubs, such as the Environmental Club, the Multicultural Club, and the Italian Cultural Club. Lectures, film screenings, cultural visits, and guided tours are organized every

semester. Work-study programs and community service opportunities are also available for interested students. See the website for detailed information.

CULTURAL AND SOCIAL EVENTS

John Cabot hosts a variety of cultural and social events each semester in accordance with the interests and inspiration of students. Student Services provides students with countless opportunities to appreciate all that the Eternal City has to offer, including discounted tickets to operas, theater, concerts, and plays. In addition, Student Services also organizes numerous on-campus activities, including concerts, theater performances in English and Italian, Italian cooking classes, and wine tasting sessions led by a sommelier.

ATHLETICS

Student Services provides students with a variety of athletic activities, in keeping with the Latin motto “mens sana in corpore sano” (a sound mind in a healthy body). Participating in athletics at JCU is an excellent way for students from different countries to interact and get to know each other’s respective cultures in an atmosphere of collaborative effort. One of the most popular activities among our student body is soccer and both the Men’s and Women’s Gladiators Soccer Teams keep school spirit high.

Students are offered a free membership to a neighborhood gym, which offers yoga, pilates, aerobics, spinning, and martial arts classes as well as weight-lifting. Students also have discounted access to other neighborhood gyms, basketball, volleyball, and tennis courts as well as a swimming pool.

JCU offers on-campus courses in yoga, tai-chi, self-defense, and belly dancing, among others, depending on student interest. The University also arranges outsourced trips such as skiing, hiking, sailing, rafting, canoeing, and bicycling, depending on the season.

STUDENT GOVERNMENT

Student Government is the official representative body of the student community. To that end, Student Government seeks to voice the concerns of its peers while maintaining a productive dialogue between students, staff, and administration. Student Government strives to promote a healthy and progressive academic and social environment within the University. It encourages active participation and consideration of the student body in the process of decision making within the Student Government itself, as well as at the academic and administrative levels. The members of Student Government cooperate with the Student Services Coordinator and the Faculty Advisor in planning social, cultural, and intellectually stimulating events that are of interest to the entire University community. Student Government is committed to proactively participating in the ongoing process of growth and development at John Cabot.

COUNSELING SERVICES

Counseling services are available for all John Cabot students who may need help in facing personal, family, emotional, or academic problems that could interfere with their well-being or academic performance. Students can schedule an appointment with the counselor or drop in during office hours (posted on the counseling office door) for single consultations or for regular weekly sessions. The counselor can refer students for outside help when requested and is also available to faculty and staff for consultation concerning students felt to be at risk.

CAREER SERVICES

John Cabot University's Career Services Center is a bridge between students' academic and professional careers. In addition to helping students align their academic and career goals, the Center suggests community service opportunities, student activities, and work study jobs that can provide career insight and valuable resume-building experiences from the first semester on. Open to degree-seeking and visiting students as well as JCU alumni, the Center helps students to research and find internships, prepare a resume, plan job search strategies, and practice interviewing. Career Services also provides internship and job referrals and guidance for students planning to attend graduate school. An annual Career Fair helps students connect with employers, internship hosts, graduate schools and volunteer organizations.

THE ALUMNI ASSOCIATION

The Alumni Association was established in 1995 for the purpose of fostering a mutually beneficial relationship between the University and its alumni, perpetuating a sense of pride in and commitment to the outstanding qualities of the University and the education it provides, and promoting, in partnership, a positive image of the University and its alumni through communication, service, and leadership. The Association works closely with the Career Services Center and the Admissions Office for the development of professional and academic networks. It also organizes social events, offers career development advice, and holds fund-raising activities, for both the University and the Association.

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

Three categories of students can be admitted to the University. Please see the chart below to determine which type of student you are and what materials you need to submit.

You have...	You can enter JCU...	You are considered a...
completed 11 or 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	a freshman
completed a baccalaureate or final exam taken after 12 or 13 years of education, such as AP's, Arbitur, Baccalauréat, GCSE "A" level, IB, Maturità, etc.	in the freshman year: fall, spring or summer sessions	a freshman
taken previous university-level courses	during any semester, or summer session, but you must complete at last 60 credits at JCU in order to receive a JCU degree	a transfer student
are currently enrolled at another institute and want to take courses at JCU for one or two semesters	during any semester or summer sessions	a study abroad student

VISAS AND PERMITS

All students who are citizens of states that do not belong to the European Union are required to obtain a Student Visa before entering Italy. Obtaining a student visa is **MANDATORY** according to Italian law and this visa **MUST** be obtained **BEFORE** you come to Italy, even for Summer Sessions. It is the student's responsibility to apply for a student visa as soon as possible as it will take up to two months and perhaps longer 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 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 Official Visa Request Letter 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. This letter will then be returned to the student by the consulate (either attached to the passport or to the documentation filed). Without this letter, students will not be able to obtain a Permit to Stay. For detailed information, please see the “Legal Permission to Study in Italy” section under Admissions or Student Services on the JCU website.

Upon arrival in Rome, all non-E.U. citizens must apply for a Permit to Stay (*Permesso di Soggiorno per Studio*.) All E.U. citizens must obtain a *Dichiarazione di Presenza*. Both documents are issued by the local authorities (*Questura*). Please see the “Legal Permission to Study in Italy” section under Admissions or Student Services on the JCU website for further information.

HEALTH INSURANCE

Italian law requires that all non-Italian students living in Italy have medical insurance, either through an Italian or a foreign insurance company. The EDUITALIA Association is available to assist you in obtaining health insurance for your time abroad. Information is available at www.eduitalia.org and on the JCU website.

The University can assist students in finding medical specialists and arranging for other medical services, but assumes no responsibility for these referrals.

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 paper or online version) and one-page personal statement (personal description, life experiences, and indication of how JCU’s academic programs fit in with 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 mailed directly from the issuing institution when possible. If applying from a school system where official transcripts are not mailed, it is the student’s responsibility to present the original or authenticated copy of his/her academic documentation. 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 whether in the U.S. or abroad must provide the results of their Scholastic Aptitude Test (JCU’s SAT Code: 2795) or American College Test (JCU’s ACT Code: 5283).

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), 563 on the paper-based TOEFL (or 223 on the computer-based TOEFL exam), or 6.5 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 a rolling admissions basis and considers each application as soon as all necessary materials are received. 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	Study Abroad
Application (including App. Fee, personal statement, privacy statement)	Application (including App. Fee, personal statement, privacy statement)	Application (including App. Fee and privacy statement)
Official Transcripts/Diploma	Official Transcripts	Official Transcripts
Two Letters of Recommendation	One Letter of Recommendation	n/a
Standardized Test Results (not required of students who did not attend an American high school)	n/a	n/a
English Proficiency if not native English speaker	English Proficiency if not native English speaker	English Proficiency if not native English speaker

Completed applications are processed within two weeks of the time they are received and the applicant is notified via email and regular mail of the Admissions Committee’s decision. 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, our U.S. office, or via the University’s website (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 generally recommended as part of the application procedure. Prospective students and their families are always welcome to visit John Cabot University. We strongly encourage a telephone 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 in Rome or the U.S. Office (Eastern Standard Time Zone) 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 EXAMS

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 language placement exam is required for degree-seeking students with some knowledge of Italian in order to ensure correct course selection. Visiting students planning to study Italian are also encouraged to take the exam. All placement exams are administered during Orientation Week. Consult the JCU website for more information.

ADVANCED STANDING

In many cases, a student may be granted credit for college-level work completed in a secondary school or by independent study. Advanced standing may be awarded for the Italian Maturità, International Baccalaureate diploma (partial credit is awarded for individual IB certificates with a grade of 4 or better), or other 13-year national university entrance certificates. Advanced standing may be awarded for passing grades in the College Level Examination Program (CLEP), or Advanced Placement (AP/JCU Code: 2795) examinations with a score of 4 or above. Credit will be awarded based on the documents received and will not be granted for insufficient or non-passing components of the examination or secondary school record. Documents supporting the granting of advanced standing credit must be presented before enrollment at the University.

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 30 credit hours (one year) 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. For more information, please contact the Admissions Office (studyabroad@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.

In order to ensure a satisfactory learning experience, we follow a three-step process in dealing with student limitations.

First, we require students who are aware that they have learning or other disabilities to identify themselves at the time they pay their tuition deposit or housing placement fee. Second, for students who have informed us of their learning or other disability, we require detailed medical documentation and/or psychological documentation of the situation, in order to determine the nature of the problem and the recommended management. Third, in conjunction with the student and professional advisors, we assess 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 Coordinator of Learning Disability Accommodations 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 the above guidelines.

The Coordinator of Learning Disability Accommodations is Prof. Gene E. Ogle (gogle@johncabot.edu).

For more information, contact the Admissions Office in Rome by telephone at +(39) 06-6819121 or email (admissions@johncabot.edu).

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. During the orientation session, a placement exam is administered to students with some prior knowledge of Italian to ensure correct course selection.

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 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 student if he or she meets the normal requirements for admission and space is available. While reasonable efforts are made to ensure that non-degree students choose courses that will help them reach their academic goals, the ultimate responsibility for these choices rests with the student alone.

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. All Summer Session courses carry three credits. For further information on summer admissions and course offerings, contact our Admissions Office or the U.S. office, or visit our website (www.johncabot.edu).

VISAS AND PERMITS

All students who are citizens of states that do not belong to the European Union are required to obtain a Student Visa before entering Italy. Obtaining a student visa is **MANDATORY** according to Italian law and this visa **MUST** be obtained **BEFORE** you come to Italy, even for Summer Sessions. It is the student's responsibility to apply for a student visa as soon as possible as it will take up to two months and perhaps longer 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 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 Visa Request Letter 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. This letter will then be returned to the student by the consulate (either attached to the passport or to the documentation filed). Without this letter, students will not be able to obtain a permit to stay.

The visa, which generally takes at least two months to process, must be obtained prior to departure for Italy.

Upon arrival in Rome, all non-E.U. citizens must obtain a Permit to Stay (Permesso di Soggiorno per Studio). All E.U. citizens must obtain a "Dichiarazione di Presenza." Both documents are issued by the local authorities (Questura). Please see the "Legal Permission to Study in Italy" section under Admissions or Student Services on the JCU website for further information.

HEALTH INSURANCE

Italian law requires that all non-Italian students living in Italy have medical insurance, either through an Italian or a foreign insurance company. The EDUITALIA Association is available to assist you in obtaining health insurance for your time abroad. Information is available at www.eduitalia.org and on the JCU website.

The University can assist students in finding medical specialists and arranging for other medical services, but assumes no responsibility for these referrals.

SCHOLARSHIPS AND FINANCIAL AID

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: the 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, visiting, 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, consult the John Cabot website (www.johncabot.edu) or contact the Financial Aid Office (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 Stafford Loan Program. Parents may borrow through the Parent Loan for Undergraduate Students (PLUS) loan program and independent students may borrow through unsubsidized Stafford Loan Programs.

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 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 Stafford 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.

WORK-STUDY

A number of work-study assistantships are available for both degree-seeking students and visiting students who are interested in and capable of assisting the various administrative offices and academic departments of the University. Students are selected on the basis of financial need, GPA, and their ability to perform the work required. Eligible students may be assigned to areas such as the computer laboratory, the library, Student Services, Faculty Support, the Registrar or Admissions Office. Priority is given to students who have been at John Cabot for at least one year. However, in certain cases, full-time freshmen may also be eligible.

Interested students should contact the Student Services Office: studentservices@johncabot.edu.

ADDITIONAL INFORMATION

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.

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 for current fees.

For further details on Scholarships and Financial Aid, including application deadlines, check the JCU website: www.johncabot.edu. In order to apply for a scholarship, students who have been accepted to the University must contact the Financial Aid Office: financialaid@johncabot.edu.

TUITION AND FEES

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

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

- Economics and Finance
- English Literature
- History
- Humanistic Studies
- International Affairs
- Italian Studies
- Marketing
- Political 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 English Composition III with a grade of C- or above. New students will be placed in EN 101, 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 102 Finite Mathematics, with a grade of C- or above. Students who are enrolled or plan to enroll in the Business Administration Major are required to take MA 101 Algebra. Other students have the option of choosing between MA 101 and MA 102. 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 102 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.

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. (These courses must have EN 110 as a prerequisite.)
2. **Mathematics and Science:** Two courses in Mathematics, Natural Science, or Computer Science. (MA 101 and MA 102 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.

UNIVERSITY OF WALES VALIDATED DEGREES



Prifysgol Cymru
University of Wales

These degrees are validated and awarded by the University of Wales, UK. For further details regarding the University and its validation services, please log on to www.wales.ac.uk or email validation@wales.ac.uk.

Since 2000, John Cabot University's Bachelor of Arts degrees in Business Administration, International Affairs, Marketing, and Political Science have been validated by the University of Wales, UK. Under this agreement, the University of Wales awards Honours degrees to participating students after reviewing their academic work. In this way, students who complete the Wales program earn a degree that is recognized in both the United States and in Europe. John Cabot is one of the few institutions to enjoy such a privilege in international higher education.

An administrative fee is charged to cover University of Wales validation costs. Detailed information regarding the Wales program is available on the website and from the Admissions Office and the Office of the Dean of Academic Affairs.

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 student for their Senior Thesis.

1. AH 141 World Art I. Visual Culture from the Stone Age to Late Antiquity
2. AH 142 World Art II. Visual Culture of the Medieval World
3. AH 143 World Art III. Visual Culture of the Renaissance and Baroque World
4. AH 144 World Art IV. Visual Culture of the Modern and Contemporary World

5. AH 240 Introduction to Art-Historical Thinking
6. Three 200 or 300 level Art History courses in three of the four areas
 - i. Ancient Greco-Roman
 - ii. Late Antique, Medieval, Byzantine
 - iii. Renaissance, Baroque and 18thC
 - iv. Modern and Contemporary
7. One Studio Art course (100-300 level)
8. AH 460 Research Practicum
9. 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 major electives of which at least three 300 level AH classes. Students may take up to three 200 or 300 level courses in other relevant disciplines with the approval of the advisor and the Dean.

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

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. Required courses are balanced between the theoretical and practical. Small class sizes permit most of the upper-level courses to focus on active learning through class discussion and teamwork. All courses emphasize the importance of clear and accurate communication, both written and oral, and require projects, reports, and/or formal presentations.

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, students examine issues regarding the strategic management of enterprises competing in a global environment. 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
10. MGT 330 Operations Management
11. MGT 498 Strategic Management
12. MKT 301 Principles of Marketing

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.

Concentrations

Students majoring in Business Administration may select a field of concentration. A concentration is comprised of at least three major electives in the same discipline. The department offers concentrations in Finance, International Business, Legal Studies, Management, and Marketing.

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.

Group 1	Group 2	Group 3	Group 4
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			

BACHELOR OF ARTS IN CLASSICAL STUDIES

Rome, the center of the second, enduring phase of Greco-Roman civilization, offers students the ideal location for majoring in classical studies. The Ancient Roman world is still present in the city's ubiquitous 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 a unique 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. Because the interdisciplinary study of the Classical World allows students to learn and think analytically about the foundations of Western Civilization, it also prepares them to think critically and comparatively about their own world, themselves, and the challenges they face now and will face in the future.

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. (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
2. LAT 102 Elementary Latin II

D. Core Curriculum (12 courses)

1. ARCH 101 Introduction to Archaeology
2. LAT 282 Directed Readings in Latin
3. PH 210 Ancient Philosophy
4. CL/HS 221 History of Ancient Greece
5. CL/HS 231 History of Ancient Rome and Italy
6. CL 278 Literature and Society in Ancient Rome
7. CL/COM 372 Classical Rhetoric
8. AH 220 Classical Greek Art and Architecture
9. AH 290 Ancient Rome and its Monuments or
AH 223 Roman Imperial Art and Architecture
10. CL 260 Classical Mythology or
CL/RL 288 Ancient Religion
11. HM 460 Research and Writing in the Humanities
12. 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.

E. Major Electives

Students must take five electives to be chosen from CL (Classical Studies) courses that are not part of the core or from any 200 or 300 level AH (Art History), GRK (Greek), HS (History), LAT (Latin), PH (Philosophy), or RL (Religious Studies) courses focusing on the Ancient period not listed in the core, or EN 278.

