

**FRANKLIN UNIVERSITY
SWITZERLAND**



ACADEMIC CATALOG
2014-2016

FRANKLIN UNIVERSITY SWITZERLAND

ACADEMIC CATALOG

2014 - 2016

Campus in Switzerland
via Ponte Tresa 29
6924 Sorengo (Lugano)
Switzerland

Tel: +41 91 985 2260
Fax: +41 91 994 4117
E-mail: info@fus.edu
<http://www.fus.edu>

U.S. Admissions Office
U.S. Office, Suite 2746
The Graybar Building
420 Lexington Ave.
New York, NY 10170
U.S.A.

Tel: +1 (212) 922-9650
Fax +1 (212) 922-9870
E-mail: info@fus.edu
<http://www.fus.edu>

CORRESPONDENCE

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

ADMISSIONS

Tel: +41 91 9863613 Email: info@fus.edu
Undergraduate admissions, scholarships, financial aid and loan plans, brochure, catalog, and application materials

GRADUATE ADMISSIONS

Tel: +41 91 9865340 Email: tiadmissions@fus.edu
Graduate admissions, program brochure, application materials, and financial aid and loan information.

STUDENT LIFE

Tel +41 91 986 53 26 Fax: +41 91 9930354
Undergraduate student activities, residence life and housing information and regulations, health and medical insurance, and permits to study in Switzerland

BURSAR

Tel +41 91 986 36 23 Email bursar@fus.edu
Tuition, fees and account payments information

REGISTRAR

Tel: +41 91 9863667 Email: registrar@fus.edu
Transcripts, undergraduate registration and student records, general academic advising and planning.

ADVANCEMENT

Tel: +41 91 9863607 Email: advancement@fus.edu
Development and alumni

MARKETING AND ENROLLMENT MANAGEMENT

Tel +41 91 9863609 Email: all-marketing@fus.edu
Marketing and public relations

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

ACCREDITATION

Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104-2680, USA. Tel: +1 (215) 662-5606 <http://www.msche.org/>. The Swiss University Conference (Schweizerische Universitätskonferenz, Sennweg 2, CH-3012 Berne, Tel. +41(0) 31 306 60 60 <http://www.cus.ch>) fully accredited the institution as a degree-granting university institution in April 2013.

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

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

TABLE OF CONTENTS

CORRESPONDENCE	2
ACCREDITATION	2
HISTORY AND PHILOSOPHY	11
MISSION	12
LOCATION AND CAMPUS	12
RESOURCES	13
LIBRARIES.....	13
THE WRITING AND LEARNING CENTER	13
COMPUTER RESOURCES.....	16
RESIDENTIAL AND STUDENT LIFE	17
RESIDENCES	17
STUDENT LIFE.....	18
SPORTS AND RECREATION.....	18
THE FALCON CARD – UNIVERSITY STUDENT ID	19
DINING FACILITIES	20
FOOD SERVICES, MEAL DEBIT CARD AND MEAL PLANS.....	21
HEALTH CARE AND HEALTH INSURANCE.....	22
HEALTH SERVICES	22
NEW STUDENT ORIENTATION	22
CAREER SERVICES	22
ADVANCEMENT	23
ALUMNI ASSOCIATION AND ALUMNI COUNCIL.....	23
THE FRANKLIN FAMILY ASSOCIATION	23
THE FRANKLIN FUND	23

ADMISSIONS	25
FIRST YEAR ADMISSION	25
RECOMMENDED SECONDARY PROGRAM	25
APPLICATION FOR ADMISSION	25
EARLY ACTION	26
DEFERRED ADMISSION	26
ADVANCED STANDING	26
MODERN LANGUAGE PLACEMENT	27
REQUIRED WRITING SAMPLE	27
STUDY-ABROAD AND TRANSFER STUDENTS	28
APPLICATION FOR ADMISSION	28
TRANSFER CREDIT EVALUATION	28
NON-DEGREE SEEKING STUDENTS	29
ACADEMIC YEAR AT FRANKLIN (AYF)	29
APPLICATION FOR RE-ADMISSION	30
INTERVIEWS	31
SCHOLARSHIPS	31
MERIT SCHOLARSHIPS	31
LIFELONG LEARNING SCHOLARSHIP	31
THE GREEN LEAVES FUND	32
FINANCIAL INFORMATION	33
FINANCIAL AID	33
FINANCIAL AID RENEWAL	33
SELF-SUPPORTING STUDENTS	34
DEFERRED PAYMENT PLAN	34
STUDENT LOANS	35
PARENT LOANS	35
FEES AND DEPOSITS	35

PAYMENT OF INVOICES AND FEES.....	36
LATE PAYMENT FEE.....	36
REFUND POLICY.....	36
LATE WITHDRAWAL FEE.....	37
ACADEMIC POLICIES AND PROCEDURES.....	38
ACADEMIC CALENDAR.....	38
ACADEMIC ADVISING.....	38
NEW STUDENT REGISTRATION.....	39
RETURNING STUDENT REGISTRATION.....	39
CHANGE OF REGISTRATION.....	39
CONTINUING ENROLLMENT POLICY.....	39
COURSE CREDITS AND RESIDENCY REQUIREMENT.....	40
COURSE LOAD.....	40
COURSE PREREQUISITES.....	40
INDEPENDENT STUDY.....	41
AUDITING A COURSE.....	41
ACADEMIC DISHONESTY.....	42
STATEMENT ON CHEATING AND PLAGIARISM.....	42
RIGHTS AND RESPONSIBILITIES.....	43
INTRODUCTION.....	43
CODE OF CONDUCT.....	44
WITHDRAWAL AND LEAVE POLICIES.....	45
LATE ARRIVALS.....	45
ATTENDANCE AND PARTICIPATION POLICY.....	45
WITHDRAWAL FROM A COURSE.....	45
ADMINISTRATIVE WITHDRAWALS FROM COURSES.....	45
LEAVE OF ABSENCE REQUESTS.....	46
INVOLUNTARY WITHDRAWAL FROM THE.....	46
UNIVERSITY.....	46

VOLUNTARY WITHDRAWAL FROM THE UNIVERSITY	47
GRADES AND GRADING POLICY	48
GRADING POLICY	48
MID-TERM GRADES	48
INCOMPLETE COURSE GRADE	49
REPEATING A COURSE	49
FINAL GRADES	50
RIGHT TO APPEAL FINAL COURSE GRADES	50
TRANSCRIPTS	50
STUDENT PRIVACY	50
ACADEMIC STANDING	52
DEAN'S LIST	52
ACADEMIC WARNING, PROBATION, AND DISMISSAL	52
GRADUATION AND COMMENCEMENT	53
STUDENT ACADEMIC AND LEADERSHIP AWARDS	54
ACADEMIC DEPARTMENTS	55
ART AND ART HISTORY	55
COMMUNICATION AND MEDIA STUDIES	55
ECONOMICS AND FINANCE	55
HISTORY	55
INTERNATIONAL MANAGEMENT	55
LITERATURE AND CULTURE	55
MATH AND NATURAL SCIENCES	56
MODERN LANGUAGES AND LITERATURES	56
POLITICAL SCIENCE AND PSYCHOLOGY	56
CENTERS	56
CENTER FOR SUSTAINABILITY INITIATIVES	56
WRITING AND LEARNING CENTER	56

ACADEMIC DEGREES	57
MAJORS	57
COMBINED MAJORS.....	57
DOUBLE MAJORS	58
MINORS.....	58
ACADEMIC PROGRAMS	59
HONORS PROGRAM	59
FIRST YEAR SEMINAR	60
ENGLISH FOR ACADEMIC PURPOSES.....	61
ACADEMIC LITERACIES PROGRAM.....	61
ACADEMIC TRAVEL™.....	62
CERTIFICATE IN ENGLISH LANGUAGE TEACHING	64
THE ASSOCIATE OF ARTS DEGREE	65
REQUIREMENTS.....	65
DECLARATION OF INTENTION AND GRADUATION	66
THE BACHELOR OF ARTS (BA) DEGREE	67
STUDENT LEARNING GOALS	67
DEGREE REQUIREMENTS	67
CORE REQUIREMENTS.....	68
DECLARATION OF A MAJOR	71
SENIOR CAPSTONE	72
SENIOR THESIS.....	72
INTERNSHIP	72
MAJORS	73
ART HISTORY AND VISUAL CULTURE.....	73
COMMUNICATION AND MEDIA STUDIES.....	76
COMPARATIVE LITERARY AND CULTURAL STUDIES.....	79
ENVIRONMENTAL SCIENCES AND STUDIES	81
ENVIRONMENTAL STUDIES.....	81

ENVIRONMENTAL STUDIES WITH AN EMPHASIS IN SCIENCE.....	84
FRENCH STUDIES.....	86
HISTORY.....	88
INTERNATIONAL BANKING AND FINANCE.....	90
INTERNATIONAL ECONOMICS.....	92
INTERNATIONAL ECONOMICS WITH AN EMPHASIS IN POLITICAL ECONOMY.....	93
INTERNATIONAL MANAGEMENT.....	95
INTERNATIONAL MANAGEMENT WITH AN.....	97
EMPHASIS IN FINANCE.....	97
INTERNATIONAL MANAGEMENT WITH AN.....	98
EMPHASIS IN MARKETING.....	98
INTERNATIONAL RELATIONS.....	99
INTERNATIONAL RELATIONS WITH AN EMPHASIS IN POLITICAL ECONOMY.....	101
ITALIAN STUDIES.....	103
LITERATURE.....	105
PSYCHOLOGY.....	107
VISUAL COMMUNICATION ARTS WITH AN EMPHASIS IN FASHION STUDIES.....	109
VISUAL COMMUNICATION ARTS WITH AN EMPHASIS IN STUDIO ART.....	112
COMBINED MAJORS.....	115
MINORS.....	124
COURSE DESCRIPTIONS.....	135
ARCHEOLOGY.....	135
ART HISTORY.....	135
BUSINESS.....	141
CAREER DEVELOPMENT.....	147
COMPARATIVE LITERARY AND CULTURAL STUDIES.....	147
COMMUNICATION AND MEDIA STUDIES.....	152