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

BACHELOR OF ARTS IN COMMUNICATIONS

The Bachelors 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 information age. The major provides students with superior skills in oral and written proficiency to excel in the creation, dissemination, and analysis of messages. In addition, the program is dedicated to integrating technology in its instruction and incorporating international contexts for the study of communications, so as to prepare students for an increasingly global industry. This major focuses on intellectual development and ethical reasoning to empower students to take leadership roles and make a difference in a variety of fields both within and outside of the communications industry. Students with a BA in Communications can go on to careers in such fields as Film and Video Production, Journalism, Corporate Communications, Politics, Law, Community Organizing and Service, Education, Management, and Non-profit Administration.

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 210 Introduction to Cinema
3. COM 220 Media, Culture, and Society
4. COM 311 Digital Media Culture
5. COM 470 Advanced Communication Theory
6. COM 480 Media Ethics
7. Three 300-level courses in Media Studies (CMS)

D. Major Electives

In addition to the above requirements, seven courses from COM, CMS, or JRN. Courses other than COM or CMS that are related to the major may be used as major electives upon approval by the Department Chair.

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

BACHELOR OF ARTS IN ECONOMICS AND FINANCE

The Bachelor of Arts 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 area of economics and finance. The prerequisites and core courses required by the major provide a strong grounding in those subjects that form the cornerstones for more advanced study and work. Through appropriate choices of major electives, students can further develop their expertise in finance and economics. In addition, following the University's liberal arts tradition, the major includes a course on the history of economic thought. This course allows students to understand and appreciate the continuous development of ideas that shape economic opinions and policy in our dynamic, evolving world.

“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
 1. CS 110 Microcomputer Applications
 2. MA 197 Pre-Calculus
 3. MA 198 Calculus 1
 4. MA 208 Statistics 1
 5. FIN 201 Financial Accounting
 6. FIN 202 Managerial Accounting
 7. EC 201 Principles of Microeconomics
 8. EC 202 Principles of Macroeconomics
- D. Core Curriculum**
 1. EC 301 Intermediate Microeconomics
 2. EC 302 Intermediate Macroeconomics
 3. MA 209 Statistics 2
 4. EC 360 Econometrics
 5. FIN 301 Finance
 6. EC 307 Industrial Organization
 7. EC 316 International Economics
 8. EC 350 History of Economic Thought
 9. EC 371 Money, Banking and Capital Markets
 10. EC 480 Senior Seminar
- E. Major Electives**
Five courses from EC, FIN, BUS, MKT, MGT, LAW, MA, PL, PS, of which three must be at the 300 level or higher. Students should consult with their advisor regarding the major electives most appropriate for their interests and future career or academic plans.

F. Major Electives for students preparing for the Level I exam for the Chartered Financial Analyst® (CFA®) designation awarded by the CFA Institute:

FIN 312 Investment Analysis, FIN 320 International Finance, FIN 331 Portfolio Management and an Independent Study, FIN 381, in Fixed Income Analysis are recommended for all students wishing to pursue this professional charter. Please see the CFA Institute's web site for further information on the CFA program: 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 contact the Chair of the Department of Political and Social Sciences.

G. Major Electives for Graduate School Track

MA 299 Calculus II and independent studies in each of Linear Algebra and Real Analysis, MA 381, are recommended for all students wishing to pursue graduate studies in economics or finance.

Students majoring in Economics and Finance at John Cabot University may receive a validated degree from the University of Wales in Business Administration with a concentration in Economics.

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 have also been introduced into 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, 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 223 American Literature
5. EN 230 English Literature I: Literary Beginnings to Milton
6. EN 231 English Literature II: The Enlightenment to Romanticism
7. EN 232 English Literature III: The Victorians to the Modernists
8. EN 245 Shakespeare
9. EN 278 Classical Influences on English Literature or
EN 282 Italian Visions
10. EN 380 Junior Seminar
11. EN 405 Literary Theory
12. 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 (Five courses)

At least three upper-division English literature courses, plus additional courses in literature, to be chosen with approval of the department. The same courses may not count towards fulfillment of both the English major requirements (Groups C and D) and the University's Social Science, Humanities and Fine Arts requirements.

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

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 lecture courses and limited enrollment seminars.

Building on the University's identity and mission as an international American liberal arts college in Italy, the core program focuses on the national and regional histories of the United States, Italy, Europe, and the Mediterranean, while a course on the history of globalization introduces students to the tools needed to understand cross-cultural and interregional interactions. Through their choice of major electives, history majors can then focus their studies on the areas, eras, or types of history that interest them most.

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 201 The Long-Term History of Globalization
4. CL/HS 221 History of Ancient Greece, or
CL/HS 231 History of Ancient Rome and Italy
5. HS 235 The Birth of Medieval Europe: From Constantine to the First Crusade, or
HS 236 Europe Before Nations: From the First Crusade to 1453
6. HS/PH 223 Historical and Philosophical Aspects of the Italian Renaissance
7. Two courses selected from the following:
 - HS 260 Early Modern Europe: Absolutism and Revolutions
 - HS 261 Modern Europe I: The Age of Nationalism
 - HS 262 Modern Europe II: The Age of Imperialism
 - HS 263 Contemporary European History: 1945 to present
8. HS 280 The American Experience I: From the First Colonies to the Closing of the Frontier, or
HS 283 The American Experience II: From the Closing of the Frontier to the Present
9. HS 365 Italy from the Risorgimento to the First World War (1815-1918), or
HS 366 Italy from Mussolini to the Crisis of the First Republic (1918 to present)
10. HM 460 Research and Writing in the Humanities
11. 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:

Five HS courses, at least three of which are at the 300 level. Relevant courses from other disciplines may be considered but require approval by the student's advisor and the Humanities Department Chair.

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

BACHELOR OF ARTS IN HUMANISTIC STUDIES

The Bachelor of Arts in Humanistic Studies offers a wide range of choices in the Humanities to students who wish to pursue a focused program of study that encourages inquiry into the human condition beyond the confines of a single discipline. The Core Curriculum provides a synthetic introduction to the extraordinarily rich traditions of the liberal arts within and beyond Western civilization. The major prepares students to read, study, think, write, and articulate their ideas in the traditions of broad life-long learning and ethically responsible public service inherited from such exemplars as Socrates, Cicero, Petrarch, Thomas Jefferson, Frederick Douglass and Simone de Beauvoir. Building upon this foundation, students choose major electives from a wide range of disciplines to further their understandings of the areas within the Humanities that interest them most. In both individual courses and the major as a whole, this program takes special advantage of the unique access John Cabot students have to the cultural, aesthetic, philosophical, and historical legacy of Rome and the Mediterranean—the ancient birthplace and Renaissance progenitor of our modern academic Humanities.

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 (11 courses)

1. HS 120 Introduction to Western Civilization I
2. HS 121 Introduction to Western Civilization II
3. One of the Following: AH 141 World Art I, AH 142 World Art II, AH 143 World Art III, or AH 144 World Art IV
4. PH 101 Introduction to Philosophical Thinking
5. CL 231 History of Ancient Rome and Italy or CL 278 Roman Literature and Society
6. HS/PH 223 History and Philosophy of the Renaissance
7. EN 278 Classical influences on English Literature or EN 245 Shakespeare
8. PH 304 Philosophy of Art and Beauty
9. RL/PH 224 Living the Good Life: Religious and Philosophical Ethics
10. HM 460 Research and Writing in the Humanities
11. 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

Six courses, at least four of which are at the 300 level, from the following options. Students are strongly encouraged to choose their major electives according to a coherent plan addressing their academic interests. This program should be worked out by the students and their advisors.

1. Any 200 or 300 level Art History
2. Any 200 or 300 level Studio Art
3. Any 200 or 300 level Classics
4. Any 200 or 300 level English Literature (includes TH 340, 341, 342)

5. Any 300 level Italian Literature or Italian Studies
6. Any 200 or 300 level History
7. Any 200 or 300 level Philosophy
8. Any 200 or 300 level Religious Studies
9. Relevant courses from other disciplines may be considered, but require approval of student's advisor and the Humanities Department Chair.

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

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 national policies. The emphasis is not only upon those factors which cause international conflict, but also upon the instruments of peace.

This degree program will be of value to anyone planning a career with an international dimension - international business, international law, or government. An International Affairs major with a concentration in economics is an excellent background for a career or graduate program in international business and finance.

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 Requirements for the International Affairs Major
HS 261 Modern Europe I: The Age of Nationalism

D. Core Curriculum

1. HS 262 Modern Europe II: The Age of Imperialism
2. HS 263 Modern Europe III: Europe Since 1945
3. EC 201 Principles of Microeconomics
4. EC 202 Principles of Macroeconomics
5. EC 316 International Economics
6. PL 209 International Affairs
7. PL 210 Introduction to Political Theory
8. PL 212 International Organizations
9. PL 223 Comparative Politics
10. PL 320 Public International Law
11. PL 460 Social Science Research Methods
12. PL 480 Senior Seminar in International Affairs

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

Five electives are required for the major, to be chosen with the advisor from the following list. At least three courses must be at the 300 level.

1. Any 300 level Economics course
2. Any 200 or 300 level History courses not included in the core curriculum
3. Any 200 or 300 level Political Science course not required in the core curriculum
4. Any LAW course, MGT 310, MGT 303, BUS 301, BUS 330, FIN 301, FIN 320
5. PS 334
6. COM 220, CMS 315

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

BACHELOR OF ARTS IN ITALIAN STUDIES

The Bachelor of Arts in Italian Studies is an interdisciplinary degree that combines the study of literature, history, art, and culture 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 Italian setting provides a tangible understanding of the multifaceted realities of Italian culture.

Italian Studies majors accrue the unparalleled benefits of studying in Italy's centrally located capital, including the opportunity to travel throughout the country and take advantage of internships that require a working knowledge of Italian language and culture. The senior thesis, under the direction of a JCU faculty member, allows students to explore and research in depth a topic of their own choosing. Because of its interdisciplinary nature, the Italian Studies major is particularly suitable to be combined with other majors such as Communications, Art History, and Humanistic Studies.

The Italian Studies Major offers an excellent background for students who intend to pursue graduate studies, teach Italian as a second language, work in cinema, journalism, or another creative profession, become part of the tourism industry, or begin a career in international business, diplomacy, or foreign affairs.

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 201 Intermediate Italian I
2. IT 202 Intermediate Italian II
3. IT 301 Conversation and Composition
4. IT 302 Advanced Composition
5. IT 320 Survey of Italian Literature I
6. IT 321 Survey of Italian Literature II
7. IT 315 Selected Topics in Italian Literature
8. HS 365 Italy in the 19th Century, or
HS 366 Italy in the 20th Century
9. PL 215 Italian Politics and Society
10. One Art History course selected from:
 - AH 223 Art and Architecture of Ancient Rome
 - AH 290 Ancient Rome and its Monuments
 - AH 291 Medieval Rome
 - AH 294 Renaissance Rome
 - AH 298 Baroque Rome
 - AH 295 Early Italian Renaissance Art
 - AH 296 Italian High Renaissance Art
11. CL 278 Literature and Society in Ancient Rome
12. IT 480 Senior Seminar (Thesis supervision for Italian Studies majors in their final year)

Please note that students who place out of language courses in the core must substitute additional major electives for the equivalent number of credits.

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

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

1. Any 300 level Italian course from IT 310 and up (excluding courses taken in the core)
2. TH/ITS 341 Modern Italian Drama in Translation
3. EN 278 (or other EN courses dealing with Italian influences on English Literature)
4. TH/CMS 241 Italian Cinema
5. HS/CL 231 History of Rome and Ancient Italy
6. HS/PH 223 Historical and Philosophical Aspects of the Italian Renaissance
7. Italian history courses (excluding courses taken in the core)
8. Art History courses dealing with Italian topics (excluding courses taken in the core)

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

BACHELOR OF ARTS IN MARKETING

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 while maintaining the traditions of critical thinking and writing that are at the core of a liberal arts tradition. The curriculum of the major provides students with a firm basis 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.

Studying marketing at JCU will develop and amplify students' teamwork, leadership, decision-making, creativity, and communication skills in the context of an international environment. This exposure to diversity provides an ideal training ground for preparation to work in our global world.

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. Additional Requirements** for the Marketing Major:
 1. MA 198 Calculus I
 2. FIN 201 Financial Accounting
 3. FIN 202 Managerial Accounting
 4. MA 208 Statistics I
 5. MA 209 Statistics II
- D. Core Curriculum**
 1. BUS 220 Business Communications
 2. EC 201 Principles of Microeconomics
 3. EC 202 Principles of Macroeconomics
 4. FIN 301 Finance
 5. MKT 301 Principles of Marketing
 6. MKT 302 Service Marketing, or
MKT 304 New Product Management
 7. MKT 305 Market and Marketing Research
 8. MKT 310 Consumer Behaviour
 9. MKT 320 Integrated Marketing Communications
 10. MKT 490 Marketing 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 required for the major.

E. Major Electives

Four additional courses from the following: upper division (300 or 400 level) BUS, FIN, MGT, MKT, EC, COM, and CS courses.

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

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 and, more broadly, the Social Sciences. An understanding of the historical and behavioral aspects of political life is the foundation on which the curriculum for this degree is based.

The degree will be valuable to students interested in deepening their comprehension of social phenomena and possibly preparing for graduate work in this area. It also prepares students for careers in related professional fields such as journalism, law, and management of international public organizations.

Requirements for the Degree

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

B. The General Distribution Requirement 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 Requirement for the Political Science Major
HS 262 Modern Europe II: The Age of Imperialism

D. Core Curriculum

1. HS 263 Modern Europe III: Europe Since 1945
2. PL 201 American Government
3. PL 209 International Affairs
4. PL 210 Introduction to Political Theory
5. PL 212 International Organizations
6. PL 215 Italian Politics and Society
7. PL 223 Comparative Politics
8. PL 250 Western European Politics
9. PL 330 American Foreign Policy
10. PL 340 Political Development in the Third World
11. PL 460 Social Science Research Methods
12. PL 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.

E. Major Electives

Five electives are required for the major, to be chosen with the advisor from the following list. At least three courses must be at the 300 level.

1. Any 300 level Economics course
2. Any 200 or 300 level History courses not included in the core curriculum
3. Any 200 or 300 level Political Science course not required in the core curriculum
4. Any LAW course, BUS 301, BUS 330, MGT 310, MGT 303, FIN 301, FIN 320
5. PS 334
6. COM 220, COM 315

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

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 and minor 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 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**.

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**.

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 History	Creative Writing	Humanistic Studies	Political Science
Business Administration	Economics	International Affairs	Psychology
Classical Studies	English Literature	Italian Studies	Religious Studies
Communications	History	Philosophy	

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.
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 in Art History

Six courses with the AH prefix with the following requirements:

1. One course in each of the four areas (Ancient/Early Christian, Medieval/Islamic, Renaissance/Baroque and Modern Contemporary), including AH 141 or 142 and AH 143 or 144
2. At least two 300 level courses.

Minor in Business Administration

Six courses with one of the following prefixes: BUS, FIN, LAW, MGT, MKT. With approval of the Dean and the 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, which include:

1. Intermediate or Advanced Latin or Greek (LAT 282 Directed Readings in Latin or higher level courses in Latin or Greek)
2. CL 278 Literature and Society in Ancient Rome
3. CL/HS 221 History of Ancient Greece or CL/HS 231 History of Ancient Rome and Italy
4. CL 260 Classical Mythology
5. Two 200 or 300 level courses with a CL or LAT prefix, or from relevant courses in AH, HS, RL, or PH

Minor in Communications

Six courses, including:

1. COM 210 (prerequisite: COM 101)
2. COM 220
3. any course among those offered in COM, CMS, or JRN. At least two must be at the 300 level.

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
4. One 200 or 300 level literature course (including dramatic literature).
5. One course in Studio Arts, Music or Theater (excluding dramatic 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, 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 literature course chosen with the approval of the department.

Minor in History

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

Minor in Humanistic Studies

Six courses, including:

1. Three courses from the core curriculum of the major
2. three courses from Humanistic Studies major electives

At least two of the six courses must be 300 level.