COMPUTING.....	157
CREATIVE WRITING	158
ECONOMICS.....	160
ENGLISH FOR ACADEMIC PURPOSES.....	165
ENGLISH LANGUAGE TEACHING	166
ENVIRONMENTAL STUDIES.....	168
FRENCH STUDIES.....	170
FIRST YEAR SEMINAR	173
GEOGRAPHY	174
GERMAN	174
HISTORY.....	177
HONORS PROGRAM.....	184
INTERNSHIP.....	184
ITALIAN.....	185
ITALIAN STUDIES.....	189
LITERATURE	192
LITERATURE AND CULTURE	197
MATHEMATICS	199
POLITICAL SCIENCE	201
PSYCHOLOGY.....	206
SCIENCE.....	207
SOCIOLOGY.....	209
STUDIO ART	210
SOCIAL JUSTICE AND SUSTAINABILITY	217
THEATER.....	217
VISUAL COMMUNICATION ARTS.....	217
WRITING	218
ACADEMIC TRAVEL (1-CREDIT).....	219
GRADUATE STUDIES	232
MASTER OF SCIENCE IN INTERNATIONAL MANAGEMENT (MSIM)	232

MSIM PROGRAM OF STUDY	233
PRE-MASTER'S IN INTERNATIONAL MANAGEMENT PROGRAM	233
MSIM COURSE DESCRIPTIONS.....	234
GRADUATE ADMISSIONS	239
FINANCIAL INFORMATION	240
ACADEMIC POLICIES.....	241
ACADEMIC DISHONESTY.....	242
GRADES AND GRADING POLICY.....	242
GRADUATION AND COMMENCEMENT	243
GRADUATE FEES AND DEPOSIT -	243
FACULTY	244
TRUSTEES	267
FOUNDATION FRANKLIN UNIVERSITY SWITZERLAND	268
ADMINISTRATION	269
ACADEMIC AFFAIRS.....	269
STUDENT LIFE.....	272
FINANCE AND ADMINISTRATION.....	272
ADVANCEMENT.....	274
MARKETING AND ENROLLMENT MANAGEMENT	275
APPENDIX A.....	276
ACADEMIC CALENDAR 2014-2015.....	276
APPENDIX B	277
DEPOSIT AND FEES – ACADEMIC YEAR 2014 – 2015.....	277
INDEX	278

HISTORY AND PHILOSOPHY

Named for Benjamin Franklin, the United States' first and most illustrious ambassador to Europe, Franklin University Switzerland was founded in 1969 as Franklin College Switzerland, a non-profit, independent post-secondary institution. From the outset, then Franklin College was "dedicated to a new kind of international education, taking as its cornerstone Benjamin Franklin's vigorous support of a universal, intellectual interchange." The University was incorporated as a charitable organization in the State of Delaware, USA in 1970. Accreditation as an Associate of Arts (AA) degree-granting institution was awarded by the Middle States Association of Colleges and Schools in 1975. In the fall of 1986, the College opened the academic year as a four-year institution. In 1990, after an intensive three-year, in-depth self-study conducted by the entire college community, the Middle States Association of Colleges and Schools affirmed the accreditation status of the college as a B.A. degree granting institution. In 2005, all programs of study leading to the Franklin College B.A. degree were recognized by the Swiss University Conference (Schweizerische Universitätskonferenz) and the Swiss Organization for Quality Assurance (Organ für Akkreditierung und Qualitätssicherung der Schweizerischen Hochschulen). In 2012 Franklin was reaccredited by the Middle States Association, and in 2013 the Swiss University Conference accredited Franklin as a university institution. Franklin's first graduate program, a M.S. in International Management, was inaugurated in 2012. Franklin College officially became Franklin University Switzerland in November 2013.

As a liberal arts institution since its foundation, Franklin University has emphasized what it has designated the "international imperative" in higher education, regarding higher education as the experience of thinking internationally. Events in recent decades, from the fall of the Berlin Wall to 9/11 to the Syrian crisis, have given even greater urgency to the need for authentic international education. The emphasis, academic and social, on cross-cultural perspectives is designed to affect the direction and meaning of a student's university years, life and career. Accordingly, the University advocates that substantive international studies should be an integrated part of a university education as both a prelude to and a basis for the commitment to a major field of study. This commitment to providing courses of study which are international in perspective and cross-cultural in content remains the cornerstone of the educational mission of the University in the global environment of the twenty-first century.

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

The North American student is generally prepared for a liberal education with the aim of developing career potentials and marketable skills. At the same time, an increasing number of students from other parts of the world are seeking alternatives to traditional

forms of education and are attracted to flexible programs which blend the theoretical and the practical. Franklin answers these needs in two ways: it offers B.A. and M.S. programs where its strengths are greatest and where opportunities for a level of professional expertise or readiness for graduate studies can develop.

As part of its commitment to preparing professionals for the workforce, Franklin University Switzerland added its first master's program in 2012: the Taylor Institute was founded as an institute for advancing international management practices through innovative teaching and research. The program of study and practice for the one-year Master of Science in International Management creatively integrates management and business concepts with international and professional experiences. The mission of the Taylor Institute is to develop responsible, collaborative, and innovative global leaders of companies and organizations.

MISSION

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

LOCATION AND CAMPUS

Franklin University is located in the town of Sorengo, on a hillside immediately above Lugano, the principal city of Switzerland's southernmost, Italian-speaking canton of Ticino. Students and faculty come from all over the world to learn and teach in this very international atmosphere.

The campus includes the Kaletsch Campus to the south that features a private villa typical for the southern Swiss region, with an auditorium, a library and a separate classroom wing. At the entrance to the wooded park surrounding the Kaletsch campus is the student center with art studios, the cafeteria and a student lounge.

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

RESOURCES

LIBRARIES

The David R. Grace Library (Kaletsch Campus) and the Fowler Library (Lowerre Academic Center) are the two libraries providing the students, faculty, and community at Franklin University Switzerland with books, periodicals, audiovisual materials, and electronic resources. The Grace Library holds an English-language collection of approximately 36,000 volumes, print periodicals in several languages, and a variety of multimedia materials. The collection has been selectively developed with particular regard to the curricular needs of the University.

The Fowler Library houses materials in French, German, Italian, Portuguese, Russian, and Spanish, as well as the science, mathematics, technology, and health materials. These materials support the Modern Languages and Environmental Studies majors as well as general study needs. The collections consist of approximately 4,500 volumes and multi-media materials.

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

The libraries are open approximately 100 hours per week when classes are in session, and keep extended hours during midterm and final exam weeks. Students may also set up access and borrowing privileges by the local university library in Lugano.

Details of library opening hours, resources and policies can be found at www.fus.edu/content/academics/library

THE WRITING AND LEARNING CENTER

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

In accordance with the mission of the university, the WLC helps students of all cultural

and educational backgrounds learn how to make the most of their academic experience so as to effectively “engage the world.” With a non-directive and holistic approach to academic support, the WLC facilitates learning opportunities among students, professors, advisors, librarians, and student life professionals, as well as with members of the outside community. Specifically, support is offered in the following areas:

WRITING

By making an appointment or by dropping-in during open hours, students can request a one-on-one conversation with a trained writing tutor at any stage of the writing process. Typically, students drop in to:

- Analyze an assignment
- Clarify writing requirements for a course or specific project
- Brainstorm paper ideas
- Develop a thesis statement
- Organize an essay or research paper
- Identify mechanical errors
- Practice proofreading and editing strategies
- Learn how to cite sources using conventional citation styles
- Work on thesis-writing strategies
- Receive feedback on resumes and cover letters
- Polish personal essays for graduate school and/or the job market

LEARNING

In addition to writing tutorials, the WLC also helps students work on a wide variety of college and study skills. Students often make appointments in order to:

- Practice language skills in Italian, German, and French
- Perfect note-taking techniques
- Improve time management skills
- Learn exam preparation strategies
- Review presentations and speeches
- Find resources for discipline-specific tutoring

ACADEMIC LEADERSHIP OPPORTUNITIES

The WLC offers several leadership opportunities for upper-level students and also publishes an annual student-edited journal, *Crossing Cultures*. Specifically, upper-level students can:

- Apply to become an Academic Mentor, which involves helping a professor teach a First Year Seminar for incoming students
- Apply to become a Life-Long-Learning Scholar as a writing tutor in the WLC, which involves working in a team to help students become better writers and learners
- Volunteer to help edit the student-edited journal

DISABILITY SERVICES

Franklin University Switzerland provides reasonable accommodations in its academically related programs to students who have documented disabilities, including learning disabilities. The WLC is committed to helping students of all abilities within the limits of its resources and specifically coordinates accommodations for students with documented learning disabilities. Typically, these accommodations include extra exam time, the use of a computer for exams and the taking of exams in a distraction-free environment. Other accommodations may be offered on a case-by-case basis.

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

The documentation required to register for accommodations must be carried out by a qualified evaluator. A qualified evaluator can include licensed educational psychologists, clinical psychologists, learning disabilities specialists, and speech and language pathologists. The evaluating signature, name, address, phone number, title and qualifications need to be clearly indicated in the report. The report should include specific information about the student's functional limitations within an academic setting and specific recommendations for accommodations or exemptions. It should also include an intake history and specify what kind of testing was conducted to determine that the student is disabled.

The testing itself must be comprehensive, using statistically valid and reliable instruments, standardized with age-appropriate norms. Testing should normally have been conducted within three to five years of the initial request for accommodations.

Students who do not have sufficient documentation, or who have not yet undergone psycho-educational testing should meet with the Disabilities Coordinator and/or the Director of the Writing and Learning Center to discuss an appropriate course of action. For further information about disabilities, please contact: Ann Gardiner, Director of the Writing and Learning Center (agardiner@fus.edu).

DISCIPLINE-SPECIFIC TUTORING

It is our expectation that a student with academic difficulties in a given course arrange for his or her tutorial assistance privately. Payment for a tutorial is not included in the student's tuition and must be arranged with the individual tutor. No course credit is given for tutorials. A student seeking a tutor is encouraged to consult the professor of the course or a Writing and Learning Center professional for advice on how to find a tutor. Tutors who advertise their services on campus are not trained or evaluated by the university.

The Writing and Learning Center provides support that is individualized, interpersonal, and culturally sensitive. We maintain the highest standards of academic integrity and confidentiality and are bound by the Franklin University Code of Conduct in all matters related to academic support.

COMPUTER RESOURCES

Although students are encouraged to bring their own laptop computers, the University provides IT resources that are available to all students. Public access computers are available on both Kaletsch and North Campuses and the student lounge (The Falcon's Nest). The main Computer Laboratory is located next to the Grace Library and houses 22 workstations and a laser printer. The Grace Library and study room also host several similar stations including provisions where students can scan documents in batches.

The Biology lab and Electronic Classrooms on both campuses are also outfitted with networked workstations and color laser printers. In the Lowerre Academic Center on the North Campus, additional computing resources are available to students in the Writing, Learning and Career Center, the Fowler Library, the print stations. Lastly, in the Faber-Lowerre Graphics Design Lab, iMacs, a color laser printer, a high resolution scanner and large-format color plotter are amongst the resources available for graphics design, photo and video production courses. All classrooms are equipped with networked laptop computers (including tablets in a few rooms) are an integral part of the multimedia resources available to for formal instructions as well as student presentations.

For network access - each student is given a university domain account, a @student.fus.edu email address, and storage space on the network for personal files. Email and cloud storage are provided by Microsoft Office 365; formerly live@EDU services where each account includes gigabytes of space for email, a cloud-drive, and live web-based collaboration applications. The campus-wide network is available to any student possessing compatible wireless-networking devices and a valid domain password. In addition to the access in all residences (student rooms and common spaces), students are also able to use the network anywhere on both campuses in proximity to a wireless hotspots. Public areas covered by wireless signals include: all classrooms, the computer lab, library, and study room, both dining halls, and the auditorium as well as outside in close proximity to the buildings.

RESIDENTIAL AND STUDENT LIFE

The University considers student residence life an integral part of the educational process. The University's Residence Life program is designed to foster community living, personal responsibility and academic success during a student's studies at Franklin. It affords students the opportunity to experience the challenges and rewards inherent in living abroad and becoming part of a new community. Most of the residences at Franklin University offer furnished rooms and apartments.

Franklin University is a residential university and requires all single, new incoming students to live in the University residences. Those living within commuting distance from home, or non-traditional students, may receive authorization to live off campus with parental permission. Current students wanting to reside off campus may lease apartments on their own in the local community if they are at least 20 years of age, or have at least 60 semester hours completed and a minimum grade point average of 2.8. Additionally, students requesting permission to live off-campus must be in good disciplinary standing. Parental permission must be submitted in writing to the Dean of Student Life and Engagement who must grant approval. See the Franklin University *Student Life Handbook* for more detailed information or www.fus.edu/content/life-at-franklin/res-life-housing.

RESIDENCES

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

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

The Housing Agreement to live in the University residence is for both Fall and Spring semesters (with the exception of one semester study-abroad students). Franklin University does not release students from housing contracts mid-year unless the student chooses to leave the University or is dismissed for academic or disciplinary reasons.

The residence agreement is a legally binding document, and any violations of this contract will be grounds for disciplinary action.

STUDENT LIFE

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

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

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

SPORTS AND RECREATION

Franklin University's sports facilities include an athletic field, a fitness room with exercise equipment and free weights, and a gymnasium which can be used for basketball, volleyball, indoor soccer, aerobics, and yoga. The mountains surrounding Lake Lugano are accessible for hiking or mountain biking. Routes are posted with indications of the approximate time it will take to reach the various points along the trails. In the winter and early spring, alpine skiing, cross country skiing and snowboarding are just a short train ride away.

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

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

THE FALCON CARD – UNIVERSITY STUDENT ID

THE FALCON CARD

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

UNIVERSITY STUDENT ID

The Falcon Card has a number of on-campus benefits and capabilities associated with student ID cards, such as library book check-in and check-out. Off-campus, the Falcon Card provides students worldwide recognition as university students, giving them access to discounts and privileges often afforded at retail establishments and for travel related purposes.

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

COSTS

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

For more information, see Payment Options: www.fus.edu/payment-options.

DINING FACILITIES

DINING OPTIONS

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

THE NORTH CAMPUS DINING HALL

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

THE GROTTO

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

For more information, see: www.fus.edu/food-services.

STUDENT LOUNGES

The Falcon's Nest is a student lounge located next to the Airone Residence and the Office of Student Life. The Falcon's Nest has wireless internet, and is also a great social gathering space for students, with lounge furniture, foosball table, and a big screen television with cable. It is also used for informal gatherings for professors, art exhibitions and student organization activities.

FOOD SERVICES, MEAL DEBIT CARD AND MEAL PLANS

FIRST YEAR STUDENTS

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

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

SECOND YEAR STUDENTS

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

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

ALL OTHER STUDENTS

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

For more information about meal plan options, see www.fus.edu/food-services.

HEALTH CARE AND HEALTH INSURANCE

Swiss regulation mandates all persons residing in Switzerland for an extended period of time be fully covered by Swiss medical insurance. Franklin University has negotiated cost favorable coverage with SWICA, a local insurance carrier in Ticino. Students requiring appointments with a health care professional should always first contact the University Nurse at the Office of Student Life. Under this insurance program, students are free to choose from a generous set of qualified medical practitioners and specialists. Every calendar year, the premiums are subject to change based on the discretion of the Swiss authorities. For more detailed information, please refer to the Student Life Handbook online at www.fus.edu.

HEALTH SERVICES

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

NEW STUDENT ORIENTATION

Coming to Franklin as a new student entails a series of introductions to life on and around campus. To assist new students in their transition to Lugano and Franklin University, a comprehensive Orientation program is offered each semester, developed by the Office of Student Life facilitated largely by an extensively trained First Year Experience Mentor student staff. New Student Orientation will afford newcomers to the University community the opportunity to meet other students, adjust to the academic, social and off-campus elements of life at Franklin and to help make adjusting to campus easy and fun. Students will be introduced to campus resources, made familiar with policies and procedures and provided necessary information for a successful transition to the new culture. A wide variety of trips, programs, activities and events are scheduled during the first week following students' arrival to campus to help make the adjusting to campus a bit easier and more fun.

CAREER SERVICES

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

ADVANCEMENT

The mission of the Advancement office is to advance the interests of Franklin University by (1) designing and implementing a comprehensive, professional fundraising program that seeks to provide current operational resources as well as capital for growth of programs and physical plant; and (2) developing initiatives which serve and engage alumni, parents, and friends, thus strengthening their relationships with each other and with the University.

ALUMNI ASSOCIATION AND ALUMNI COUNCIL

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

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

THE FRANKLIN FAMILY ASSOCIATION

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

THE FRANKLIN FUND

Part of any successful Advancement Program is involvement from alumni and strong support through a school's annual fund. The Franklin Fund helps to support campus priorities, such as library collections, faculty development, technology upgrades and scholarships. Each year all members of the Franklin community – alumni, parents, faculty, staff and friends – are asked to make an unrestricted gift in support of the University. As with all private, non-profit colleges and universities, the monies raised through the Franklin Fund are critical to the ongoing success of the institution. Tuition alone

does not cover the costs of maintaining high academic standards and it takes participation from all members of the Franklin community to keep the unique traditions of Franklin alive.

ADMISSIONS

FRANKLIN UNIVERSITY PHILOSOPHY ON ADMISSIONS

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

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

FIRST YEAR ADMISSION RECOMMENDED SECONDARY PROGRAM

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

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

APPLICATION FOR ADMISSION

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

- The completed application form and a non-refundable application fee (see appendices in the back of this catalog for deposit and fee information).
- An essay and personal statement.
- An official copy of the secondary school transcript showing courses and grades.
 - Two letters of personal and academic evaluation: one from the principal, headmaster, or counselor of the secondary school and one from an English teacher; or one from another teacher of the applicant's choice.