Minor in International Affairs

Six courses, including:

1. PL 210 Introduction to Political Theory
2. PL 209 International Affairs
3. PL 223 Comparative Politics
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

A total of six courses, to be selected from two categories:

Two courses from the following:

1. Any 200 or 300 level History course with an Italian topic
2. PL 215 Italian Politics and Society

Four courses from the following:

1. Any 300 level Italian language or literature course
2. TH/CMS 241 Italian Cinema or ITS/TH 341 Modern Italian Drama in Translation
3. any 200 or 300 level Art History course with an Italian topic

Minor in Philosophy

Six courses with the PH prefix, including:

1. PH 101 Introduction to Philosophical Thinking
2. at least two 300 level PH courses

Minor in Political Science

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

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

Minor in Psychology

Six courses, at least four of which must have a PS prefix, to be chosen from:

1. Any Psychology course
2. MA 208 Statistics I
3. MA 209 Statistics II
4. MGT 310 Organizational Behavior

Minor in Religious Studies

Six courses including:

1. RL 101 Introduction to the Study of Religion
2. five upper-division RL courses, at least two of which must be at the 300 level

SPECIAL PROGRAMS

ENGLISH LANGUAGE FOR UNIVERSITY STUDIES (ENLUS)

As an American international university, John Cabot has a special responsibility to those students who, though extremely able and well-prepared scholastically, lack the language skills necessary to pursue university studies in English. English Language for University Studies (ENLUS) is offered for such students and for others who desire an intensive and thorough preparation for further English language university study. Successful completion of the program normally leads to direct entry into a John Cabot University degree program.

The program combines an intensive, integrated language curriculum with a range of extracurricular offerings, to create an English language learning opportunity unique in Italy. ENLUS students enjoy full access to the John Cabot library, computer laboratories, and all other student services provided by the University.

The ENLUS Curriculum

Four days per week, students receive classroom instruction in the English language areas most critical for success in university studies. This integrated academically-based program strengthening grammar and developing reading, writing, listening, and speaking skills is taught by highly-qualified American professors. The methods and materials used help students to build a solid English language foundation for university studies. Small class size ensures that each student receives individual attention and has extensive opportunities for active class participation. Examinations are given regularly to evaluate student progress. ENLUS courses do not carry academic credit.

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

English Language for University Studies Admissions

An intermediate (level B2) knowledge of English is necessary to begin study in the Program. Admission to ENLUS is based on meeting the University's admissions requirements and performance on the University's English Language Placement Test. There is a fee for this evaluation. Successful applicants will study in the program for one or two semesters, depending on their ability and progress.

Students admitted to ENLUS do not matriculate at the University until they have successfully completed the program. Courses in the program do not carry academic credit towards graduation from the University.

ENLUS I

This is the first level of an intensive, non-credit course designed to strengthen intermediate (B2) level students' abilities in the major skill areas: grammar, writing, reading, listening comprehension, and speaking. Students are placed in this course on the basis of the English Language Placement Test administered by the University. After successful completion, students move into ENLUS II.

ENLUS II

The second level of an intensive, non-credit course designed to expand the English skills of upper-intermediate (C1) level non-native speakers as they prepare to begin their university studies. There is further focus on grammar, essay composition, reading, and listening comprehension, and presentational skills are emphasized. Students are placed in this course on the basis of the English Language Placement Test administered by the University or successful completion of ENLUS I. After successful completion of this level, students may enroll in the University as a matriculating student.

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) to determine if they are eligible.

Note: ENLUS I and II are non-credit courses and enrollment in them does not constitute matriculation. Full admission to the University is contingent upon successful completion of ENLUS II. Students may also be required to take the Composition Placement Test to qualify for full admission to the University.

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.

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 can be for-credit or not-for-credit, and both offer valuable experiential learning within a chosen field of interest.

For-credit internships involve either meaningful participation in a project or an ongoing assignment of substance, such as assisting a manager or other professional in his or her work

activities. These internships may be performed as a 200 level general elective or as a 300 level major elective. At the 200 level, the internships carry up to three general elective credits and are graded on a Pass/Non-Pass basis by a member of the John Cabot Faculty. 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 3.0; requirements include 40-50 hours of work per credit earned during the semester, a daily journal, a written report, a written field internship and the written evaluation of the intern's performance by the host organization.

At the 300 level, the internships carry up to three major elective credits and are graded by a member of the John Cabot Faculty. In order to qualify, students must have at least junior standing (i.e. they must have earned at least 60 credits toward graduation), a minimum cumulative grade point average of 3.3, and they must be sponsored by a member of the John Cabot Faculty who will provide a detailed syllabus for the program; requirements include 40-50 hours of work per credit earned during the semester, a daily journal, a written report, a written field internship and a written evaluation of the intern's performance by the host organization.

Not-for-credit internships are also available to both degree-seeking and visiting students, as well as to recent John Cabot graduates. These internships may require either part- or full-time work over a period from three to six months, and are often unremunerated. The intern is supervised by an on-site supervisor.

All students wishing to do an internship, whether for-credit or not-for-credit, must have a valid *Permesso di Soggiorno* (Permit to Stay) and an Italian *Codice Fiscale*, which may be obtained upon request at the *Ufficio delle Entrate*. Participants are often required to be fluent in Italian as well as English.

To the extent possible, the University assists in the placement of qualified students in both for-credit and not-for-credit internships. For further information on for-credit internships, contact: internships@johncabot.edu. For information on not-for-credit internships, contact: careerservices@johncabot.edu.

ACADEMIC POLICIES

ACADEMIC ADVISING

Academic advising, the careful planning and monitoring of a student's progress through the academic program, is the most important service the University offers to its students.

All students are assigned an academic advisor drawn from the faculty. Once students have declared a major, they are assigned to a faculty member teaching within that discipline or a closely related one. Students confer with their advisors on a regular basis to plan course schedules and discuss their academic progress.

It is nonetheless the responsibility of each student to monitor his or her academic progress at John Cabot University. The student is expected to know the graduation requirements pertinent to his or her program, to be cognizant of his or her grade point average, to make appropriate elective course selections, and to add/drop courses to best facilitate the attainment of his or her educational goals.

ACADEMIC HONESTY

The academic community is founded on a belief in the free exchange of ideas. An integral part of this free exchange is respect for and recognition of the intellectual work and property of others. 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 up to and including dismissal from the University.

1. Definition.

Academic dishonesty is seeking credit or recognition for academic work (including papers, reports, quizzes, examinations, etc.) that is not one's own. Such behavior is not tolerated in an academic community.

One form of academic dishonesty is plagiarism, which includes any use of another's ideas, words, or created product without crediting the source. 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 must be identified in a bibliographic note.
- d) Work submitted for one course may not be submitted for another course except with explicit approval of both instructors.

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. In particular, the use of calculators, notes, formulas, dictionaries, tables, graphs, charts or other memory aids on a quiz or examination is permissible only with the explicit approval of the instructor.

2. Penalties.

Any student who commits an act of academic dishonesty will 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.

Instances of academic dishonesty must be reported in writing to the Dean of Academic Affairs. A student who is reported twice for academic dishonesty is subject to summary dismissal from the University. In such a case, the Academic Council will make a recommendation to the President, who will make the final decision.

ACADEMIC PROBATION AND DISMISSAL

A student whose cumulative grade point average at the University falls below 2.00 will be placed on academic probation. These students are allowed two regular semesters to remove themselves from probation. If they fail to do so, they are subject to dismissal 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 and/or participate in any sports teams nor represent the University in any official capacity.

ACADEMIC SUPPORT

John Cabot provides faculty-staffed tutoring labs free-of-charge for all students at the University. Please check MyJCU or notices on bulletin boards for hours.

Writing Lab: The purpose of the Writing Lab is to provide support for students who would like to strengthen their writing skills. 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 scholastic honesty are also dealt with when appropriate, in order to recognize and clarify differences in cultural expectations. Students may work individually with a tutor or in small groups according to areas of difficulty. Days and times vary and are scheduled with the tutor.

Math Lab: The purpose of the Math Lab is to provide assistance to students who would like to improve their math skills as well as provide tutoring for specific mathematics courses at the University.

Italian Tutoring Center: Students of all levels of Italian who need further explanation or review in the Italian language are welcome to visit the center.

In addition, John Cabot University's **Academic Success Program** has the mission of providing the academic support needed to maximize students' educational pursuits at JCU. Open to both degree-seeking and visiting students, the ASP provides assistance through individual or small group tutoring and sets up presentations or workshops aimed at developing the most important learning skills. The ASP team includes the University's Tutoring Labs (Math, English, and Italian),

the Counseling Services, and the Library. The ASP team welcomes any questions and concerns you might have related to academics at JCU. For further information, email: academicsuccess@johncabot.edu.

ADVANCED STANDING

In many cases, a student may be granted credit for university-level work completed in secondary school or by independent study. Documents supporting the granting of advanced standing credit must be presented before enrollment at the University. Advanced standing may be awarded in the following cases:

- a) Students with the Italian Maturità, International Baccalaureate or equivalent national university entrance certificate may be granted up to 30 credit hours upon entrance. Credit will be awarded based on the documents received, and will not be granted for insufficient or non-passing components of the examination or secondary school record.
- b) Students presenting examination results in the Advanced Placement Examination (AP) program of the College Entrance Examination Board will receive 6 credit hours for each score of 4 or above.
- c) Students with passing grades in certain subjects of the College Level Examination Program (CLEP) of the College Entrance Examination Board may receive credit in those subjects, subject to evaluation by the Registrar and the Dean of Academic Affairs.

APPEALS PROCEDURE: DEALING WITH ACADEMIC COMPLAINTS

If you bring a complaint to a professor, the two of you should try to resolve matters amicably, without resort to the Appeals Procedure. Failing agreement, you 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. The appeal will be processed as expeditiously as possible.

As a general principle, academic complaints will be resolved in your favor if the appeal finds that the professor's decision conflicted with law, University or department policy, or the professor's policy, as stated in the syllabus. However, the University privileges the professor's academic freedom, including freedom to assign grades.

The Appeals Procedure

1. You must first ask your professor to reconsider the issue, within a month of the occurrence or the end of the semester, whichever is earlier.
2. If the issue is not satisfactorily resolved, you may appeal in writing to the Chair of the department in which the complaint or dispute is centered. Since supporting documentation must be provided (e.g., distributed syllabus; original, graded papers; tests; copies of presentations), email will not suffice. Following receipt of a properly documented appeal, the Chair will meet with you both to try to mediate the dispute.
Note: If, at any stage, meetings are impossible, email or telephone may be used.
3. If the complaint or dispute is still unresolved, or the professor concerned is also the Chair, you may appeal in writing to the Dean of Academic Affairs. The Dean will notify the professor (cc Chair), and the professor will respond to you and the Dean within a reasonable time, attaching any additional relevant documents. The Dean will then meet with you and the professor to try to mediate the dispute.
4. If the matter is not resolved to the satisfaction of both parties, either may appeal to the Academic Council, which will evaluate the records and hand down a decision.

ATTENDANCE

In the American system of higher education, the number of academic credits assigned to a course is primarily determined by the number of weekly contact hours between students and instructor. Students are expected to attend class regularly and to contribute through their participation to the experience of the class.

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 responsibility of meeting the instructor's attendance requirements rests with the student. When the student misses more than the maximum number of classes allowed by the syllabus, the instructor refers the student to the Assistant Dean for Student Academic Affairs.

Absences due to illness, hospitalization, death in the family, or other situations of similar gravity will normally be excused. Absences due to travel difficulties, misunderstanding on the part of the student, or personal convenience will not be excused.

A student absent from a class meeting in which a final examination, mid-term or other major examination has been scheduled will be officially excused only if the student:

1. Notifies the Office of the Assistant Dean for Student Academic Affairs of his/her inability to attend before the beginning of the class meeting for which the examination is scheduled;
2. Subsequently presents to the same office documented evidence of a serious difficulty preventing attendance.

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 of \$1,350 or €1,000 per course. Students must declare that they wish to audit a course by the end of the drop/add period. Please contact the Admissions Office for further 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

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.

Exceptionally, 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

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 recognized at the end of the semester on a list published by the Office of the Dean of Academic Affairs.

DECLARING A MAJOR

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.

DOUBLE MAJORS

Students may complete the requirements for more than one major through any allowable combination of courses that satisfies the individual requirements of the majors. Students may, therefore, simultaneously use a course to satisfy as many requirements as possible in both of their majors. In the case of students desiring the conferral of two degrees, however, a one-year additional residency (30 semester credits) is required for the second degree after the completion of the requirements for the first degree.

DROP/ADD

The Drop/Add period is the first five days of a regular semester and the first three days of a summer session. Courses may be added or dropped freely during this period. Degree-seeking students must use Drop/Add forms, for this purpose, obtainable from the Registrar. Study Abroad students will follow the online procedures for Drop/Add. 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 for must follow the usual Drop/Add or withdrawal procedures.

FINAL EXAMS

Students with more than two exams scheduled on the same day may request that the Assistant Dean's Office contact the professors in order to arrange for the student to take the additional exam(s) on another day. All such requests must be made to the Registrar's Office by the semester's last day to withdraw from courses. Requests received after the deadline may not be honored.

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) should be assigned only in cases where illness, hospitalization, death in the family, or other situations of similar gravity temporarily prevent completion of the required course work. Please note, that as the policy on making up major assignments states, such cases should be reported to the Dean's Office to request the granting of approval to make up the missed work. In addition, grades of INC should be granted only to students who have completed the majority of the course work with a grade of C- or better. A form (available on the MyJCU Intranet Resources Faculty page) describing the reasons for the non-completion, the work remaining to be completed and the expected date of completion, signed by the professor and by the student, must be submitted to the Registrar before the grade INC

can be recorded. If this form is not filled out with a clear indication of the work remaining to complete the course, students will receive an F instead of an INC. 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. Otherwise, the grade will be administratively converted to an F.

Students who withdraw before the semester's Last Day to Withdraw (and after the Drop/Add period) will have a W recorded on their transcript. For purposes of computing the GPA on a student's transcript, the following classification is used:

Designation	Interpretation	Numerical Value
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	

Pass/Not Pass Option

Some courses may be offered by the University on a Pass/Not Pass basis. In such cases a grade of P (Passing) will be assigned for work corresponding in quality to a grade of C or above, and a grade of NP (Not Passing) will be awarded for a grade of C- or below.

Visiting students requesting the Pass/Not Pass option must contact the Registrar for approval by the end of the drop/add period. These students must provide written consent from their home institution in order to receive approval.

Grade Point Average

To determine a student's grade point average the following procedure is used: 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 90 quality points 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 most recent time the course was taken. Courses in which grades of INC, P, NP or W are assigned are not included in the quality point computation, nor is work completed at other institutions.

Grade Reports

Grades are posted online at the end of each semester. Upon written request from the student, the University will also mail grade reports to a student's parents or to the person financially responsible for the student's education.

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.

Grade	Description of academic work
A	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	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.
C	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.
D	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.
F	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.

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.

GRADUATION REQUIREMENTS

Degrees are awarded to candidates who meet the following requirements:

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.
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 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 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.

Candidates for graduation must petition with the Registrar at least one semester prior to the expected date of graduation, in order to ensure that all requirements have been met.

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 urged to return to the University the following May to participate in the commencement ceremony.

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.

INDEPENDENT STUDY POLICY

With the approval of the academic advisor, the Department Chair, and the Dean of Academic Affairs, students may register for independent study options that allow them to receive credit for academic work supervised by a member of the Faculty in a non-classroom setting. Faculty supervision of independent studies is strictly voluntary, and therefore, the University cannot guarantee that a project may be undertaken. There are two types of independent study options:

a) Independent Study 281/381

Students must have a minimum GPA of 2.5 and have earned a minimum of 60 credit hours (junior status) to be approved. Any exceptions must be approved by the relevant Department Chair as well as the Dean of Academic Affairs. Students may earn a maximum of three credit hours through independent study, depending on the nature and extent of the project. Numbering for the course will be decided by the student's academic advisor and the respective Department Chair.

Registration for independent study must be completed during the normal registration period as stated in the approved academic calendar. Students may register for up to three credit hours of independent study during the summer sessions. The Registration Form is available online and must be accompanied by a syllabus describing the course to be undertaken.

Independent study may not be taken to satisfy core requirements in degree programs or for other specifically designated requirements. In exceptional cases, well-performing seniors may be allowed by the professor directing the course and the department chair to take one independent study to satisfy a major elective or a minor requirement. Courses offered regularly in the curriculum cannot normally be taken as independent study.