- US applicants must submit official results from the Educational Testing Service of Scholastic Aptitude Test (SAT or CEEB code 0922) or American College Testing programs (ACT code 5223), forwarded to the Franklin University Office of Admissions.
- Non-US applicants, for whom English is not a first language, are required to submit their scores from the Test of English as a Foreign Language (TOEFL) examination or those of another internationally recognized test of English language proficiency, such as the International English Language Test (IELTS).

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

EARLY ACTION

A student with a strong high school record who is certain that Franklin is his or her first choice may qualify for admission under the Early Action Plan. The application and all supporting documentation must be forwarded by December 1. The Admissions Committee will notify the applicant of its decision by January 15.

DEFERRED ADMISSION

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

ADVANCED STANDING

A student may be granted advanced standing at Franklin for college or university-level study successfully completed in secondary school. The applicability of credits towards major requirements is determined by the Registrar in consultation with relevant Academic Departments. A maximum of 30 credits toward the B.A. degree and 15 credits toward the A.A. degree may be awarded through Advanced Standing.

- Advanced Placement Examinations of the College Board: Three to six credits awarded for Advanced Placement Examinations with scores of 4 or 5. A maximum of 18 credits may be awarded. Advanced placement credit in English is awarded for courses in literature, but not in English composition.
- High school students who have passed college/university level courses taken on the campus of a regionally accredited college or university, with a grade of C or better.

- International Baccalaureate: Six credits for each higher level (HL) passed with scores of 5 or above. Three additional elective credits will be awarded for successful completion of the International Baccalaureate diploma. A maximum of 21 credits may be awarded.
- French Baccalaureate: six credits will be awarded for coefficients of 4 and above and minimum scores of 10. A maximum of 27 credits may be awarded.
- From other non-US institutions: credit to be determined by individual transcript evaluation. German Abitur, Swiss and Italian Maturità and similar European entry certificates may be awarded credit for a passing grade in each principal examination for a maximum of 27 semester hours of credit. British A Level Passes are awarded 9 credits for each A Level pass with grades of A, B or C. A maximum of 27 credits may be awarded.

The University reserves the right not to accept advanced standing credit or transfer credit when official documentation sent directly from the examination agency or transfer institution to the University has not been received within a year of the student's matriculation at Franklin.

MODERN LANGUAGE PLACEMENT

Students choose a language of study from among the Swiss languages (German, French, or Italian) as part of the pre-registration process. Students who have a familiarity with any of these languages may register for intermediate or advanced courses, following published self-placement guidelines. Students who find that their placement does not reflect their level of language ability should speak with their professor after their first class meeting. Professors may reevaluate placement during the first two class meetings and mandate changes as necessary in consultation with the language coordinator for that language. In the case of change, the student will sit for an oral interview with either the professor, the language coordinator, or the senior professor in the appropriate language. Any changes will take place prior to the Course Change (add/drop) deadline. Professors, in consultation with the Department Chair, can also request changes in a student's placement on the basis of subsequent testing or class performance in the first week. The decision of the Department Chair is final in these cases.

REQUIRED WRITING SAMPLE

During Orientation Week, at the beginning of each semester, a writing sample in English is required of all new students, except non-freshman study abroad students. Professors, advisors and university administrators use the writing sample for placement purposes in order to tailor teaching and learning to specific groups of students. Additionally, university administrators use the writing sample as a benchmark to assess writing for the entering cohort. On the basis of the writing sample, students may be placed in preparatory English for Academic Purposes (EAP) courses. Additional writing samples may be requested during or after Orientation Week to finalize placement decisions.

STUDY-ABROAD AND TRANSFER STUDENTS' APPLICATION FOR ADMISSION

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

- The completed application form and a non-refundable application fee (see appendices for deposit and fee information).
- An essay and personal statement.
- Official transcripts of work done in other institutions previously attended. A separate transcript must be sent directly by each institution, regardless of whether transfer credit is requested. Certified translations must be included for transcripts not written in English, Italian, French, German, or Spanish.
- One letter of recommendation from a professor, foreign study advisor or Dean, or two letters from employers if the applicant has not attended school for more than one semester prior to the time of application. A Dean's Report confirming that the student is in good social/disciplinary standing from the Office of Student Life is also required.
- Non-U.S. applicants, for whom English is not a first language, are required to submit their scores on the Test of English as a Foreign Language (TOEFL) examination or those on another internationally recognized test of English language proficiency.

TRANSFER CREDIT EVALUATION

Students may transfer up to a maximum of 60 credit hours for the B.A. and 30 for the A.A. degree. The applicability of credits towards major requirements is determined by the Registrar in consultation with relevant Department Chairs. After the period of initial enrollment, a student may transfer a maximum of 30 credits to Franklin University as long as he/she does not exceed the 60 credit total transfer maximum for the B.A. or the 30 credit maximum for the A.A.

Credits may be transferred for courses taken at other regionally accredited American institutions, provided that a grade of C or better has been achieved. Credit may also be transferred for courses or exams taken at non-American institutions, provided that the university is recognized by government educational authorities within the country, and

the student received a passing grade. The transfer courses must be equivalent in content to those offered at Franklin. In cases where Franklin University does not offer a comparable course, credit may be given on an elective or undistributed basis. For the determination of transfer credits, Franklin may require submission of course descriptions, syllabi or copies of student work. Grades are not transferred; only credits are recorded. All documents and credentials are submitted with the understanding that they become the property of Franklin University Switzerland.

The University reserves the right not to accept advanced standing credit or transfer credit when official documentation sent directly from the examination agency or transfer institution to the University has not been received within a year of the student's matriculation at Franklin.

NON-DEGREE SEEKING STUDENTS

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

ACADEMIC YEAR AT FRANKLIN (AYF)

The Academic Year at Franklin (AYF) is a certificate program that offers qualified U.S. and global high school graduates, or students with the equivalent of a solid high school preparation, the opportunity to gain intensive academic preparation, earn university-level credits, and experience the flavor of university life in the European city of Lugano, Switzerland.

Like all Franklin degree programs, the AYF stresses the importance of the liberal arts foundation combined with individualized student advising and tutoring. Students are introduced to the academic expectations and workload of an American university institution, receiving the personal attention of faculty in a rigorous, yet nurturing environment. The AYF program adapts to the diverse academic backgrounds of its students, offering two tracks: the Bridge Track and the Advanced Track.

The **Bridge Track** prepares students for study in an English-speaking university environment. The curriculum builds on the fundamental skills necessary to succeed in university studies, with a special emphasis on preparing students interested in areas such as international relations, communication and media studies and international management. The advantages of the Bridge Track include:

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

Students who successfully complete the AYF-Bridge Track and meet or exceed the set admission criteria for Franklin University Switzerland will be fast-tracked for admission to Franklin's undergraduate program, following an internal review by the Admissions Com-

mittee. With its curriculum accredited in both the U.S. and Switzerland, Franklin also prepares students for other English-speaking university programs worldwide. Students may obtain course credits for successful work in the Academic Year at Franklin.

The **Advanced Track** is designed for strong students with excellent English skills who have studied outside the North American system and are looking to enter into an English-speaking university system, or for U.S. students who would like to spend an academic year abroad. The Advanced Track is also appropriate for students who may have followed a less traditional path to university studies or who wish to study in an English-speaking university environment while preparing for admission to Franklin or to another English-speaking university. The advantages of the Advanced Track include:

- Highly individualized academic advising and mentoring
- Close contact with faculty in an international, culturally rich community
- Excellent foundation to transfer to other English-speaking universities throughout the globe
- Experiential learning experience through our signature Academic Travel program

Students who successfully complete the program with a GPA of 2.5 or better at the end of their second semester will be fast-tracked for admission to Franklin's regular undergraduate program, following an internal review by Franklin's Admissions Committee. With its curriculum accredited in both the U.S. and Switzerland, Franklin also prepares students for other English-speaking university programs worldwide. Students may earn course credits for successful work in the Academic Year at Franklin program.

APPLICATION FOR RE-ADMISSION

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

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

INTERVIEWS

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

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

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

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

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

SCHOLARSHIPS

MERIT SCHOLARSHIPS

Franklin University offers merit-based scholarships. These funds are awarded during the admission application process. Priority is given to students who apply by the December 1 admission deadline. Consideration for these awards is automatic in the admission process. Information related to these is available on the University website, and interested applicants should request further information from the Office of Admissions. Scholarships and academic merit awards are eligible for renewal each year provided that the student maintains a minimum GPA of 2.8, is in good social standing, with no disciplinary infractions, is enrolled full time, and is living in on-campus housing. Students receiving scholarships and merit awards are required to live in a University residence.

LIFELONG LEARNING SCHOLARSHIP

The Lifelong Learning Scholarship program helps students by preparing them to be career-ready upon graduation from Franklin, not only with regard to academic foundations in their respective disciplines but by providing them with skills that are essential in public and private sector employment in a wide variety of settings. By participating in the Lifelong Learning Scholarship program, students will gain professional experience,

develop leadership skills, and have the opportunity for practical training in a number of fields and areas.