Independent study courses must be completed within one semester. Extensions must be requested and approved in the same manner established for classroom-based courses (see Grading Policies for University policy on incompletes). The normal grading scale applies to independent study courses.

b) Independent Research 481

Independent Research is limited to the academically strong and seriously motivated student. The same restrictions as for Independent Study 281/381 apply.

LEAVE OF ABSENCE

A leave of absence is a temporary leave from the university – a kind of “time out” which may be necessary during your undergraduate career. Students may elect to take a leave of absence for a variety of reasons, including medical emergencies due to accident or illness, family crisis or some other personal situation that requires you to be away from school for some period, financial issues which may take time to resolve, or academic difficulty which may best be handled by taking some time to refocus on your college work.

Typically a leave of absence is for one regular semester or one academic year. A leave may be extended by contacting the Dean of Academic Affairs. Students may apply for a leave of absence by submitting the proper paperwork to the Office of the Registrar. Following these guidelines will help assure catalog rights (student rights stated in the catalog) which apply on your return, ease financial aid processing, and provide you with the support you need to successfully return to JCU and finish your undergraduate degree.

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 matriculation, and are required to pay a matriculation maintenance fee (please see the website for the amount). This fee must be paid during the semester of completion of the thesis and is only valid for the one semester that students have to complete their theses without registering again for the thesis course. Students maintaining matriculation in this manner will not be charged student activity fees. Students must be either registered or matriculated in this manner in the semester they complete their degree. The matriculation maintenance fee is non-refundable and cannot be waived. (N.B. Should a student fail to complete the thesis during the additional one-semester matriculation period, normal policies regarding the repetition of classes apply.)

PERMIT TO STAY POLICY

In accordance with Italian law, all non-European citizens must obtain a Permit to Stay, which gives that person permission to live in Italy. At this time, even citizens of the European Union are subject to register with the local authorities.

Students who are not citizens of the European Union need to have a student visa, and they are expected to apply for their Permit to Stay upon arrival in Italy.

All aliens are required to report their presence on Italian territory to the local Central Police Station (Questura) of the province in which they are staying within 8 working days from the date of entry, and apply for a Permit to Stay pursuant to article 5 of Law 286/1998. Aliens requesting this Permit to Stay are required to be fingerprinted.

Under the terms of article 5 of Law 286/1998, all students **MUST** obtain a Permit to Stay in order to be enrolled with the intention of remaining in Italy for more than three months. It is illegal to enter Italy under a tourist visa with the purpose of remaining more than three months.

Penalties for failure to comply with JCU's Permit to Stay Policy

If you fail to present your valid Permit to Stay to the Registrar within 30 days of the beginning of classes, or are not up to date with the Permit to Stay process, the University will:

1. Block your registration for the following term until a valid Permit to Stay is presented to the Registrar's Office.
2. Block your grades and transcripts if you have not complied by the end of the semester.

Any student who fails to abide by this policy will not receive any assistance from the University regarding student and residency status in Italy. Any readmission to the University will be made on a case-by-case basis.

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 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 and Mathematics. These examinations are administered during the orientation session at the beginning of each semester. Students who fail to take the required placement examinations at the time for which they are scheduled during orientation will be charged a late fee.

READMISSION

Students who have withdrawn from the University in good academic, financial and disciplinary standing will normally be readmitted, subject only to space limitations.

Students who have withdrawn while not in good standing or who have been dismissed from the University for any reason must apply for readmission. Applications for readmission must be submitted to the Registrar before the start of the term. Physician's reports, financial records, or interviews may be required in support of the application.

Students accepted for readmission must confirm their intention to return with the normal advance deposit to the Business Manager. The University catalog in effect at the time of readmission will apply to students who are readmitted to the University.

REGISTRATION

Registration dates for each term are listed in the University calendar. After these dates, continuing students may register but will be charged a Late Registration Fee. No student will be allowed to register after the drop period.

It is the responsibility of the students to ensure that their registration 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 (see Grading Policies).

TRANSCRIPTS

The transcript is the official record of the student's coursework and progress toward his or her John Cabot University degree. It is printed on security paper that bears the seal of the University and the signature of the University Registrar. Official transcripts for all John Cabot students are issued upon written request to the John Cabot Registrar. Requests cannot be taken over the telephone or via email. Transcripts may be issued directly to the student or mailed to institutions designated by the student. One official transcript is issued free of charge to each student; €10.00 (\$10.00) will be charged for each additional transcript.

Transcripts cannot be provided to 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.

How to Request a Transcript:

- In person, at the Office of the Registrar on campus;
- Print, complete and fax and/or mail the Transcript Request Form (available on the JCU website) to the Office of the Registrar (Via della Lungara 233, 00165 Rome, Italy, or fax to 0039-06-6871320).

For more information, please call: 0039-06-68191218 or email: registrar@johncabot.edu.

TRANSFER CREDIT

Academic credit from recognized institutions may normally be transferred for course work corresponding to courses offered at John Cabot University where a grade of C or above was earned. The University generally requires an official course description or course syllabus before awarding transfer credit.

WITHDRAWAL FROM A COURSE

A student may withdraw from a course by submitting to the Registrar a completed drop/add form signed by the professor teaching the course. A course dropped during the drop/add period is not recorded on the transcript. 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. No withdrawals will be allowed after the last day to withdraw from a course. Students are financially responsible for courses for which they are registered after the drop/add period.

WITHDRAWAL FROM THE UNIVERSITY

Students who wish to withdraw from the University should first discuss their plans with their advisor or the Assistant Dean for Student Academic Affairs. In order to withdraw from the University, a student must clear all debts with the University and submit to the Registrar an official withdrawal form, signed by the Dean of Academic Affairs, the Director of Admissions, the Housing Supervisor (if applicable), and the Business Manager. 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 will be considered to have unofficially withdrawn. In this case, a grade of F will be recorded for courses not completed.

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.

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 from the Stone Age to Late Antiquity

This survey course begins with the very birth of visual representation in the middle and late Stone Age (ca. 32,000 - 11,000 BC) and ends with Late Antiquity (ca. AD 250-400), when the transition from ancient to medieval art began to take shape. The focus of this course is on the art and architecture of the Mediterranean, Near East and Europe, including the first flowering of art on the islands of Greece and the spread of Roman art throughout the entire Mediterranean area. The different media, aesthetics, functions, and subjects chosen for representation in each culture will be studied in terms of the particular social, religious, political and geographical contexts of which they are a product. Students will also be introduced to the contemporary developments in other areas of the world: Asia, Africa, Americas. 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 Middle Ages and Islam

This survey focuses upon the art and architecture of Europe, the Mediterranean, and Middle East from the Late Antique period (ca. AD 400) to ca. AD 1300 with Gothic art and the first glimmers of a return to pictorial illusionism in European painting. We will explore the arts of medieval Europe, the Byzantine Empire, and the Islamic areas of western Asia, north Africa, and Europe, with brief units on the arts of sub-Saharan Africa and pre-Columbian America. 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. 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 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 Renaissance and Baroque Worlds

This survey is the third component in the World Art Series, focusing upon the Late Middle Ages,

Renaissance and Baroque periods in Italy and Europe (ca. AD 1300-1800). Artistic movements in Mexico and South America, South and Southeast Asia, China, and Japan will also be studied in their own right. This survey will discuss a range of media including painting, woodcuts, sculpture, and architecture while considering materials and methods of production. An emphasis will be placed on 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 Worlds

This survey focuses upon the development of art from the 18th Century until today. While the emphasis is on Western art, important examples of Asian, native American, African, and Oceanic art will be included. Where cross-cultural influences are evident, they will be noted. The most recent art is connected to globalization and to new technologies. In this broad context, students will come to understand new aesthetic languages, traditional cultural sources, and the philosophical background of contemporary art. The course begins by reviewing artists associated with the Enlightenment, neoclassicism, romanticism, realism, impressionism, and post-impressionism, and continues with the myriad of movements of the twentieth century, up until today. All media are considered, including photography. The course will also assist students in cultivating basic art-historical skills, in particular description, stylistic analysis, and iconographic and iconological analysis.

AH 181 Politics and Power in Roman Architecture - Augustus to Mussolini

Rome City Series - 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 to Pompeii)

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 which was influenced by the Greeks and Romans and preserves some of the most magnificent frescoes in the world. The course is conducted entirely on site, including a one-day excursion to Pompeii (equivalent to two class meetings).

AH 196 Introduction to Italian Renaissance Art

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 trips.

AH 199 Roma Aeterna: The Eternal City through the Ages

No city in the world can boast the wealth of art and architecture that Rome possesses. This class examines the art and architecture in Rome from the time of Augustus to the contemporary works of Massimiliano Fuksas and Renzo Piano. We pass from the Rome of the Caesars, the Rome of the Popes, the Rome of Victor Emanuel, and finish in the present. After this class the student will well understand the layers of the city of Rome.

AH 220 Ancient Greek Art and Archaeology

This is a survey of Greek art and archaeology from the Bronze Age through the late Hellenistic period. The course begins with an introduction to the Minoans and Mycenaeans; cultural and artistic developments are traced through the 2nd century BC when the Hellenistic kingdoms began to fall into the hands of Rome. Analysis of architecture and art are merged with an understanding of historical trends and Greek mythology.

AH 221 The Etruscans and their Neighbors: the Art and Archaeology of Pre-Roman Italy

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. On-site; mandatory field trip.

AH 223 The Art and Architecture of Imperial Rome

A survey of Roman architecture and art (sculpture, wall painting, mosaics and crafts) produced in Italy and the Roman provinces between the 2nd century BC and the 4th century AD. The course addresses such themes as changing styles and techniques, practical and symbolic function of art and architecture, what it meant to be “Roman” in a multicultural Empire, and the notions of commemoration, remembrance and nostalgia. Mandatory field trip.

AH 224 The Art and Archaeology of Magna Graecia

This is a survey of the art and archaeology of Magna Graecia, the areas of South Italy and Sicily colonized by the Greeks between the 8th and the 3rd centuries BC. The course begins with an overview of the Italian cultures living in South Italy and Sicily during the late Bronze Age and the Iron Age and their interaction with contemporary Greek cultures (e.g., Mycenaeans). The Greeks built beautiful cities, including temples, theaters and agoras. They introduced religion, philosophy, art, medicine and a democratic form of government to Italy. Italian cultures such as the Etruscans, Latins and Romans benefitted tremendously from this knowledge and ultimately used the knowledge against the Greeks and against each other. Analysis of architecture and art are merged with an understanding of historical and cultural trends. Field trip to Greek colonies in Campania.

AH 240 Introduction to Art Historical Thinking

What questions do art historians ask, and how do they justify their answers? This beginning course, required for AH majors, introduces basic components of the discipline of art history in its many diverse branches, its technical terminology, and basic research skills. Types of visual evidence are differentiated: content, form, formal organization, style, iconography, identifying

conventions vs. original inventions. The course contains a brief survey of “classic” approaches to studying art, describing the emergence of the specific discipline of art history, standard methods, and recent developments. Case studies are important in this course; one, for instance, examines how a work of art was treated by contemporary commentators, and subsequently by art historians of various schools through the centuries. New motivations, contexts, and available technologies have constantly led to new understanding.

AH 243 Roman Funerary Art

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. In-class lectures will be complemented by on-site visits to take advantage of the many Roman funerary monuments still extant in the city of Rome.

AH 258 Egyptian Art and Archaeology

This course covers the development of Egyptian art from the pre-Dynastic period to the age of the Ptolemies. Students will learn about the evolution of royal tombs, statuary, painting and crafts during the Old, Middle and New Kingdoms. There is a focus upon style and iconography as well as ancient Egyptian religion. The course also reveals the mysteries behind the construction of the pyramids.

AH/RL 260 Early Christian and Byzantine Art

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. Mandatory field trip.

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 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 280 Northern Renaissance Art

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 290 Ancient Rome and Its Monuments

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. On-site.

AH 291 Medieval Rome and Its Monuments

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 292 Medieval Art and Architecture

An examination of the art and architecture of Western Europe from the fall of the Roman Empire through the 14th century. Special emphasis will be given first to the historical and artistic climate at the end of the Empire and to the changes its collapse brought about, and then to the Carolingian and later classical revivals, and to the Romanesque and Gothic periods.

AH 294 Renaissance Rome and Its Monuments

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

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 mandatory field trip to Florence are an essential part of the course.

AH 296 Italian High Renaissance Art

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 to Florence.

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 - An on-site course that enables the student to visit many of the major and minor monuments of Baroque Rome - churches, palaces, piazzas, etc. - and thus to study firsthand important works by such artists as Bernini, Borromini, Caravaggio and Pietro da Cortona, among others.

AH 299 Special Topics in Art History

AH 330 European Art and Architecture: 1780-1880 (Prerequisite: One previous course in Art History)

This survey of art and architecture of the later 18th and 19th centuries will investigate the major movements of the age: Neoclassicism, Romanticism, Realism, Impressionism and Post-Impressionism. Students will explore not only the works of such artists as Canova, Turner, Delacroix, Manet, Degas and Van Gogh, but will also examine how the function and reception of art are transformed over the course of a century. While emphasis will be placed on French painting, art and architecture in England, Germany, Spain, Italy and North America will also be represented. 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.

AH 335 Twentieth Century Art (*Prerequisite: One previous course in Art History*)

A treatment of the major artists and artistic issues of the early 20th century, emphasizing modern art as an arena of dialogue and debate. An important aim is that of cultivating skill in seeing in order to achieve direct, personal responses to works of art, along with formal and historical understanding. The course will review the origins of modern thinking in artists associated with movements as far back as the Enlightenment, neoclassicism, romanticism, realism, impressionism, and post-impressionism. Symbolism, which broadly applies to many art forms, was a dominant idea at the dawn of the twentieth century. The Fauves, and expressionist German movements follow. The great innovations of Cubism shook the art world in every corner of the globe. In Italy, the Futurists and later the metaphysical artists (de Chirico, et al) altered European art. Pure abstraction arrived first in Russia, and expressed utopian and even spiritual ideals. The Primitive as a stylistic mode and philosophical ideal can be traced back through Gauguin to romanticism.

AH 339 Venetian Art (*Prerequisite: One previous course in Art History or permission of instructor*)

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 15thC to the late 16thC, 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 highpoint of the class is a three-day trip to Venice.

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

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

This course focuses upon the major artistic movements since 1960, and an introduction to galleries, museums, foundations, auctions, and other arts organizations in Rome. The course provides direct

experience of contemporary art through lectures and field trips and is taught by an independent curator and editor, whose current exhibition projects at museums and festivals in Italy and Europe will provide on-site learning opportunities to students. Guest appearances by critics and other art professionals. Depending on interest of students, an exhibition concept can be developed in class. Previous class experiences include visits to art museums, galleries, churches, and art fairs, as well as the production of an exhibition with renowned Russian-American children's book illustrator, Vladimir Radunsky.

AH 352 Rome in the Age of Augustus (Prerequisite: One previous course in Art History)

This course considers the city of Rome and the Empire during the reign of Augustus. Following an introduction to the political, social and artistic trends of the late Republican period, students are exposed to the politics, ideology, literature, art and architecture of the Augustan period. Themes include memories of Julius Caesar, constructing the Imperial family, Aeneas and the legacy of Augustus.

AH 354 Ancient Roman Portraiture (Prerequisite: One previous course in Art History)

In ancient Rome, portrait depictions functioned as a sign of individual identity, and they were a striking component among the multitude of statues that adorned public and private buildings and lined the streets and piazzas of the city. Portraiture hence furnishes key insights into the mind-set of ancient Rome. Representation could take many forms, physical resemblance and insight into personality being the most obvious. Particular traits could be emphasized to stress beauty or heroism, to indicate adherence to (or reaction against) the past, and hairstyles and clothing could be used to accentuate social status. As such, portraits were important markers of social and political persona. They could be displayed for self-promotion, to honor the powerful or to perpetuate memory, thereby attaining an almost magical quality as substitutes for the individual and could be honored or punished accordingly. The course will examine Roman portraiture as objects of self-representation discussing the artistic choices of their depiction and the social and historical context of their creation. In-class lectures will be complemented by site and museum visits to take advantage of the many artworks still extant in Rome. On-site.

AH/CL 360 Selected Topics in Ancient Art (Prerequisite: One course in Art History)

Specialized courses periodically offered on specific aspects of art in the ancient world. Topics offered in the past have included Egyptian Art, Etruscan Art, and Greek and Roman Painting.

AH 362 Age of Giotto (Prerequisite: One course in Art History or permission of the instructor)

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.

AH 363 Culture Clash and Innovation in the Early Medieval Mediterranean (Prerequisite: One previous course in Art History)

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, site visits, and a class field trip. Mandatory field trip.

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)

In the third and fourth 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 365 *Selected Topics in Medieval Art* (Prerequisite: One course in Art History)

Specialized courses periodically offered on specific aspects of medieval art. Possible topics include Gothic Art and Architecture, Illuminated Manuscripts, and “Barbarian” Art (Viking, Goth, etc.).

AH 370 *Selected Topics in Renaissance Art* (Prerequisite: One course in Art History)

Monographic courses on Raphael and Michelangelo have been offered in the past; similar courses on Leonardo and Donatello are possibilities, as well as thematic courses on Renaissance Architecture, Papal Patronage, etc.

AH 374 *Donatello* (Prerequisite: One previous course in Art History)

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. Along with classroom lectures, there is a required overnight trip to Florence.

AH 375 *Selected Topics in Baroque Art* (Prerequisite: One course in Art History)

Monographic courses on major artists of the period, as well as thematic courses such as The Influence of Rome on Foreign Artists, The Baroque as Theater, and Caravaggio and the Carracci.

AH 376 Michelangelo (*Prerequisite: One previous course in Art History*)

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. Along with classroom lectures and site visits in Rome, there will be a required overnight trip to Florence. Mandatory field trip.

AH 377 Raphael (*Prerequisite: One previous course in Art History*)

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 methodological points of view. The aim is to arrive at an understanding of his visual thinking and communicative processes and their development and influence. Classroom lectures will be combined with site visits in Rome and, if possible, to Florence. On-site.

AH 380 Selected Topics in Art History (*Prerequisite: One course in Art History*)

Periodically offered courses that focus on a particular dimension of the history of art. Topics typically cross over established periods, focus on a modern artist or movement (e.g. Picasso), or deal with non-Western art (Islamic Art).

AH/RL 398 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 need 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; 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.

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

An in-depth treatment of a current area of special concern within the field of Contemporary Art. 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

ARCH 101 Introduction to Classical Archaeology

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. On-site.

ARCH 201 Archaeological Theory & Methods

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. Some sessions involve hands-on experience.

BUSINESS ADMINISTRATION

BUS 220 Business Communications (Prerequisites: Junior Standing, EN 110)

This course deals with the definition and analysis of problems and the production of written and oral business reports. Use of appropriate computer software (e.g. word processing, spreadsheets, graphics) is an integral part of the course.

BUS 281/381 Independent Study in Business

BUS 298/398 Internship

BUS 301 Business Ethics (Prerequisite: Junior Standing)

This course considers some of the most important ethical issues in business today. Students will examine such issues as businesses' responsibilities to shareholders, workers and consumers, the pros and cons of a "free market," the challenges raised by globalization and environmental destruction, the idea of "ethical" consumption, and the particular dilemmas faced by Western businesses working in foreign countries. Issues will be studied through a selection of contemporary cases, arguments, and broader theories, along with much class discussion, with the aim of helping students develop a familiarity with the issues and the ability to discuss and defend their own opinions.

BUS/IT 303 Italian for Business (Prerequisites: 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.

BUS 305 Introduction to 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. 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 310 Business and Society (Prerequisite: Junior Standing. Recommended: EC 201 or MGT 301 or LAW 219)

The modern business enterprise exists and functions within the context of its surrounding economic, legal, and social environments. Whether driven by economic or social motivations, today's manager must have a keen awareness of the impact of changing environmental factors on the organization's ability to achieve its goals and objectives, given finite resources. This course explores contemporary problems and issues, and aims to evaluate the alternative strategies that a firm may choose from to prepare for and respond to the impact of these changes.

BUS 320 Public Relations (Prerequisites: Junior Standing, EN 110, MKT 301, MGT 301)

This course surveys the theory and practice of public relations, examining a model for public relations programming, the principles of public relations writing, and stakeholder/issues management techniques, together with their ethical implications. It distinguishes PR and publicity communication concepts within the framework of the firm's overall marketing communication strategy and organizational mission. Special topics, such as Marketing Public Relations, Investor Relations, Government Relations, etc. will also be addressed. Students are expected to be able to use primary and secondary research and the information tools of communications professionals.

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

The objective of this course is to expose students to the essential elements of international business, with particular emphasis on how it differs from domestic business. An extensive use of case studies provides a basis for class discussion, allowing students to develop their analytical skills and apply their theoretical knowledge.

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 481 Independent Research***FIN 201 Financial Accounting***

This course is an introduction to basic accounting methods and concepts; preparation of principal financial statements; application of accounting principles to the main asset, liability, and owners' equity accounts.

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 298/398 Internship******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, and capital structure management.

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 Investments 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 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 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.

LAW 219 Legal Environment of Business (Recommended: EN 110)

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.

LAW 281/381 Independent Study in Law

LAW 298/398 Internship

LAW 321 Business Law (Prerequisite: Junior Standing)

Students in this course explore basic legal principles with reference to business conduct. The course begins with an examination of the common law of contracts, followed by Article 2 of the Uniform Commercial Code, and the Convention on Contracts for the International Sale of Goods; the legal characteristics of partnerships, limited partnerships and corporations (including limited-liability companies); secured transactions; and the law of bankruptcy.

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 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.

MGT 281/381 Independent Study in Management***MGT 298/398 Internship******MGT 301 Principles of Management (Prerequisite: Junior Standing)***

Introduction to the manager's role and the management process in the context of organizations and society. Focus on effective management of the corporation in a changing society and on improved decision making and communication. Processes covered: planning, organizing, leading, and controlling. Teamwork and individual participation are emphasized.

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 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. Note: this course is intensive in that students are asked to write individual papers, work in groups to formulate plans to resolve real life situations as described in various case studies and present their recommendations to the assembled class.

MGT 320 Human Resources Management (Prerequisite: MGT 301)

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. To support this broad perspective, some of the most important external and internal challenges are discussed in three categories: environmental challenges, organizational challenges, and individual 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. Deficiencies in the SC result in a downgrade of competitiveness. Only over the last few years have firms started to focus on supply chain management (SCM) as a source of competitive advantage. SCM is an area of knowledge which offers tremendous opportunity for most firms.

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 410 Entrepreneurial Management (Prerequisites: Junior Standing, MKT 301, MGT 301, FIN 301)

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

MGT 426 International Management (Prerequisite: MGT 301)

This is an introductory course in Comparative Business Cultures in a context of International Business and Management, covering the work of Clyde Kluckholm and Fred Strodtbeck, Gary Ferraro, Bjorn Bjerke, Fons Trompenaars, Geert Hofstede as well as the G.L.O.B.E. project. The emphasis in this course is on understanding and applying one's knowledge of the different National Cultures as an aid to improved management of human resources, enhanced cross border trade, relocation of business activities to different countries, as well as on the "melding" of different cultures in multinationals as well as companies which are involved in joint ventures, mergers or take-overs.

MGT 498 Strategic Management (Prerequisites: Senior Standing and completion of all other business core courses)

Focuses on the role and responsibilities of the Chief Executive Officer, which call for leadership, integration across functional areas, organizational development, and strategy formulation and implementation.

MKT 281/381 Independent Study in Marketing

MKT 298/398 Internship

MKT 301 Principles of Marketing (Prerequisites: Junior Standing, EC 201, MA 208)

This course provides students with an understanding of the process of planning and executing the conception, pricing, promotion and distribution of goods and services. Major areas: selecting target markets, market positioning, and marketing mix strategy. Skill development in demand/competitive analysis, value creation, teamwork, and effective communication. Teaching methodology is case study-based and group work is emphasized.

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 management, starting from idea and concept generation through to project evaluation and development. The course is designed to be a 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. Discusses the tools and techniques for gathering, analyzing, and using information to aid marketing decision-making. Covers topics such as problem definition, research design formulation, measurement, research instrument development, sampling techniques, data collection, data interpretation and analysis, and presentation of research findings. Students choose 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 processes, consumer behavior models and their impact on the development of marketing strategies. The emphasis is on researching and in-depth understanding of the consumer decision process. 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 transactions across national borders in a global environment. Topics include factors in assessing world marketing opportunities, international marketing of products, pricing, distribution and 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 340 E-Marketing (Prerequisite: 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. Website design is not covered.

MKT 350 Marketing for Non-Profit Organizations (Prerequisites: MKT 301)

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: MKT 301)

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 enables 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 398 Marketing Internship (Prerequisites: Cumulative GPA of 3.0, Junior Standing and MKT 301; Recommended: at least one other marketing major elective)

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.

CLASSICAL STUDIES

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 History of Ancient Rome and Italy

This course surveys the history of ancient Rome and Italy. Focus will be on the origins and metamorphoses of Rome from its archaic foundations as an Italic-Latinate kingship. The course will examine the establishment, expansion, and conflicts of the Republican period and the political and cultural revolution of the Augustan 'Principate' to the rise and decline of the Empire. Readings (in translation) include the writings of Polybius, Cicero, Livy, Virgil, Suetonius, Tacitus, and Marcus Aurelius, with some consideration of Roman art and architecture.

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.

CL 268 Ancient Greek Civilization

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 BCE through the death of Alexander the Great in 323 BCE. 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 everyday life of the ancient Greeks. Readings in translation include selected works of Hesiod, Homer, Pindar, Aeschylus, Sophocles, Euripides, Aristophanes, Herodotus, Thucydides, Plato and Plutarch.

CL 278 Literature and Society in Ancient Rome

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 281/381 Independent Study

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 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 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.

CL 290 Ancient Eats: Food in Ancient Rome

The course explores the economic, geographic, and cultural foundations on which ancient Roman culture built its foodways, (getting, shipping, storing, processing, preparation, eating, etc.) and examines how that foundation relates to our understanding of our own culture and especially to ourselves as human beings. The primary focus is on Roman civilization, but exploration and discussion will also connect with Prehistory, the Greeks, West Asia, Africa, India, Southeast Asia, and the Americas. Class fee (see website).

CL 299 Special Topics in Classical Studies (Prerequisite: One previous course in Classical Studies)

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

An in-depth treatment of a current area of special concern within the fields of Classical Studies and History. Topics may vary. May be taken more than once for credit with different topics. Topics previously taught include Death and Mourning in Ancient Societies.

CL 362 Roman Law

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/COM 372 Classical Rhetoric (Prerequisite: EN 110)

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/HS 399 Special Topics in Classical Studies and History (Prerequisites: Junior Standing, 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, 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.

CL 480 Senior Thesis

Thesis supervision for Classical Studies majors in their final year.

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 accidents 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 the “Golden Age,” 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.

COMMUNICATIONS

CMS/TH 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 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 299 Special Topics in Media Studies (Prerequisite: 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 as semiotics, post-colonial theory, or postmodern criticism.

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 340 Documentary Film (Prerequisites: CMS 210 or CMS 241 or CMS 242)

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 360 Race and Gender in Cinema-TV (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 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.

COM 101 Public Speaking

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 through a specific line of reasoning using idea subordination, coordination, and parallel structure.

COM 210 Introduction to Cinema (Prerequisite: COM 101)

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 101)

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 305 Survey of Rhetoric (Prerequisite: COM 220)

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.

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 314 Myth and Media: Disney's Animated Films (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 children's media in general and Disney products in particular make of these traditional narratives, thus providing a valuable observation point from which to survey the relationship between media, social context and audience.

COM 320 Rhetorics of Dissent and 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.

COM 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.

COM 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.

COM 371 Argumentation (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.

COM/CL 372 Classical Rhetoric (Prerequisite: EN 110)

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.

COM 380 Intercultural Communications

This course will provide students with the opportunity to investigate how culture influences the communication process. Through lectures, screenings, written assignments, and class discussion, we will explore 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. We will examine 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.

COM 399 Special Topics in Communications (Prerequisite: COM 220; Additional prerequisites as indicated by the specific topic and instructor.)

These courses are specialized and advanced courses in the field of Communications. Usually organized around particular issues or areas of study, they also include in-depth work in theoretical approaches that are used as principal methods to investigate the topics.

COM 470 Advanced Communications Theory (Prerequisites: Senior Standing and completion of three COM or CMS courses at the 300 level)

This course is designed to be the capstone experience in analysis of media and media texts through specific theoretical constructs. Theories covered include semiotic theories of Saussure, Bakhtin, and Barthes; deconstruction theories and critical theories; and theories of spectatorship using psychoanalytic models. Further, the course provides students with experience in performing sustained and in-depth analyses of complex signifying operations and their relationship to ideological functions.

COM 480 Senior Seminar: Media Ethics (Prerequisites: Senior standing and completion of three COM or CMS courses at the 300 level)

This course focuses on the ethical dimensions of media practices, and on the sites and means for resisting dominant practice and for developing alternatives. Using case study and theoretical approaches, the course examines the mandates for conformity to dominant media practice and where and how individual media practitioners have successfully resisted such mandates. It also looks at the evolving potential of the digital media as a site of transformation and appropriation.

COM/PL 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.

JRN 221 Writing for the Media (Prerequisite: EN 110)

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. Students are required to

publish a minimum of four stories each semester for the school newspaper, The Matthew Online, or for an equivalent publication. The course also covers media criticism, ethics in media, and the formats and styles of public relations. Check website for planned emphasis.

JRN 320 Investigative Reporting (Prerequisite: EN 110, Recommended JRN 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 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.

JRN 330 Newswriting and Copy Editing (Prerequisite: JRN 221)

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.

JRN 380 Writing for Advocacy (Prerequisite: JRN 221)

The study and practice of the art of persuasive writing in three genres: journalism, politics, and research. The course deals with strategies and forms of advocacy and argument, audience demographics, generic expectations, integration of supporting materials and evidence, and publishing venues and approaches.

JRN 399 Special Topics in Journalism (Prerequisite: EN 110; Recommended: JRN 221)

These courses are specialized and advanced courses in the field of Journalism.

COMPUTER SCIENCE

CS 101 Introduction to Computer Science

The course offers an overview of Computer Science. The history of the subject and the main areas of both academic and industrial research are discussed. In particular, the course offers an overview and a gentle introduction to the basic concepts and methods in the following branches of computer science: Theory of Computation, Algorithms, Artificial Intelligence, Networks and the Internet, Database Theory and Bioinformatics.

CS 110 Microcomputer Applications

An introductory course covering the most commonly used microcomputer applications, including the Windows Operating System, word processing and spreadsheets.

CS 130 Web Design

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 281/381 Independent Study

CS 310 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; and the development and introduction of business information systems, as well as the impact of technological innovations.

CS 399 Special Topics in Computer Science

Topics vary. May be taken more than once for credit.

CS 481 Independent Research

CREATIVE WRITING

CW 205 Introduction to Creative Writing (Prerequisite: EN 110 with a grade of C- or above or permission of the instructor)

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. This course is a prerequisite for all higher-level Creative Writing courses.

CW 350 Creative Writing Workshop: Fiction (Prerequisite: CW 205 or permission of the instructor)

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 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 skills needed to produce literary fiction, to self-edit work in progress, and to discern the qualities that make quality literary fiction.

CW 352 Creative Writing Workshop: Creative Nonfiction (Prerequisite: CW 205 or permission of the instructor)

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: CW 205 or permission of the instructor)

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/ITS 358 The Art of Literary Translation (Prerequisite: Junior Standing)

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.

ECONOMICS

EC 201 Principles of Microeconomics (Prerequisite: MA 101 or MA 102; 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 demand and supply, 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 101 or MA 102; Recommended: EN 105)

An introduction to the basic principles of the macroeconomy 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 250 Economic Issues of the European Union (Prerequisites: EC 201, EC 202)

This course follows selected topics of current and historical interest regarding European economic integration. Emphasis is placed on monetary integration, fiscal problems, and issues of 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 (Prerequisite: EC 201; 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 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 308 Economics of the New 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 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 341 Economics of Development (Prerequisites: Junior Standing, EC 201, EC 202)

The course focuses on the economics of development, with specific reference to underdeveloped “Third World” nations. While drawing extensively on the tools of standard economic theory, it deals with 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, EC201, EC201; Recommended EC316 or EC341)

This course examines in-depth selected topics on development that are of current interest.