SELECTION OF THE LIFE-LONG LEARNING SCHOLARS

Students will complete a short, one-page response to the program opportunities that are available at the start of the academic year. The description of the scholarship opportunities will be provided by the program supervisors, and students should respond in terms of their skills and interests as well as how this will lead to career goals and practical training in their respective fields of study. The program supervisor will make the final selection from the pool of applicants who have submitted materials in response to the program needs and position description. A cumulative GPA of 2.5 or higher is required to be eligible for a scholarship. The Scholarship will be dispersed to the student in two installments per semester

THE GREEN LEAVES FUND

Faculty and students are eligible to apply for individual grants from the Green Leaves Fund, a special program that provides opportunities for personal and professional growth. The idea of the fund in the words of its generous benefactor is “to allow faculty and students to grow the green leaves of intellectual discovery that are essential as they prepare to face unforeseen challenges and create new, never before dreamed of opportunities.”

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

More information about the fund, including the guidelines for applying, is available from the Office of the Dean of Academic Affairs.

FINANCIAL INFORMATION

FINANCIAL AID

Franklin University recognizes the importance of financial aid programs to students with demonstrated need. Such financial need is defined as the difference between the family's or student's available resources and the cost of attending Franklin University. It is expected that the student and his/her parents will contribute to the fullest possible extent, so that the University's limited financial aid funds can be shared most equitably among the greatest number of qualifying students. Franklin does not meet 100% of need. To estimate a fair contribution from the family, for US students, Franklin University uses the Franklin Financial Aid Application and the Student Aid Report (SAR) provided by the Department of Education on the basis of the Free Application for Federal Student Aid (FAFSA) form. The FAFSA should be completed online: www.fafsa.ed.gov. The Franklin University Department of Education Code is G11683. The FAFSA should be filed no later than February 15.

Non-US students must submit the Franklin Financial Aid Application. All students should download the Franklin University Financial Aid Guide from the University website and submit the Franklin University Financial Aid Form by February 15 for first year students and March 15 for current students. Addresses for submission of applications for institutional aid are as follows:

FOR US-BASED FAMILIES:

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

FOR FAMILIES OUTSIDE THE US:

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

Further financial aid information may be obtained either from the Admissions Office on campus or in New York, and from the University website. The Franklin Financial Aid Guide is available on the University website. US applicants should be aware that some government student assistance programs are not available outside the United States. Notification of financial aid awards are mailed to applicants in the spring of each year.

FINANCIAL AID RENEWAL

Re-enrolling students must reapply for financial aid each year. Financial assistance will be reconfirmed if continuing need is demonstrated, the student maintains a minimum cumulative GPA of 2.5 for need-based aid and a 2.8 for merit-based aid, is in good social standing with no disciplinary infractions, is enrolled full time, is living in on-campus housing and a new FAFSA is submitted. Students receiving institutional aid from

Franklin University are normally required to live in a University residence, and 20% of the financial aid package goes to support living in on-campus housing. Students who, in special circumstances, request to live off-campus understand that they will be subject to a subsequent 20% reduction in institutional aid. . Application for renewal of aid should be made by March 15 according to the procedures outlined above for first-time applicants. The amount of financial aid renewal may be adjusted from year to year, depending on demonstrated need and available resources. Tuition and fee increases are considered for the determination of the amounts awarded.

SELF-SUPPORTING STUDENTS

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

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

DEFERRED PAYMENT PLAN

The University offers a Deferred Payment Plan to students in good financial standing. All payment plan agreements, on a semester basis, must be authorized through the office of Finance and Administration. A deferred payment plan contract will be prepared and forwarded for signature. Signatory agreement is required to activate payment plan consideration. Details can be arranged directly with the Bursar's office in Lugano. As a practice, payment plans are not available to first year students.

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

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

STUDENT LOANS FOR US CITIZENS AND PERMANENT RESIDENTS

Federal and private loans are available to students who are citizens or permanent residents of the United States. Loans are dependent upon creditworthiness and federal loans require a FAFSA to be filed for eligibility.

FEDERAL SUBSIDIZED AND UNSUBSIDIZED STUDENT LOAN PROGRAM (STAFFORD LOANS)

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

PARENT LOANS FOR UNDERGRADUATE STUDENTS

FEDERAL PARENT PLUS LOANS

PLUS loans are available to parents of financially dependent undergraduate students through the Department of Education Direct Loan program. A parent may borrow, each year, a maximum of the difference in the cost of attendance minus any financial aid and/or merit awards that have been granted. Further information regarding PLUS loans can be obtained from the Admissions Office and the Department of Education website: www.studentloans.gov.

PRIVATE LOANS

Private loans are available through Sallie Mae. A student, with a credit worthy cosigner, may borrow, each year, a maximum of the difference in the cost of attendance minus any financial aid and/or merit awards. Further information regarding Sallie Mae loans can be obtained from the Admissions Office and the Sallie Mae website: www.salliemae.com.

FEES AND DEPOSITS

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

PAYMENT OF INVOICES AND FEES

Full payment of invoices is due by:

2014-2015: July 25, 2014 for the Fall 2014 semester invoices; December 19, 2014 for the Spring semester invoices.

2015-2016: July 24, 2015 for the Fall 2015 semester invoices; December 18, 2015 for the Spring semester invoices.

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

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

LATE PAYMENT FEE

Payments received after the payment deadline will be charged an initial late payment fee, thereafter additional late payment fees will be charged on a monthly basis until full payment has been received (see Appendix B).

REFUND POLICY

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

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

The official date of withdrawal is the day the Registrar receives written notification from the student's parents or guardian, by mail, telegram or fax. All merit and financial aid awards will be forfeited. No refunds will be made in case of a student's suspension or dismissal for disciplinary or academic reasons. There is no refund for Academic Travel supplements after the end of the published Course Change (Add/Drop) period. Students who (for any reason) withdraw from an Academic Travel after the Course

Change deadline are still required to pay the supplement fee. There is no refund for Residence charges after the student checks into their residence. Refunds of account credit balances are made four months after the end of the student's final semester.

LATE WITHDRAWAL FEE

Withdrawals between semesters for returning students must be communicated in writing. A withdrawal is considered late when it is received after the payment deadline specified for each semester. A late withdrawal fee (see Appendix B) will be assessed in such cases. Payment will be refunded in full for withdrawals received before the specified withdrawal deadlines.

ACADEMIC POLICIES AND PROCEDURES

This section provides details regarding the academic policies and procedures that guide students in the completion of their degree requirements. In addition to the information in this and other sections of the Academic Catalog, students should refer to specific information available through the Franklin University website www.fus.edu, the Office of the Registrar, and Franklin's student portal "MyFranklin." Forms and their related instructions available from the Office of the Registrar, such as those for requesting a Leave of Absence, Planned Transfer Credit, Declaration of Academic Program, or a Withdrawal from the University, also contain information on policies and procedures in Academic Affairs and are an integral part of this University Catalog. Forms can be found at: www.fus.edu/academics/registrar/helpful-forms

ACADEMIC CALENDAR

The academic year at Franklin University consists of two sixteen-week semesters. Each semester includes a final exam period and a two-week travel period during which students participate in the faculty-led travel portion of their Academic Travel classes. Two optional 4-week summer sessions are offered, usually in the months of June and July. (For more information, see Appendix A for the Academic Calendar.)

ACADEMIC ADVISING

Each student is assigned an academic advisor, usually a full-time faculty member, upon arrival at Franklin. The academic advisor's task is to assist students in developing educational plans that are compatible with their life goals and to help students take responsibility for their own education. In this on-going process, the advisor helps coordinate a student's learning through curriculum planning and review of the student's academic progress, and by referring students to campus resources as the need arises.

To ensure that this interaction takes place between advisors and their advisees, the advisor's signature or on-line approval is required during important moments in the student's academic career, including course registration, course changes, and declaration of academic program. At the same time, the final responsibility for selecting courses and meeting degree requirements is the student's. When a student declares a major, the student is automatically reassigned to an advisor in that academic area. If the student's advisor is already in that academic area, the advisor is confirmed.

NEW STUDENT REGISTRATION

Registration is completed during Orientation Week and the first week of each semester. The Office of the Registrar will enroll new students prior to arrival, taking preference selections and space availability into consideration, for some courses including: First Year Seminar, Modern Language, and Academic Travel courses.

RETURNING STUDENT REGISTRATION

Returning students may pre-register for courses for the coming semester during the registration period following Academic Travel. Students who have an outstanding balance in the current semester will not be permitted to register for courses in the coming term. Students register according to the following priority order: Dean's List Seniors, Seniors, Dean's List Juniors, Juniors, Study-Abroad, Dean's List Sophomores, Sophomores, and Dean's List Freshmen, and Freshmen. Course registration for returning students will be cancelled if the student fails to pay tuition and fees for the semester by the stated deadline. Students with 60 credits or more earned (including credits from transfer or advanced standing) must have declared their major to be able to register for courses in a subsequent semester or summer session.

CHANGE OF REGISTRATION

Students may change their course registration online via Self-Service without penalty up until the published Course Change (drop/add) deadline.

CONTINUING ENROLLMENT POLICY

If a student meets the criteria for a grade of Incomplete (see Incomplete Policy), the student may be allowed up to a four-month period after the end of a semester to complete coursework and would not incur for that period a Continuing Enrollment fee. Students granted an extension for completing coursework or a thesis beyond an initial four-month period and who are not currently registered during the extended deadline period will be assessed a Continuing Enrollment fee (see Appendix B). This allows the student to utilize University resources needed to fulfill the unfinished coursework.

COURSE CREDITS AND RESIDENCY REQUIREMENT

The academic credit at Franklin is equivalent to one semester credit. Most Franklin University courses carry three credits. The Bachelor of Arts degree program requires 120 credits to graduate (or 125 if completing requirements under a previous Catalog); the Associate of Arts degree program requires 60 credits to graduate. Students planning to complete degree requirements at Franklin should note that a minimum of 60 credits (at least 30 in the major) towards the Bachelor of Arts degree or 30 credits towards the Associate of Arts degree must be completed at Franklin University.

COURSE LOAD

Each student must register for and maintain a full-time course load (4 or 5 regular three-credit courses) each semester for academic, financial aid, and student permit purposes. Exceptions may be made for graduating students in their last semester or for those who can claim other extenuating documented circumstances. Students must petition the Dean of Academic Affairs for permission to drop below full-time status. Part-time status can be allowed for persons with Swiss nationality or holders of a Swiss “C” resident permit. It is strongly recommended that students on academic probation (cumulative GPA below 2.0) register for only four courses. With the permission of the Dean of Academic Affairs, students maintaining a minimum cumulative GPA of 3.0 will be allowed to register for six courses, for an additional course fee.

COURSE PREREQUISITES

In many courses, the content builds on knowledge and skills from previous courses. Prerequisites for these courses are indicated in the section on course descriptions. A student can register for such courses without the prerequisite only with permission from the instructor, or if the instructor is not teaching at Franklin in the current term, the Chair of the Department. A student can pre-register for such courses if the student will meet the prerequisites prior to the beginning of the term. A student without prerequisites or Instructor Permission will be automatically dropped from a course at the beginning of the term unless proof of completion of the prerequisite has been received by the Office of the Registrar.

INDEPENDENT STUDY

Students may petition the Dean of Academic Affairs to take an existing course in the Franklin University catalog as an independent study course from an individual faculty member provided they meet the following criteria:

1. The student has applied to graduate and the Registrar can confirm that degree completion is estimated to be within the academic year; and
2. The course required to complete degree requirements (or an adequate course substitute) is not being offered/scheduled by the University within the academic year in which the student would otherwise complete all degree requirements.

Independent study courses are only permitted based on the criteria above and with the faculty member's consent. Such courses are normally restricted to full-time faculty during the academic year (August – May). Payment for this type of course is included in the student's regular full-time tuition provided that the full course load is no more than five courses per semester; otherwise the independent study will be charged as a course at the part-time rate. Generally a student should enroll for no more than one independent study course in a given semester. A petition for an independent study course must be submitted to the Dean of Academic Affairs for approval before the Course Change deadline.

AUDITING A COURSE

Juniors and Seniors may audit one course per semester, during the regular academic year, with the permission of the relevant faculty member. Students must formally register as an auditor before the end of the Course Change (add/drop) period. Courses taken as an audit do not carry credit and the audit grade designation does not count in the grade point average. Students may not change from an audit to a regular grade, or vice versa, after the Course Change deadline. A full-time student (enrolled in either four or five courses in any given semester) may audit one course in their time at Franklin without charge. Additional audits carry a fee and the same fee applies to part-time students auditing a course (see Appendix B for deposit and fee information). Auditing Academic Travel courses is not permitted.

ACADEMIC DISHONESTY

STATEMENT ON CHEATING AND PLAGIARISM

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

Consequently, the University has adopted the following code:

- When an examination is in progress, all unauthorized books, notes, papers, notebooks, and phones must be left outside the classroom, or, where this is not feasible, left beneath the student's seat unopened.
- Students will be asked to distribute themselves around the room during an exam so as to leave the widest possible space between them.
- During the examination only the blank paper required for the examination and a pencil, pen or other tools as permitted by individual instructors may be on the desk.
- Should an instructor see written crib notes in evidence or see a student consult a cell phone during an exam, the presumption will be that the student has cheated on that exam.
- If a student must leave the classroom during an examination due to physical duress, the student must turn in the exam and will not be allowed to return during the examination period. No make-up examination will be administered.
- It is within the prerogative of the instructor to take a student's paper during an exam and to ask that student to take an oral exam, or another exam, at the instructor's discretion.
- A student found cheating will be reported to the Dean of Academic Affairs. A second offense, in the same or any other course, will result in dismissal from the University.
- A student found cheating on an exam will be given an "F" for that examination. If it is a final examination, the student may be given an "F" for the course.
- A student whose paper or assignment has clearly been plagiarized will receive an "F" for that paper. Notification will be sent to the Dean of Academic Affairs. A second offense, in the same or any other course, will result in dismissal from the University.

Cases of academic dishonesty may be handled by the instructor in whose course the violation occurred if the matter is a result of student ignorance or is a first offense. The instructor will assess the severity of the violation and impose an appropriate penalty. In the event of a repetition of dishonesty, the matter will be referred to the Dean of Academic Affairs, and the student will risk dismissal from the University.

RIGHTS AND RESPONSIBILITIES

INTRODUCTION

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

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

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

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

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

CODE OF CONDUCT

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

Because the Franklin University Judicial System and Code of Conduct are intended to promote and uphold a set of shared community standards centered on the basic notion of respect, it is imperative that all Franklin University students familiarize themselves with their responsibilities and rights as members and rights as members of the community.

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

Solidly rooted in values such as tolerance and dialogue, the Franklin University Judicial System and Code of Conduct require all students to recognize and give proper value to the core concept of respect: respect for self and others; respect for diversity of all kinds; respect for local laws and customs; respect for all University rules and policies designed to maximize the many privileges and opportunities for learning at Franklin University, both in and out of the classroom.

The Franklin University Judicial System Board is designed to promote respect for community standards through a commitment to student development and educational outcomes, in accordance with the mission statement of the University and the university-wide learning goals.

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

WITHDRAWAL AND LEAVE POLICIES

LATE ARRIVALS

During the fall and spring semesters, any student who is found to be absent for the entire first week of classes in a given course will be considered to have forfeited his or her place in the course and may be dropped from the course at the instructor's request, in consultation with the Dean of Academic Affairs. A late withdrawal fee will be assessed.

A student who has not arrived on campus or who has not attended a class for the entire first two weeks of classes during a fall or spring semester will be withdrawn from the University for that semester with grades of W in all courses. Students should consult summer session registration and academic policy material for information on deadlines for summer courses, which include penalties for late withdrawals and refund policy.

ATTENDANCE AND PARTICIPATION POLICY

Each faculty member will set a total number of absences tolerated before absences begin to affect a student's participation and final course grade. This number of total absences allowed includes absences due to illness. The faculty member's specific policy will be announced at the beginning of each course and included in the course syllabus. A student who, for no valid reason, remains absent from campus or from classes for an excessive length of time during a semester may be withdrawn from the University.

WITHDRAWAL FROM A COURSE

Students may change their course registration online without penalty up until the published Course Change (add/drop). Students may voluntarily withdraw from a course at any time up to the published withdrawal deadline provided it does not affect their full-time status. (Consult the University Academic Calendar for withdrawal deadlines.) A student who withdraws from a course will receive a W on his or her transcript which will not affect the grade point average. There are no refunds of tuition for withdrawals. Only in extraordinary circumstances can a student drop below active enrollment in at least four regular (3) credit courses with the permission of the Dean of Academic Affairs.

For information on withdrawal from Academic Travel courses, see page 62.

ADMINISTRATIVE WITHDRAWALS FROM COURSES

Non-compliance with the attendance policy specified in the syllabus of a course may result in the student being asked to withdraw from the course by the professor in consultation with the Dean of Academic Affairs. Students should understand that absences totaling three weeks of a course (or its equivalent in a summer session) may be grounds

for a failing grade or administrative withdrawal. Students who are requested to withdraw **must** submit the signed Course Withdrawal form to the Registrar's Office by the published Withdrawal deadline in order to receive a grade of W as long as they remain registered in a minimum of four regular (3) credit courses. A student will receive an F when the student has already withdrawn from another course or would otherwise fall below full-time status with the administrative withdrawal or does not submit the Course Withdrawal form by the published deadline. A student will receive an F for administrative withdrawals after the Withdrawal deadline.

LEAVE OF ABSENCE REQUESTS

Students in good academic and disciplinary standing may apply for a Leave of Absence. A Leave of Absence can be granted for one or two semesters in which a student can take time off from academics or pursue studies at another institution. Students who wish to request a Leave of Absence must complete a Leave of Absence Request form, available from the Registrar. The form, completed with all required signatures, must be submitted to the Registrar's Office by the end of the semester prior to the requested leave of absence period. Students who are granted a Leave of Absence may return to their studies at Franklin University within the requested time period without formally reapplying to the University. Students returning from a Leave of Absence continue with the same academic core and degree requirements they were subject to when they left the University.

Students who wish to return to Franklin University at the end of their Leave of Absence must notify the Office of Admissions and the Registrar of their intention to return in writing by March 15 for the Fall semester and by October 15 for the Spring semester. Students who also wish to apply for financial or merit aid renewal must notify the Office of Admissions in writing of their intention by March 15 for the Fall semester and by October 15 for the Spring semester (also see Financial Aid Renewal). An enrollment confirmation deposit is required for a Leave of Absence (see Appendix B). The deposit will be put towards the student's tuition in the semester in which he or she returns. The deposit is non-refundable in the case the student decides not to return to Franklin University within two semesters.

INVOLUNTARY WITHDRAWAL FROM THE UNIVERSITY

Franklin University Switzerland is committed to the well-being and safety of its community members and the integrity of its learning environment. The University may seek the involuntary withdrawal of a student if there is sufficient evidence that the student is engaging in or is likely to engage in behaviors that present a real danger of substantial harm to self or others, or seriously disrupts the learning environment and/or activities of the campus community. The Refund Policy applies to involuntary withdrawals from the University.