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 197, MA 208 or 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 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 361 Applied Economics (Prerequisites: Junior Standing, EC 201, EC 202, MA 208)

This course introduces students to the practice of economics by examining how economic theories are tested and applied in everyday life.

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 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 Thesis (Prerequisite: Senior Standing)

Thesis supervision for Economics majors in their final year.

EC 481 Independent Research

ENGLISH COMPOSITION

The basic objective of the composition sequence is to lead students to write clear, correct and coherent prose, with an emphasis on analytical and argumentative essays. Entering students will be placed at the appropriate level through the English Composition Placement Test. A student must earn a grade of C- or above before proceeding to the next course in the sequence, and a grade of C- or above in EN 110 to fulfill the University's proficiency requirement in Composition.

EN 101 English Composition I (Prerequisite: Placement via JCU English Composition Placement Test)

This course focuses primarily on developing the ability to write grammatically and idiomatically correct English prose, using a variety of sentence structures and appropriate vocabulary. The course includes in-depth grammar review and an introduction to the basic elements of academic writing. In addition to reading short essays, students will have both in- and out-of-class writing assignments.

EN 105 English Composition II (Prerequisite: Placement via the JCU English Composition Placement Test or EN 101 with a grade of C- or above)

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. Critical reading is also integral to the course. Students write in- and out-of-class essays and analyze peer writing as well as good expository models.

EN 110 English Composition III (Prerequisite: Placement via the JCU English Composition Placement Test or EN 105 with a grade of C- or above)

This course reinforces the skills needed to write well-organized essays, focusing specifically on argumentative essays. Elements covered include thesis development, critical reading, organizing and outlining, paraphrasing and summarizing, and citation and documentation standards. Techniques of academic research and the use of the library and other research facilities are discussed. In addition to regular in- and out-of-class reading and writing assignments, students are required to write a fully documented research paper. 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.

ENGLISH LITERATURE

EN 200 Introduction to Literature (Prerequisite: EN 110 with a grade of C- or above)

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)

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)

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 215 Introduction to Literary and Cultural Theories (Prerequisites: EN 110 with a grade of C- or above and one previous literature course)

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: EN110 with a grade of C- or above)

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: EN110 with a grade of C- or above)

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: EN110 with a grade of C- or above)

The course deals with a chronological historical coverage of the development of American literature from the 17th century until the 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: EN110 with a grade of C- or above)

The course deals with works by major writers in the English language over a period of nearly one thousand years. Beginning with Anglo-Saxon poetry, this survey continues through the Middle Ages and the Renaissance and concludes with Milton. In the context of the course, students should develop both their general background knowledge of literary history as well as their ability to appreciate and criticize particular texts.

EN 231 English Literature II: The Enlightenment to Romanticism (Prerequisite: EN 110 with a grade of C- or above)

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)

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 240 Women Writers in English Literature (Prerequisite: EN110 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.

EN 245 Shakespeare (Prerequisite: EN 110 with a grade of C- or above)

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 Shakespeare's cultural inheritance.

EN 248 Elizabethan and Jacobean Drama (Prerequisite: EN 110 with a grade of C- or above)

This course examines the origin of the theatrical tradition in the time of Queen Elizabeth I (1558 - 1603), King James I (1603 - 1635) and Charles I (1635-1648). Although Shakespeare was the dominant figure, up to fifteen other major writers competed for audiences. The course examines a selection of the more successful plays (excluding Shakespeare), discussing the traditions, their political and social role in London at the time, the problem of 'subversive' sex and violence and authorities' attempts to censor and shut down the theatres, and many other aspects of the 'Hollywood'/'Bollywood' on the banks of the Thames River.

EN 250 The Idea of the Tragic in Twentieth Century Literature (Prerequisite: EN 110 with a grade of C- or above)

This course analyzes the role and significance of the tragic in important works of literature in English. The structure, sentiment, devices and 'idea' of the tragic will be discussed, along with a general analysis of the structural differences and similarities between twentieth century tragic works and those designated as 'classical' examples of Tragedy. The shift from plot to character, the move from the external dynamic of 'fate' or destiny to the internal force of individual motive, will be examined. The role of the individual in relation to the 'power' of the 'community' will be analyzed, especially in relation to the concept of law and transgression. The complimentary themes of suffering, redemption and guilt will also form an important component within the course.

EN 278 Classical Influences on English Literature (Prerequisite: EN 110 with a grade of C- or above)

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

EN 282 Italian Visions: Perceptions of Italy in Literature (Prerequisite: EN 110 with a grade of C- or above.)

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 core requirement to EN 278. For English majors, if taken in addition to EN 278, it may count as a major elective.

EN 285 Creative Writing and Literature: How to Read Like a Writer (Prerequisite: EN110 with a grade of C- or above)

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 299 Special Topics in English Literature

An in-depth treatment of a current area of special concern within the field of English Literature. May be taken more than once for credit with different topics.

EN 301 Selected Topics in the Restoration and 18th Century (Prerequisite: One previous course in English literature or permission of the instructor)

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. May be taken only once for credit.

EN 302 Romanticism (*Prerequisite: One previous course in English Literature or permission of the instructor*)

The turn of the nineteenth century, also known as the Age of Revolution, saw deep cultural, political and economic changes in the Western societies, 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 303 Victorian Novel (*Prerequisite: One previous course in English Literature or permission of the instructor*)

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.

EN 304 19th-Century Autobiography (*Prerequisite: One previous course in English Literature or permission of the instructor*)

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 305 Victorian Poetry (*Prerequisite: One previous course in English Literature or permission of the instructor*)

An overview of the poetry produced during the Victorian Age in Britain and an in-depth study of the works of the principal poets. The course aims at an assessment of the influence of cultural and historical forces on the poetical texts of the period through the close reading of selected works.

EN 308 20th-Century Novels (*Prerequisite: One previous course in English Literature or permission of the instructor*)

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: One previous course in English Literature or permission of the instructor*)

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 315 Selected Topics in American Literature (Prerequisite: One previous course in English Literature or permission of the instructor)

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. The course may be taken more than once for credit with different topics.

EN 330 20th-Century Poetry (Prerequisite: One previous course in English Literature or permission of the instructor)

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 346 Study of the Works of a Single Modern Writer (Prerequisite: One previous course in English Literature or permission of the instructor)

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 380 Junior Seminar (Junior Standing)

To provide students with the opportunity to engage in the critical study of literature at the highest level of professional, academic, scholarly, and critical sophistication.

EN 399 Special Topics in English Literature (Prerequisite: One previous course in English Literature or permission of the instructor)

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

EN 405 Literary Theory (Prerequisite: Junior or Senior Standing)

This course focuses on the rise of theory historically while examining the basic assumptions we have inherited relating to literature. It also seeks to give students the critical and theoretical tools necessary in order to better understand and negotiate the underlying principles and assumptions that govern our literary universe. This course will keep pace with the moves taking place in literary study and furnish a secure understanding of the occasionally daunting landscape of literary theory.

EN 480 Senior Thesis (Prerequisite: Senior Standing)

Thesis supervision for English majors in their final year.

EN 481 Independent Research

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. **Note: This course carries 4 semester hours of credit during the Fall and Spring terms, 3 hours in Summer.**

FR 102 Introductory French II (Prerequisite: Placement or FR 101)

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. **Note: This course carries 4 semester hours of credit during the Fall and Spring terms, 3 hours in Summer.**

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 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/CL 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.

HS/PH 223 Historical and Philosophical Aspects of the Italian Renaissance (Prerequisite: One previous course in Philosophy)

The purpose of this course is to examine the historical and philosophical background of the epoch of the Italian Renaissance, especially during the Quattrocento and Cinquecento, as a foundation for future studies in early modern history, philosophy, politics and literature. Readings (in translation) include selections from Petrarca, Valla, Ficino, Pico della Mirandola, Giordano Bruno, Castiglione, and Machiavelli.

HS/CL 231 History of Ancient Rome and Italy

This course surveys the history of ancient Rome and Italy. Focus will be on the origins and metamorphoses of Rome from its archaic foundations as an Italic-Latinate kingship. The course will examine the establishment, expansion, and conflicts of the Republican period and the political and cultural revolution of the Augustan 'Principate' to the rise and decline of the Empire. Readings (in translation) include the writings of Polybius, Cicero, Livy, Virgil, Suetonius, Tacitus, and Marcus Aurelius, with some consideration of Roman art and architecture.

HS 235 The Birth of Medieval Europe: from Constantine to the First Crusade

This course will outline the main events, intellectual English Literature/History developments, and artistic achievements that shaped the history and culture of Europe and Byzantium from the IV-XI centuries. The course will focus on issues such as the Migration Period and the political restructuring of Europe, Constantinople, and Eastern Roman Empire; the Christianization of Europe; Feudalism; the rise of Islam and the Arabic Caliphate, its relations with Europe and Byzantium; medieval heresies; the Macedonian Renaissance in Byzantium; and movements for the reform of the Catholic Church, the Gregorian Reformation.

HS 236 Europe Before Nations: From the First Crusade to 1453 (Recommended: HS 235)

This course will continue analyzing main political events, changes and cultural achievements of the High Middle Ages until the discovery of the New World. Topics covered include Seljuk Turks in Asia Minor, Pope Gregory VII and the idea of a Crusade, the Crusades and Latin states of the Levant, the Spanish reconquista, Italian city states and their culture, Slavic kingdoms and states in the Balkans, the rise of Mongols and its consequences for Europe, the Plague, Medieval Russia, and the Ottoman Turks and the fall of Constantinople.

HS 240 History of Islam I: The Golden Age of Islam

An extensive introduction to the formation of Islam and its historical developments from its origins (7th c.) until the time of the sack of Baghdad by the Mongols (13th c.). 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 a communal "Islamic identity."

HS 241 History of Islam II: Mamluks & Ottomans (1250-1918)

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.

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.

HS 261 Modern Europe I: The Age of Nationalism

This course provides students with knowledge of the basic events and developments in Europe, as they took shape after the Napoleonic Wars and before the “Age of Imperialism.” It is mainly an introductory political history, but attention will also be given to cultural, social, and scientific developments.

HS 262 Modern Europe II: The Age of Imperialism (Recommended: HS 261)

This course takes up the main themes of European history, from the beginnings of the Imperial rivalry in the late 19th century and through World War I, to the age of Dictatorships, and the causes and events of World War II. It is an introductory course not requiring previous historical study.

HS 263 Contemporary European History: 1945 to Present (Recommended: HS 261, HS 262)

Because of its closeness to our time, the subject of this course combines elements of classical historical studies with other elements of economics and political science. Although the basic structure of the course will be chronological, some themes, such as the emergence of the European Union and the role played by Western Europe in the Cold War, will also be dealt with from other perspectives, such as ideology and theory.

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.

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.

HS 281/381 Independent Study***HS 283 The American Experience II: From the Closing of the Frontier to the Present***

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.

HS 290 Native American History and Traditions (Prerequisite: One previous course in History)

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.

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.

HS/CL 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. Topics may vary. May be taken more than once for credit with different topics. Topics previously taught include: Death and Mourning in Ancient Societies.

HS 311 History and Popular Culture: Living with the Past (Prerequisites: Junior standing; One previous course in History)

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.

HS 365 Italy from the Risorgimento to the First World War (1815-1918)

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.

HS 366 Italy from Mussolini to the Crisis of the First Republic (1918 to present) (Prerequisite: Junior Standing)

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.

HS 368 The Other America: History of the Counterculture in the US (Prerequisite: Junior Standing)

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.

HS 371 The American 20th Century (Prerequisite: Junior Standing)

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 372 African Atlantic: Slavery and Beyond (Prerequisite: Junior Standing)

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.

HS 373 A World at Arms: The Second World War (Prerequisite: Junior Standing)

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 examines also the war’s impact on civilian populations, collaboration and resistance, and the economics of the war.

HS 374 Hitler and Mussolini: the Fascist and National Socialist Movements and Regimes (Prerequisites: Junior Standing, one previous course in History)

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 375 The Spanish Civil War and the Franco Regime (Prerequisite: Junior Standing)

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 post-war policies and the transition to democracy will also be dealt with in detail.

HS 376 The Atlantic Revolutions: The U.S., France, Haiti, and Latin America (Prerequisite: Junior Status)

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.

HS 380 European Imperialism and the World Wars (Prerequisites: HS 261, HS 262)

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.

HS 399 Special Topics in History (Prerequisite: Junior Standing)

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/CL 399 Special Topics in Classical Studies and History (Prerequisites: Junior Standing, 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, 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.

HS 480 Senior Thesis (Prerequisite: Senior Standing)

Thesis Supervision for History majors in their final year.

HS 481 Independent Research

HUMANISTIC STUDIES

HM 399 Special Topics in the Humanities (Prerequisites: Junior Standing)

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)

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, how many, and what 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, formulating and writing up convincing arguments. In addition, regular guest teachers from various Humanities disciplines will guide students through workshops on key modes of analysis and approaches to research and writing used in their fields. Students will also prepare detailed proposals for their senior thesis and choose their first and second readers.

HM 480 Senior Thesis (Prerequisite: Senior Standing)

Thesis supervision for Humanistic Studies majors in their final year.

ITALIAN

IT 101 Introductory Italian I

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. **Note: This course carries 4 semester hours of credit during the Fall and Spring terms, 3 hours in Summer.**

IT 102 Introductory Italian II (Prerequisite: Placement or IT 101)

A continuation of IT 101. This course aims at developing and reinforcing the language skills acquired in Introductory Italian I, while placing special emphasis on oral communication. **Note: This course carries 4 semester hours of credit during the Fall and Spring terms, 3 hours in Summer.**

IT 103 Intensive Italian I

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. **Note: This course carries 8 semester hours of credit.**

IT 201 Intermediate Italian I (Prerequisite: Placement or IT 102)

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)

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)

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. **Note: This course carries 6 semester hours of credit.**

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 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 in Italian***IT 301 Conversation and Composition (Prerequisite: Placement or IT 202 or permission of the instructor)***

This course is designed to further develop oral communication skills, while refining the student's ability to write correctly in Italian. Contemporary texts, films, and television programs provide the basis for class discussions geared toward expanding vocabulary and reviewing grammar. Students write weekly compositions, do oral presentations, and keep a journal.

IT 302 Advanced Composition (Prerequisite: Placement or IT 301 or permission of the instructor)

In this course students will be guided through a variety of types of writing and styles (e.g., journalistic, business and professional, essay.) Although mainly designed for advanced non-native speakers, the course may also be taken by native speakers who wish to improve their writing skills. Students will reinforce their knowledge of grammar and syntax, as well as develop vocabulary. In addition, students will learn fundamental writing techniques, such as organizing ideas, selecting examples, drawing conclusions, and using the appropriate style for the given genre or mode of discourse.

IT/BUS 303 Italian for Business (Prerequisites: 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.

IT 305 Advanced Italian Language Through Theater Workshop (Prerequisite: Placement or IT 301 or permission of the instructor)

This course, which is conducted entirely in Italian, is designed to develop students' fluency in spoken and written language as well as provide a better understanding of Italian culture through performing arts skills. Students will be physically, emotionally, and cognitively involved in the language learning process. A variety of Italian texts (poems, short stories, plays, songs, etc.) will serve as a repertoire of materials for individual expression and theatrical creation. Students will be introduced to the basic principles and techniques of character building and will perform supervised individual and group work in class. Under the direction of the instructor, students will present a 10-15 minute monologue or dialogue at the end of the semester for a semi-public final performance at the University. The course is open to all interested students, with or without theatrical experience.

IT 306 Amor di Roma: Popular History and Traditions of the Eternal City (Prerequisite: Placement, IT 301 or permission of the instructor)

The aim of the course, which will be conducted entirely in Italian, is to recognize and study the visible and hidden traces of the city's rich heritage of popular history and traditions. A study of ancient and modern literary texts (historical sources, journey tales, dialect poems, etc.), inscriptions and other written sources (proverbs and sayings, "pasquinate," traditional recipes, old newspapers,

etc.) will enable students to reconstruct the fascinating history of Rome's traditions, customs, ancient crafts, and festivities. The course will make use of audiovisual materials (films, documentaries, recordings) in order to view historical images and listen to popular music such as stornelli. A significant part of the course will involve guided tours and various field activities that will take place mainly in the area of Trastevere, where the University is situated.