This policy and associated procedures do not take the place of disciplinary action associated with a student's conduct that is in violation of Franklin University's Student Code of Conduct. This policy is to be invoked only in those extraordinary circumstances in which the regular disciplinary system cannot be applied or is not appropriate, and after attempts to secure a voluntary withdrawal have failed. Please refer to the Student Life Handbook or to the Franklin University web site for more information on the grounds for an involuntary withdrawal as well as the full procedures.

VOLUNTARY WITHDRAWAL FROM THE UNIVERSITY

In order to withdraw from the University before the end of a given semester, the student must complete a University Withdrawal form available from the Registrar. Written permission for withdrawal from the University must also be received from the individual who signed the Statement of Financial Responsibility. On the date of receipt of these two documents, the withdrawal will be considered effective and the amount of refund will be determined (see Refund Policy). If a student does not complete official withdrawal procedures, failing grades will be recorded on his/her transcript for that semester. Students who intend to withdraw from the University upon completion of a semester are not required to obtain parent's permission, but should complete a Non-Returning Student form available from the Registrar.

GRADES AND GRADING POLICY

GRADING POLICY

The grade point average (GPA) is calculated on a scale from 4 to 0, with equivalent letter grades (A to F) being recorded on the student's permanent record.

Grade	GPA Points	Performance
A	4.0	Excellent
A-	3.7	
B+	3.3	Good
B	3.0	
B-	2.7	
C+	2.3	Satisfactory
C	2.0	
C-	1.7	
D+	1.3	Unsatisfactory
D	1.0	
D-	0.7	
F	0.0	Failure
W		Withdrawal
I		Incomplete
AU		Audit
TR		Transfer or Advanced Standing

MID-TERM GRADES

Following the Academic Travel period, students at academic risk (i.e. mid-semester course progress is below average scholarship – C- or below) are issued a mid-term grade report. Mid-term grades are unofficial and reflect only the student's progress in a course at the middle of the semester. They serve to alert the student and his/her advisor to potential problems. These grades do not necessarily represent half of the final grade and are not calculated into the semester grade point average. In order to determine how specific requirements are weighed in calculating the final grade, students should consult the course syllabus or ask their professor.

INCOMPLETE COURSE GRADE

A grade of I (Incomplete) may be assigned to students whose coursework has been satisfactory, but due to illness or extenuating circumstances are unable to complete the course. In order for students to be eligible for an I grade they must have completed at least 60% of the total required coursework (or made adequate progress in a senior thesis) with a grade of C or better. Students must provide their professor with information or documents that substantiate their reason for requesting an I grade and additional time to complete the coursework prior to the final grade deadline. The faculty member makes the final decision as to whether to grant an I grade; sets a deadline within a four-month period for the remaining coursework to be completed; provides this information to the student; and submits a signed Incomplete Grade Form to the Office of the Registrar.

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

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

Students granted an extension for completing coursework (or a thesis) beyond an initial four-month time period and who are not currently registered during the extended deadline period will be assessed a Continuing Enrollment fee (see Appendix B).

REPEATING A COURSE

A student who has received below a C in any course may repeat that course. When the course is repeated at Franklin University the original grade remains on the student's transcript, credit for the original course will be voided, and the student's cumulative GPA will reflect the grade of the second attempt. The grade received for the second attempt will be binding. If a failed course is repeated at another institution, the original grade remains unchanged. Because of the cumulative nature of the study of mathematics, it is strongly recommended that students repeat any courses in these fields for which they achieved grades of D+ or below. Likewise, because of the cumulative nature of language study, students must receive a C or better in language courses in order to proceed to the next level. Students in the English for Academic Purposes program must pass EAP 120 and EAP 125 EAP courses with a C grade or better to proceed to the next level of the program (EAP 130). If a student does not receive a C or better in either course he or she must repeat both courses.

FINAL GRADES

Students can review their final grades via the “MyFranklin” student portal following the end of the semester. Students, and parents/guardians, will be notified by email when the student has exhibited exceptional academic performance and has been named to the Dean’s List or if he/she has demonstrated academic difficulty and is placed on probation or academic warning. Students may also grant their parent or guardian access to their student portal to see grades and other information. More details and instructions can be found at www.fus.edu/academics/registrar/shared-access-for-parents

RIGHT TO APPEAL FINAL COURSE GRADES

A student can appeal for a course grade change if the student feels that s/he can demonstrate either bias or prejudice or that the grade was given in an arbitrary or capricious fashion. The appeal must be in writing to the Dean of Academic Affairs and must be submitted within two weeks of the issuing of the final course grade. In order for the appeal to be considered, the student must first contact the instructor of the course to request a break-down of how the grade was determined (or calculated). The student must include with his or her appeal the correspondence with the instructor. Based on the student’s written appeal, the Dean of Academic Affairs can decide to dismiss the appeal, to investigate further or to instruct the Registrar’s Office to change the student’s final grade. The decision of the Dean of Academic Affairs is final.

TRANSCRIPTS

Official transcripts are available through the Registrar’s Office. Students must make a request either via their “MyFranklin” online account or by submitting a signed Transcript Request form, available online or from the Registrar’s Office. Transcripts can be sent by regular mail or electronically via a secure system for no charge. They can also be sent via express mail for an additional fee. Transcripts will not be released if the student has an outstanding financial obligation to the University. The University does not take responsibility for the receipt of the transcript.

STUDENT PRIVACY

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

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

Franklin University may also distribute the following information in appropriate situations without the student's permission under the definition of Directory Information: student's name, photograph, address, telephone number, email address, date and place of birth, class level, major, minor, enrollment status, class rosters, dates of attendance, degrees and awards received, previous educational agencies or institutions attended by the student, and participation in officially recognized campus activities.

ACADEMIC STANDING

DEAN'S LIST

A student who achieves a semester grade point average of 3.5 or above will be named to the Dean's List. In order to qualify, a student must have completed a minimum of five courses of 3 credits each (15 credits). The student will be informed of the honor by letter, and it will also be recorded on his/her transcript. Dean's List students are given priority in registration for courses, Academic Travel and housing placement requests.

ACADEMIC WARNING, PROBATION, AND DISMISSAL

A student will be placed on **Academic Warning** if the semester grade point average falls below 2.0 but the cumulative GPA remains above 2.0.

If, at the end of a semester, a student's cumulative grade point average is below 2.0, the student will be placed on **Academic Probation** for the following semester, which will be recorded on the permanent record. After one semester on Academic Probation without noticeable improvement, the student may be subject to dismissal from the University. The academic dismissal will be recorded on the student's permanent record. Probationary status initiated in any semester will continue through the end of the following semester of regular enrollment. Summer grades will not affect probationary status for the Fall.

Any instance in which a student's cumulative GPA drops below 2.0 for a third semester (for example: the student has already been placed on probation twice) will make the student subject to immediate **Dismissal**. In addition, exceptionally poor academic performance in any given semester may be grounds for immediate dismissal, without the semester of Probation status. Dismissals for inadequate academic performance for first-year students will normally take place in May, after completion of the Spring semester. All actions of dismissal will be taken at the discretion of the Committee on Admissions and Academic Standards and the Dean of Academic Affairs.

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

APPEAL PROCESS AGAINST DISMISSAL

A student who has been academically dismissed from the University may appeal the decision. That appeal should include explanatory information and any new evidence not previously considered by the Committee on Admissions and Academic Standards. It must be in writing, addressed to the Chair of the Committee, and submitted within two weeks of the date on the notification of dismissal. A student will not be allowed to reg-

ister for regular or summer session courses while an appeal is in progress. Where an appeal is submitted, the Chair of the Committee will review the student's academic record, taking into account any relevant material contained in the letter of appeal and make a further recommendation to the Dean of Academic Affairs or his/her delegate. The decision of the Dean of Academic Affairs based upon this final recommendation will be binding.

GRADUATION AND COMMENCEMENT

Franklin University Switzerland confers the Associate of Arts and Bachelor of Arts degrees in December, May, and August. Students officially graduate and may receive their diploma on the degree conferral date following the completion of all degree requirements. In order to be eligible to graduate, students must have: declared their Academic Program (or major); submitted an Application for Graduation by October 15th for the following May and August graduation or March 1st for December graduation; obtained an approved Graduation Evaluation; and completed all of the requirements for an Associate of Arts or Bachelor of Arts degree.

A Graduation Application fee will be invoiced at the time of application. A late fee will be assessed for Graduation Applications received after the deadlines. These fees apply to both the Graduation Application for the Associate of Arts (AA) and for the Bachelor of Arts (BA) degrees (see Appendix B for fee information).

Completion of the Bachelor of Arts degree requirements include, but are not limited to, the following: All Core, Modern Language, Academic Travel, Academic Writing, Major, Minor, and Elective courses required by students' declared academic plans. In addition, students must have at least 120 credits (or 125 if declared under a previous Academic Catalog), meet residency requirements by having at least 60 credits earned at Franklin of which at least 30 credits must be in the major, a minimum grade point average (GPA) of 2.0 in courses in the major, a minimum GPA of 2.0 in courses in the minor, and a final cumulative GPA of 2.0 or higher. (Please refer to the Associate of Arts degree later in this catalog for completion requirements.)