IT 308 The Seventies: Youth Culture and Politics (Prerequisite: Placement or IT 301 or permission of the instructor)

The course, which is conducted in Italian, analyzes the decade of the seventies giving special attention to youth culture, a distinct political and cultural force of those years. Political activism and its influence on social changes in Italian society (divorce, feminism, sexual liberation, etc.), the role of theater and music as political tools, the importance of various dressing styles, and youth slang are some of the topics that will be explored in the course. These will be presented through a multidisciplinary approach: in addition to readings, selected songs, films, and TV and radio programs will provide the basis for class discussion and work.

IT 309 Italian Language Through Literature (Prerequisite: Placement or IT 301 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.

IT 310 Introduction to the Study of Italian Literature (Prerequisite: Placement or IT 301 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 historical and formal approaches to the study of Italian literature.

IT 315 Selected Topics in Italian Literature (Prerequisite: Placement or IT 301 or permission of the instructor)

The course offers an in-depth exploration of a particular theme or period in Italian literature. Attention will be given to the historical and cultural contexts of the selected works. Through this approach, students will develop the analytical and research skills necessary for understanding the works contextually. Past topics have included: Short Stories and Italian Regional Identity, The Image of Rome in Literature and Cinema, and Contemporary Italian Poetry 1975-2000. May be taken more than once for credit with different topics.

IT 316 Selected Topics in Italian Studies (Prerequisite: Placement or IT 301 or permission of the instructor)

This course uses an interdisciplinary approach to study a particular theme in Italian culture, while giving students the opportunity to further develop written and oral language skills. Past topics have included: Contemporary Italian Culture through Mass Media and A Changing Language in a Changing Society. May be taken more than once for credit with different topics.

IT 319 The Image of Rome in Italian Literature and Cinema (Prerequisite: Placement, IT 301 or permission of the instructor)

This course, which will be held in Italian, will explore 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 Survey of Italian Literature I (Prerequisite: Placement or IT 301 or permission of the instructor)

This course introduces and discusses the major writers and works of Italy from the thirteenth to the eighteenth century, including such authors as Cavalcanti, Dante, Petrarca, Boccaccio, Poliziano, Castiglione, Machiavelli, Ariosto, Tasso, Marino, Beccaria, Parini, and Goldoni. Students are exposed to the evolution of Italian literature from a historical perspective, with emphasis on the major literary, philosophical, and cross-cultural influences that shaped Italy's literary production.

IT 321 Survey of Italian Literature II (Prerequisite: Placement or IT 301 or permission of the instructor)

This course, which is a continuation of IT 320, analyzes the major writers of Italy from the eighteenth century to the present, including such authors as Alfieri, Foscolo, Manzoni, Leopardi, Verga, Carducci, D'Annunzio, Pascoli, Pirandello, Montale, Pavese, and Moravia.

IT 335 Twentieth Century Italian Women Writers (Prerequisite: Placement or IT 301 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 *Inferno*, *Purgatorio*, and *Paradiso*. The most relevant themes and the complex structure of the poem are studied and analysed in relationship to its political, philosophical, historical, and poetic implications.

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 480 Senior Thesis

Thesis supervision for Italian Studies majors in their final year. (*Prerequisite: Senior Standing*)

ITALIAN STUDIES

Courses with the ITS prefix are conducted in English.

ITS/SOC SCI 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.

ITS/SOC SCI 226 Rome Modern City

This on-site course 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.

ITS 299 Special Topics in Italian Studies

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 /TH 341 Modern Italian Drama (*Prerequisite: One previous course in English literature or permission of the instructor*) An in-depth study of Italian drama of the twentieth 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/CW 358 The Art of Literary Translation (*Prerequisite: Junior Standing*)

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.

MATHEMATICS

MA 101 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 102 Finite Mathematics

A study of selected portions of traditional and modern mathematics chosen to illustrate the content of contemporary mathematics and to develop an appreciation for the importance of mathematics in today's world. Topics may include linear relationships, systems of equations, matrices, linear programming, mathematics of finance, sets, probability, and statistics.

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. The course focuses on the syntax and semantics of the logic of propositions in the formal setting of modern mathematical logic. The formalization of language and of the notions of truth and proof is treated in detail. Attention is devoted to the historical development of logic and to the formalization and analysis of arguments drawn from such diverse fields such as philosophy, mathematics, politics, etc.

MA 197 Pre-Calculus (Prerequisite: Placement or completion of MA 101 with a grade of C- or above)

An introduction to calculus that focuses on the study of elementary functions, polynomial, rational, exponential and logarithmic, mainly oriented towards practical applications in business and economics. Particular emphasis will be placed on functions as the first step to analyzing real-world problems in mathematical terms.

MA 198 Calculus I (Prerequisite: Placement or MA 197 with a grade of C- or above)

This course explores the fundamental topics of traditional calculus, such as limits, continuity, differentiation and antidifferentiation, with emphasis on the business and economics applications of maximization, minimization, optimization, and decision making.

MA 208 Statistics I (Prerequisite: Placement into MA 197 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, 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 281/381 Independent Study in Mathematics

MA 299 Calculus II (Prerequisite: MA 198 with a grade of C- or above)

The course is a further development of calculus at a more advanced level. After covering traditional topics such as techniques of integration, differential equations and the study of several variables, attention is given to business and economics applications (constrained optimization, Lagrange multipliers, Method of Least Squares, Numerical approximation, Taylor series, etc.)

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.

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 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

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

PHILOSOPHY

PH 101 Introduction to Philosophical Thinking

The course provides a historical introduction to philosophical reflection, through reading and discussion of major works in the Western philosophical tradition. The course requires attentive outside reading to enable the individual student to engage him- or herself in active classroom discussions and argumentation and thus to progress in the learning and practicing of philosophical analysis and thoughtful discourse.

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. The course focuses on the syntax and semantics of the logic of propositions in the formal setting of modern mathematical logic. The formalization of language and of the notions of truth and proof is treated in detail. Attention is devoted to the historical development of Logic and to the formalization and analysis of arguments drawn from such diverse fields such as philosophy, mathematics, politics, etc.

PH 210 Ancient Greek and Roman Philosophy

This course outlines the rise of philosophical thinking, from Pre-Socratic thought to St. Augustine. The first fundamental philosophical questions will be discussed and assessed: What is change? What is being? What is the relationship between thinking and being? Do we know the world through sensations or through ideas? What is matter? How did the universe begin? Does it have finality? Is a universal ethic possible?

PH 220 Medieval Philosophy

This course will take into consideration the most important philosophers and themes that shaped Western philosophy from Augustine to Meister Eckhart. The main focus will be on Augustine, Boethius, Ps. Dionysius, Anselm of Canterbury, Bonaventure, Thomas Aquinas, John Duns Scotus, Ockham and Eckhart. Topics addressed include the patristic, the Carolingian Renaissance, Arabic and Jewish philosophers and their influence on Christian philosophy, Latin Aristotelianism and Scholasticism, the Anti-Aristotelians, Meister Eckhart, and mysticism. *Prerequisite: One previous course in Philosophy.*

PH/HS 223 Historical and Philosophical Aspects of the Italian Renaissance

The purpose of this course is to examine the historical and philosophical background of the epoch of the Italian Renaissance, especially during the Quattrocento and Cinquecento, as a foundation for future studies in early modern history, philosophy, politics, and literature. Readings (in translation) include selections from Petrarca, Valla, Ficino, Pico della Mirandola, Castiglione, and Machiavelli.

PH/RL 224 Living the Good Life: Religious and Philosophical Ethics

How are moral standards established? How do we differentiate right from wrong? Why should we be ethical? This course will seek to provide both religious and philosophical answers to these questions. We will begin studying the ethical code of Christianity, which provides us with a divine command to act ethically and a divine example to imitate, that of Christ's sacrifice. We then compare this code to that of Buddhism, which uses the concepts of reincarnation and interdependency to instill morality in its adherents and stresses that

human suffering can be overcome only through ethical action. We then turn to philosophical theories, studying the ethical theories of ancient Greek philosophers Aristotle and Plato, the duty ethics of modern philosopher Kant and postmodern philosopher Lévinas, the utilitarian ethics of Bentham and the ethics of desire of Spinoza, as well as Nietzsche's plea to rid ethics of morality. Finally, we will assess the relevance of these theories in a discussion of cultural relativism, and apply these views to current debates (euthanasia, abortion, ecology, bio-technology, suicide, the death penalty, etc.).

PH 230 Evil Philosophers: Controversial Books in Modern Philosophy

Three books in the history of modern philosophy, Machiavelli's *The Prince* (1513), Hobbes' *Leviathan* (1651) and Mandeville's *Fable of the Bees* (1714-29), ignited lively discussions and gained for their authors an infamous reputation. The three philosophers lived and worked in different contexts, but Niccolò Machiavelli, Thomas Hobbes and Bernard Mandeville all hold a similar, unprejudiced "scientific" approach to the issue of man's sociability. In general terms, they share a common view regarding the relevance of self-interested motivation in human nature. Their works were labeled immoral, pernicious, offensive to the dignity of mankind, but none of their successors could avoid considering their philosophical claims. This course presents these three books and the impact they had on the history of Western thought. Students engage in a close reading of *The Prince* and selections from *Leviathan* and *The Fable of the Bees*, as well as the major commentaries and responses to these publications; an analysis of the context in which they were written, and an examination of the main issues addressed in the debates which Machiavelli, Hobbes and Mandeville provoked.

PH 240 Modern Philosophy (Prerequisite: One previous course in Philosophy)

This course offers an introduction to modern philosophy, focusing on metaphysics, ontology, ethics, the foundations of modern science, language, society, and politics. Emphasis will be given to the works of Descartes, Spinoza, Hobbes, Locke, Berkeley, Hume, Kant, Hegel and Marx.

PH 281/381 Independent Study in Philosophy

PH 299 Special Topics in Philosophy.

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

PH 301 Women in Philosophy

This course will deal with the representations of the "feminine" in Western philosophical tradition and the recent contemporary critique of that tradition. Philosophical views about women will be analyzed, from the works of Plato and Aristotle to the Enlightenment, Utilitarianism, Existentialism, and contemporary biological determinism. Contemporary feminist philosophy will be examined critically, with a particular focus on the work of Simone de Beauvoir.

PH 302 Existentialism

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: One previous course in Philosophy and one course in Art History or Aesthetics)

This course is a survey of classical and modern theories on the appreciation of art and beauty. Attention will be given to the analysis of perception and the aesthetic experience in their interaction with language and culture. Special consideration will be given to contemporary visual arts and poetry.

PH 310 Magicians, Heretics, and Scientists in the Age of the Renaissance (Prerequisite: One course in Philosophy)

The course aims to investigate the extent to which the two great realms of ‘magic’ and ‘science’ influenced each other during the Renaissance, as well as the story of the ensuing conflict between science and religion. The boundaries between science and religion in 15th-17th centuries are neither fixed nor impermeable. Indeed, the two domains often overlap and this interaction inevitably results in a relation of conflict, culminating in Giordano Bruno’s and Galileo Galilei’s dramatic trials. This discussion entails the examination of some fundamental philosophical and historical issues by reading original texts and discussing them in class, in relation to the contexts and the debates of their age. Topics include: Renaissance naturalism and Renaissance magic; the interpretation of natural signs; Hermeticism; Renaissance occultism, alchemy and chemistry; ceremonial magic; demonology.

PH 350 Debates in Contemporary Philosophy (Prerequisite: One previous course in Philosophy)

This course exposes students to a wide range of philosophical currents in a variety of contemporary areas of study, such as: cognitive science, social science, philosophy of history, philosophy of language, and epistemology. Each field will be examined by tracing it back to its historical sources.

PH 360 Philosophy of Social Science

This course focuses on different theories of society, ranging from the naturalistic and neo-Darwinian models to the historicist. A general view will be provided through the study of ancient and modern philosophical traditions, and the investigation of how and why society shapes itself and changes. Students will become acquainted with opposing theoretical orientations and will explore how specific philosophical questions relate to other disciplines and fields of research. Prerequisite: One previous course in Philosophy.

PH 370 Postmodern Philosophy: Technology and Human Identity (Prerequisite: One previous course in Philosophy)

Postmodern philosophy can be understood as questioning the presuppositions that founded modernity, most notably the hegemony of the self-conscious subject associated with Descartes and Hegel, and an attempt to provide new values to replace the teleological absolute of modernity and its ontology of self-presence. This course will seek to come to terms with these new values as presented in Nietzsche’s non-morality, Heidegger’s Dasein, Lévinas’ disontological ethics, Derrida’s deconstruction, Lacan’s psychoanalysis, and Foucault’s analysis of embodiment and power.

PH 399 Special Topics in Philosophy (Prerequisite: One previous course in Philosophy)

Topics may vary. Recently taught topics include: Bioethics, Philosophy of Technology, Zen, Philosophy of Baroque. May be taken more than once for credit with different topics.

PH/PL 399 Special Topics in Philosophy and Political Science (Prerequisites: Junior Standing, PL2 10 or PH 101)

POLITICAL SCIENCE

PL 201 American Government

An introduction to the basic structure and major components of American government, with emphasis on its foundation document and other landmark literary works. The course presents a framework of the legislative, judicial, executive, and “fourth branch” administrative agencies of the U.S. government in a historic and contemporary context.

PL 209 International Affairs

This course is an introduction to the theory and practice of International Affairs. The course discusses the main schools of international politics, the determinants and actors of foreign policy, the main conflicts which have characterized the post-World War II era, the problems of war and peace, and recent trends in globalization.

PL 210 Introduction to Political Theory

An introduction to the major political theorists, from the classical to the modern era, who devoted themselves to the task of analyzing the social order. Their theories also provide the foundation for the formation of the modern nation state. Among the theorists examined will be Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, Mill, Hegel, and Marx.

PL 212 International Organizations (Prerequisite: PL 209)

This course is designed to introduce students to the functions of international organizations by examining attempts at international cooperation in various institutional forms. The course includes a historical outline and analyzes efforts of twentieth-century internationalism from the League of Nations up to the structuring of the United Nations (UN), including selected membership issues and the role of the Security Council during and after the Cold War period. UN failures and successes in various domains are assessed and discussed, as well as the US unilateralism-versus-multilateralism debate after 9-11, particularly in connection with global security, the environment and the International Criminal Court. Main regional organizations are also reviewed, such as NATO, African Union, the Organization for Security and Cooperation in Europe, World Trade Organization and Organization of American States.

PL 215 Italian Politics and Society (Prerequisite: PL 210 or PL 223)

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

The course examines the reasons for, methods of, and problems faced in comparing political systems, institutions, and functions. Special emphasis will be placed on how historical and religious elements interact in determining the formation of political parties, on comparing constitutions and electoral systems and their reform proposals, and on analyzing a few major countries' main issues in domestic and foreign policies.

PL 228 Genocide

The course covers different forms of identity politics including ethnopolitics, ethnic cleansing, and

genocide, as manifested in the 20th and 21st centuries. We consider the politics of identity within the historical perspective, and also set in the international context. The program covers the Jewish Holocaust, European ethnic cleansing, and genocide including the cases of Armenia, Balkans, Ukraine, the Roma, Cambodia, Rwanda, and the Darfur region. Other specific current case studies of genocide may be analyzed. Conceptualizations, theories, and the scholarly debate related to genocide as a political phenomenon are covered in a comparative way. Investigation of genocide across regions and time periods will be combined with the review of the debate about genocide's definition, its development in these two centuries, patterns characterizing its occurrence, and hypothesized causes (whose identification can be controversial and difficult given the long historical run-up between causal agents and eventual ethnic hostilities). Genocide is also analyzed as an international crime, together with the range of legal actions and Human Right Instruments presently addressing it. A major objective is to examine the causes of genocide and how genocide might be prevented.

PL 250 Western European Politics (Prerequisite: PL 223)

The course provides a general overview of the main issues facing Western Europe and its political systems, and an in-depth look into the policy processes in the region's five principal countries: the United Kingdom, France, Germany, Italy, and Spain. Special emphasis will be placed on the common historical heritage and the different paths followed in the 20th century, as well as on major similarities and differences in domestic and foreign policy.

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 298/398 Internship

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: PL 210 or Junior Standing)

An examination of the ideas associated with conservatism, liberalism, and socialism, the three modern political perspectives of the 19th and 20th centuries. The course will cover the differing concepts of the individual and the state, and the theoretical foundations of the major conflicting ideologies of the modern age: liberalism, socialism, and fascism. Among the theorists examined are Burke, Tocqueville, Toennies, Bergson, Gramsci, and Schumpeter.

PL 315 Institutions and Policies of the European Union (Prerequisite: PL 223)

A survey of the history, politics, institutions, and policies of the European Union, from its origins to the present day. Covered are the historical evolution of the European Union from its beginnings through the end of the 1990s, the Union's institutions and processes, recent major developments and challenges, such as the Single European Act, the Maastricht Treaty and the Enlargement issue, monetary union, the major policy areas of the Union, and a discussion of future scenarios for Europe.

PL 320 Public International Law

An introduction to classic and contemporary themes of the law of the international community. Historical evolution, sources of law, international legal subjects, recognition of states and governments, self-determination of peoples, and the use of force by states. Humanitarian intervention, international criminal tribunals, universal and regional systems of human rights protection, fundamental principles of European integration, and the changing role of sovereignty and democracy in international law.

PL/COM 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.

PL 324 Human Rights (Prerequisite: Junior Standing)

This course introduces students to the main issues related to the human rights regime that emerged after the end of World War II, focusing in particular on understanding what human rights are and on the challenges posed by globalization, the war against terrorism, and by the necessity to take into account the specific needs of certain vulnerable groups.

PL 325 Human Trafficking and Contemporary Slavery (Prerequisite: Junior standing)

After a brief, comparative overview of past slavery and slavery-like practices this course will focus in particular on chattel slavery, servitude/debt bondage, forced prostitution and sexual slavery, early and forced marriages and forced labor, and on the international instruments aimed at fighting against them. The course will subsequently deal with trafficking in human beings, examining international action to fight against it and to protect victims' human rights, comparing the measures contained in the United Nations Protocol with those of the Council of Europe Convention on Action against Trafficking in Human Beings.

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 focuses on the All-European security framework, and the way it has been rearranged since the Cold War ended in 1989-91. Topics addressed include NATO enlargement perspectives, Russian security policies vis-à-vis the West and the "near abroad," US - EU relations, and the development of a European Security concept. The course also covers the way the main European powers - UK, Germany, France, Italy and Spain - have reshaped their foreign policies after the Cold War, following the end of the East-West confrontation and the loosening of inter-ally bonds that it entailed.

PL 332 The Political Economy of Oil

The growing and changing dimension of the energy market is still dominated by hydrocarbons. Oil and Gas in particular are, and will be for at least the next 25 years, the most important element of any modern energy mix. With the transition from the Nation-State to the modern Country–System concept, energy geopolitics has dramatically changed its nature and logic, moving from the old strategy of power to the modern globalized economic system. The course will explore the complexity of the entire energy system by focusing on the modern political and economic rules regulating it, and understanding the role of governments and that of the market, with an in-depth analysis of the fundamentals of the energy industry. Students will be able to read and interpret economic and political energy data, analyze forecasts and trends, as well as comprehend regulatory terms and technical constraints of the energy market.

PL 340 Political Development in the Third World (Prerequisite: PL 223)

The purpose of this course is to explain why such a wide variety of political systems can be found in the Third World. Attention will be paid to problems of nation-building and the role of charismatic leadership, as well as the problems of policy implementation in these countries.

PL 345 Latin American Politics and Society (Prerequisite: PL 209, PL 223)

The course presents a basic introductory outline of Latin American history since the discovery, along with an in-depth analysis of cultural identities and political issues during and after the Cold War, supplemented by a substantial use of audiovisual material. It examines and compares Central, Caribbean and South American systems and governments and discusses 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 and assessed.

PL 355 Eastern European Politics and Societies (Prerequisite: PL 209, PL 223)

This course presents an overview of the main cultural, religious, historical, political and socio-economic developments in the area known as Central and Eastern Europe, i.e. that part of the continent ruled by communist regimes during the Cold War (the Soviet Union/Russia will be analyzed mostly as an external actor). With major support from audiovisual materials, topics presented and discussed will include the concept of "Three Europes," religious identities and cleavages, the legacy of empires and interwar nation-states, the impact of two totalitarianisms on the region, the transition to democracy, the dilemmas of post communism and the domestic and international political developments until NATO-European Union membership and thereafter.

PL 360 The Political Economy of Globalization (Prerequisite: Junior Standing; Recommended: EC 201, EC 202)

This course examines the ramifications of globalization. It focuses on the varying descriptions of globalization that have been developed by different groups. The current workings of globalization are explored against its historical background - the first age of capital, which preceded the Keynesian world. The cultural, political, and economic consequences of globalization are probed, as well as the debate between the proponents and critics of globalization.

PL 365 History and Politics of the Middle East (Prerequisites: Junior Standing, 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 in the Middle East, the course will examine the place of the Middle Eastern system of states in the world system, how it fares, how it got where it is today, and how global trends intrude into the region. 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 370 Nationalism, Ethnicity and Integration in Europe (Prerequisite: Junior Standing; Recommended: PL 209, HS 263) This course attempts to provide the student with a general understanding of the European area and its realities in terms of nationalism, ethnicities, and ethnic integration. Priority is given to the conceptualization of different phenomena and their historical development. Critical thinking and comparative analysis will be applied to achieve a clear understanding of the changing composition of Europe. An overview of 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.

PL 371 The Sixties (Prerequisite: Junior Standing)

The objective of the course is to examine the social and political movements of “The Sixties,” a time that is among the most historically evocative. This decade witnessed the convergence of hope and events, the growth of movements based on alliances that soon evolved into animosities. From the very late 1950s through the early 1970s there was a ferocity of debate, a challenging of conventions, and a testing of visionary dreams that are now summed up under the label “The Sixties.”

PL 372 International Diplomacy and the United Nations (Prerequisite: Junior Standing)

This course aims at offering students an opportunity to understand the new role of international and multilateral diplomacy in a globalized world where the theoretical assumptions of traditional international law (such as the principles of State sovereignty and equality of non-interference in internal affairs, the legitimate use of force and so on) are facing a gradual but inevitable transformation. The real “architecture” of international society is no longer “rigid and horizontal” as emerges from the United Nations Charter and from old textbooks of international law, but tends to be more and more “liquid and vertical.” This gap between theory, law, and reality is the main cause of the crisis of the United Nations and the main reason why it is so difficult to reform it. The instructor will illustrate to students practical cases and examples taken from his diplomatic career, especially from his service at the Italian Permanent Mission to the United Nations in Geneva and in Vienna. Special attention will be also given to the analysis and discussion of the role of the UN and of international diplomacy in facing the transnational threats and challenges of the twenty-first century (energy, environment, mass migration, poverty, nuclear weapons, terrorism, organised crime, etc).

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. Prerequisite: Junior Standing

PL/PH 399 Special Topics in Philosophy and Political Science (Prerequisites: Junior Standing, PL210 or PH101)

PL 460 Social Science Research Methods (Prerequisite: Junior Standing)

This course presents an introduction to research methods commonly used by political scientists and other social scientists. The course covers the logic of the scientific method, including literature reviews, research design, surveys and experiments, as well as basic statistical analysis of data.

Students who are taking this course as a prerequisite for the Senior Seminar course (PL 480) are required to 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 480 Senior Thesis (Prerequisite: Senior Standing)

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

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.

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 development.

PS 254 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 307 Cognitive Psychology (Prerequisite: PS 101)

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 334 Social Psychology (Prerequisite: PS 101)

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.

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 399 Special Topics in Psychology (Prerequisite: Junior Standing)

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.

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 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 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 223 Religion and Science

This course attempts to examine some aspects of the classical debate concerning the relationship between science and religion, with particular emphasis on the birth of the “new science” which emerged throughout Europe in the early 17th century. Galileo Galilei occupies a central place in this study, as his challenge to Aristotelian physics and astronomy as well as the traditional interpretation of the Bible powerfully influenced the beliefs and convictions held by enlightened men and women for almost two millennia. In order to understand that challenge correctly, one requires a cursory knowledge of Aristotle, Thomas Aquinas, Francis Bacon and Nicholas Copernicus, especially from a philosophical point of view. After examining in some depth the “Galileo Affair,” the course will explore analogous issues raised by Giordano Bruno and Charles Darwin, emphasizing the role of rationality in the knowledge of a Divine Being.

RL/PH 224 Living the Good Life: Religion and Philosophical Ethics

How are moral standards established? How do we differentiate right from wrong? Why should we be ethical? This course will seek to provide both religious and philosophical answers to these questions. We will begin studying the ethical code of Christianity, which provides us with a divine command to act ethically, and a divine example to imitate, that of Christ’s sacrifice. We then compare this code to that of Buddhism, which uses the concepts of reincarnation and interdependency to instill morality in its adherents and stresses that human suffering can be overcome only through ethical action. We then turn to philosophical theories, studying the ethical theories of ancient Greek philosophers Aristotle and Plato, the duty ethics of modern philosopher Kant and postmodern philosopher Lévinas, the utilitarian ethics of Bentham and the ethics of desire of Spinoza, as well as Nietzsche’s plea to rid ethics of morality. Finally, we will assess the relevance of these theories in a discussion of cultural relativism, and apply these views to current debates (e.g. euthanasia, abortion, ecology, bio-technology, suicide, the death penalty).

RL 225 Mystic, Saints, and Sinners: Studies in Medieval Catholic Culture (Partially on-site; activity fee, see website for details)

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 254 Pathways of Faith

The course will be divided into two parts. The first will be a review of basic Catholic beliefs and practices, as well as their development within the context of the Church of Rome and the early spread of the Faith. The second will examine the evolution of these basic beliefs and practices in the teachings of selected Church Fathers and original sources, with particular emphasis on the theological articulations of key Christological and ecclesiological concepts, which provide the underpinnings of modern understandings of Catholic teaching. The course will follow an historical path through the holy places of Rome, beginning with those associated with the events of Jesus Christ and continuing on through apostolic and patristic sources.

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: see website for fee details.

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 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 315 Brilliant Darkness: The Mystical Tradition

The Christian mystical tradition can be defined as the interface between the Greek focus on the metaphors of light and darkness and on hierarchical levels of reality, and the Hebrew theme of an invisible God who can be heard but never seen, desired but never reached. The course thus begins with a reading of the Song of Songs and of the description in Exodus of Moses'

encounter with God, followed by Plato's allegory of the cave and Plotinus' development of the Neoplatonic One. We then turn to the development of these themes in the Christian mystics Gregory of Nyssa, Pseudo-Dionysios, Bonaventure, Meister Eckhart, and Nicolas of Cusa, paying particular attention to how they portray unknowing, desire and rapture. We then turn to female mystics Angela of Foligno, Mechthild von Magdeburg, and Hadewijch, focusing on the themes of subjectivity, embodiment and gender. Finally, we will engage in the study of comparative mysticism, considering the mystical traditions of Judaism (Kabbalah) and Islam (Sufism). In the tradition of Kabbalah, we will study selections from the Zohar and the Sefer Yetzirah, before turning to Abraham Aboulafia's linguistic mysticism and Isaac Luria's cosmological one. We will approach Sufism with a study of the poetry of Jalal-od-din Rumi, followed by selections from Ibn Arabi's *Bezels of Wisdom* and Attar's *Conference of the Birds*.

RL/AH 398 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.

RL 399 Special Topics in Religious Studies (Prerequisites: Junior Standing, one previous course in *Religious Studies*)

Topics may vary.

SOCIAL SCIENCES

SOC SCI 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 both by 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.

SOC SCI 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.

SOC SCI 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.

SOC SCI 251 Sociology of Mass Communication

This course explores theories of mass communication and the impact of mass media on culture. 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.

SOC SCI/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.

SOC SCI/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.

STUDIO ART

Please note that some courses have a mandatory materials fee. Check the website for details.

AS 101 Introduction to Graphic Design

This is an introductory level course – open to all students – and particularly those who do not intend to be professional designers or have background in design. This course teaches basic principles of graphic design and explores methods of utilizing visual design to put together effective communications and in doing so, make a good professional impression. It provides an introduction to visual communication and problem solving, and complements other courses including business, management, marketing and communications. This course offers practical and useful advice on how to work with graphics in reports, presentations, newsletters, and proposals in sophisticated, professional, and interesting ways. It demonstrates how to create PowerPoint slides that support and enhance rather than weaken a presentation. It presents an overview of how graphic design firms further business objectives and create effective management communications.

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.

AS 199 Basic Photography (Traditional Film Photography)

This course is designed to give students an overview of the photographic medium as a means of communication and personal expression with the city of Rome as a vehicle. The major components of the class are use of the 35mm camera, introduction to darkroom technique, and an overview of the history of photography and its specific aesthetics. Class will consist of technical, theoretical, and visual elements to take place in class, on site in Rome, and in museums and galleries. Students must have access to a 35mm film camera with manual controls and be prepared to have film developed and printed by a commercial lab each week at their own expense.

AS 204 Beginning Painting

This course introduces the basic issues of oil painting through a series of classic problems: the still life, figure study, self-portrait and others. Emphasis is on control of color and light and dark value, while building form in a coherent pictorial space.

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 a knowledge of these techniques and be familiar with the history of the fresco and with its important artists and their work in Rome. While the course aims to provide an introduction to the history 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. Materials fee.

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 281/381 Independent Study

AS 289 Digital Photography

This is a course in basic digital photography. The theoretical component deals with the basic functions of the camera, the use of lighting, principles of composition, interaction between colors, visions of architecture and interiors, and basic principles of the elaboration of photos on the computer. The practical component involves picture-taking 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 is strongly recommended. Modern single-lens reflex (SLR) digital cameras with interchangeable lenses are highly recommended.

AS 304 Painting

This course is open to all students. Students with prior painting experience follow their personal lines of research; instruction is through group critiques and individual tutoring. Visits to museums and art exhibitions help students discover their own relationships with artistic traditions.

AS 306 Landscape Painting (Prerequisite: AS 204 or permission of the instructor)

The landscape or cityscape is a veritable Italian tradition, worthy of specific study, and a challenging area of investigation for students with one or more studio art courses. This course will concentrate on study and work at selected sites in and near Rome. It will also include discussion and study of past masters of landscape, and the problematics 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 349 Advanced Photography (Prerequisite: an introductory Photography course or permission of the instructor)

The aim of this course is to provide the theoretical knowledge and practical skills necessary to conceive, plan, and produce a creative photographic project. Each student will work on a photography research project that may concern: nature photography, architecture, portraiture, fashion and beauty, photojournalism, landscape, etc. Students should already have basic competence in black and white photography including developing and printing techniques, and will learn advanced creative darkroom techniques. Further instruction will involve the use of PhotoShop software for the digital manipulation of images. Assignments will help students to begin to acquire specific skills and knowledge sought in the professional workplace.

THEATER AND FILM STUDIES

TH 198 Introduction to Adaptation

What happens to a literary text or script when it is adapted for performance? How and to what extent does the content of the original work change when translated into a new medium – from textual to visual, for instance? This course is an introduction to the effects of adaptation through the comparison of the texts of the works of a selected author with some performances.

TH 251/COM 210 Introduction to Cinema

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.

TH/CMS 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.

TH 340 Modern European Drama (Prerequisite: One previous course in English literature or permission of the instructor)

This study of European drama begins with major realists and naturalists like Chekov and Ibsen, then explores the experimental innovations of Strindberg and Brecht. The more modern theater plays of Anouilh, Beckett, Dürrenmatt, Giraudoux, Ionesco, Pinter and Sartre are analyzed with special emphasis on plot, theme, character, structure and technique.

TH/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 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.

TH 342 Modern American Drama (Prerequisite: One previous course in English literature or permission of the instructor)

An in-depth study of American drama of the 20th century. Works by playwrights such as Albee, Mamet, Miller, O'Neill, Simon, Wilder and Williams will be analyzed with emphasis on plot, theme, character, structure and technique. The social and philosophical vision of each playwright will receive particular attention.

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Cover illustration: *The Travels of John Cabot*, by Marlene McLoughlin, 2010