Students who have completed all requirements for the degrees of Bachelor of Arts may participate in the Commencement ceremony held in May each year. Candidates for the Bachelor of Arts degree may participate in the Commencement ceremony if they have 3 courses (9 credits) or fewer remaining to complete degree requirements. Students must be enrolled or have submitted approved Planned Transfer Credit for completion by the end of Summer sessions or no later than 31 August following Commencement. Actual diplomas will be issued and degrees conferred at the next conferral date following the receipt of all grades and the completion of all degree requirements.

GRADUATION WITH DISTINCTION

Students who complete their degree requirements in the range of cumulative grade point averages noted below will receive their diploma noting their distinguished achievement:

summa cum laude	3.900 – 4.000
magna cum laude	3.700 – 3.899
cum laude	3.500 – 3.699

Distinctions noted in the Commencement ceremony and program will be based on the previous semester's grade point average. Diplomas are issued only once all grades have been received and degree requirements completed; therefore, formal distinction earned is based on the final cumulative grade point average.

GRADUATION WITH HONORS

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

STUDENT ACADEMIC AND LEADERSHIP AWARDS

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

ACADEMIC DEPARTMENTS

ART AND ART HISTORY

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

COMMUNICATION AND MEDIA STUDIES

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

ECONOMICS AND FINANCE

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

HISTORY

- Major in History
- Minor in History
- Courses in History

INTERNATIONAL MANAGEMENT

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

LITERATURE AND CULTURE

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

MATH AND NATURAL SCIENCES

- Majors in Environmental Studies, and Environmental Studies with an emphasis in Science
- Minors in Applied Mathematics, Environmental Science
- Courses in Environmental Studies, Science, Math, and Computing

MODERN LANGUAGES AND LITERATURES

- Majors in French Studies and Italian Studies
- Minors in French, Germanic Studies, Italian, and Italian Studies
- Courses in French, German, and Italian
-

POLITICAL SCIENCE AND PSYCHOLOGY

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

CENTERS

CENTER FOR SUSTAINABILITY INITIATIVES

- Minor in Social Justice and Sustainability
- Courses in Social Justice and Sustainability

WRITING AND LEARNING CENTER

- Academic Literacies Program
- English for Academic Purposes
- English Language Teaching Certificate
- Courses in English for Academic Purposes, English Language Teaching and Writing

ACADEMIC DEGREES

Franklin University offers curricula leading to the Bachelor of Arts degree, the Associate of Arts degree, and the Certificate in English Language Teaching.

MAJORS

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

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

COMBINED MAJORS

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

DOUBLE MAJORS

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

MINORS

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

ACADEMIC PROGRAMS

HONORS PROGRAM

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

MISSION

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

REQUIREMENTS

Students may enter the program after having completed at least one semester at Franklin University or another institution of higher education. A minimum cumulative 3.5 GPA or higher and good disciplinary standing at the University is required for admission into the Program. Franklin Scholars may enter the program immediately without meeting the one semester or initial GPA requirement. All students must maintain the minimum admission criteria each semester to remain in the Program.

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

To earn the Honors certificate, a student must complete a minimum of 12 honors credit hours, including:

- At least one Honors Seminar (3 Credits)
- The Honors Senior Capstone Experience Preparation Workshop (non-credit bearing - An advanced workshop in the Senior Year or with permission of the instructor.
- An Honors Capstone Experience (3 credits). To meet this requirement, students will register for the senior capstone in their major (thesis, senior project, senior research project), which they will pursue for Honors credit (Honors Option).
- Additional 6 credit hours in additional Honors Seminars, Honors Tutorials (Honors Options) in regularly scheduled courses, as approved by the Honors Program Director and the respective advisor.

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

FIRST YEAR SEMINAR

All incoming Franklin students including transfer students with fewer than 30 credits participate in a First Year Seminar (FYS). Themes vary from year to year depending on the participating professors' areas of interest, disciplines, and fields of knowledge. The broad aim of FYS is to help students adapt to academic expectations and the university experience. This seminar is an integral part of a larger First Year Experience that integrates academics with orientation, advising, residence life, academic support, co-curricular activities and community activities. All FYS are designed to engage students both in and out of the classroom by forging learning communities through a small class size and an upper class academic mentor who acts as a bridge between incoming students and professors and who helps students feel comfortable with new sets of expectations. The common thread that runs through each seminar is the student's own experience of engaging with Franklin's unique culture and the larger Swiss community. In that spirit, FYS introduces students not only to a particular topic and the fundamental analytical skills needed to produce university-level work, but also to the everyday tools necessary for grappling with real-life multiculturalism and the processes of cross-cultural encounter.

Examples of First Year Seminar topics include:

- Space and Place: Architecture in Context
- The Entertainment Business: Players and Primadonnas
- I am the Portal: Mobile Media and Me in the Connected Everyday Life
- Hiroshima: Japan's Nemesis and the World's Bomb
- Exploring Leadership: Managerial and Political Perspectives
- Desire and Consumption: The Photographic Image

ENGLISH FOR ACADEMIC PURPOSES

English for Academic Purposes (EAP) provides a transition into the university curriculum for all students who need extra support in writing in the academic setting. Students may be placed into these courses based on a writing sample in English required at the beginning of their first semester, normally taken during orientation. Standardized test scores and previous school records are also considered. Students placed in EAP must complete EAP requirements within the first three semesters of study as part of their regular coursework.

As EAP provides the foundation for success in subsequent classes, students must pass EAP courses with a C grade or better to move into the next-level writing course. Students who successfully complete EAP 120 and EAP 125 must enroll in EAP 130 for the subsequent semester. Likewise, students who successfully complete EAP 130 must enroll in WTG 100 Academic Writing, for the subsequent semester.

For descriptions of EAP courses, please see the Course Description section of the catalog.

EAP 120	Introduction to Academic Writing I
EAP 125	Academic Reading and Vocabulary
EAP 130	Introduction to Academic Writing II

ACADEMIC LITERACIES PROGRAM

The Academic Literacies Program (ALP) at Franklin helps ensure that all students meet academic writing competencies by the time they graduate. Franklin expects students to communicate ideas in written English in an articulate and culturally aware manner. Specifically, students will produce writing that:

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

In order to accomplish these goals, the writing requirement at Franklin involves a series of four writing intensive courses. Students have a spectrum of courses they can choose from both up and across the curriculum for a total of twelve (12) credits:

- WTG 100 Academic Writing: Crossing Borders
- WTG 200 Advanced Academic Writing: Ethics at Work
- W labeled courses that can vary each semester (W)
- Capstone or equivalent in their major

Typically, students will take WTG 100 or WTG 200, both of which help fulfill the writing requirement, speak to the mission of the university and promote cross-cultural understanding. Thereafter, and to complete the 12-credit writing requirement, students must enroll in one to three writing intensive courses, at least one of which is normally in their chosen academic discipline, and the others as electives, followed by a writing intensive capstone course or equivalent in their major. Students who do not pass these courses with a C or better are strongly advised to take an additional writing or writing intensive course. (EAP courses do not count towards satisfying the Academic Writing requirement.)

ACADEMIC TRAVEL™

Students are required to participate in Academic Travel, which is a fully integrated part of the regular curriculum at Franklin University Switzerland. Academic Travel courses may carry three credits or one credit. Three-credit Academic Travel courses are regular semester courses that include a 10-day to two-week travel period, thus adding an experiential learning piece to regular classroom activities. One-credit Academic Travel provides a less intensive version of Franklin's signature program that focuses predominantly on the 10-day to two-week travel period. Academic Travel classes are taught by faculty members and are fully related to the academic expertise of the individual professor and to his or her particular knowledge or experience of a given country or area. All students, including semester and year-abroad students, are required to participate in an Academic Travel course. Auditing of Academic Travel is not permitted. The specific policy regarding Academic Travel participation is as follows:

The graduation requirement for Academic Travel is normally fulfilled by successful participation in four three-credit Academic Travel classes. Students must enroll in an Academic Travel class each semester until they complete the required number of travels. Once students have completed their four required three-credit Academic Travel courses, they may continue to take advantage of Franklin's signature program as an integrated part of their studies. Students will then have the option to participate in one- or three-credit Academic Travel courses, depending on what best suits their academic program needs and interests. Three-credit travel courses may count as general electives, Global Responsibil-

ity core requirements, and/or major electives. One-credit Academic Travel courses count as general electives.

For transfer students coming in with 30 or more credits: A minimum of two consecutive, three-credit Academic Travel classes is required.

Students cannot complete an Academic Travel course without participating in the actual travel. Only in case of a medical or family emergency will students be allowed to withdraw from Academic Travel courses **prior to the travel period.** In case of such an emergency, students must submit documentation attached to a formal petition signed by the student and the student's academic advisor to the Assistant to the Dean of Academic Affairs. Documentation must be submitted prior to the Academic Travel dates in October and March. No late documentation will be considered.

ACADEMIC TRAVEL VISAS

Students are responsible for obtaining their visas to the academic travel destinations. It is the responsibility of the student to ascertain his or her likelihood of obtaining a visa and to take the necessary steps to obtain the visa. After consulting with the travel leader, students may decide to obtain their visas during the period in which they are in their home country between semesters. Regulations for visas can change frequently. Students who are registered for an academic travel, but cannot obtain a visa to one or more of the destinations included in the course will be required to withdraw from the Academic Travel course and attend a one-credit on-campus seminar.

GUIDELINES FOR CONDUCT ON ACADEMIC TRAVEL

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

CERTIFICATE IN ENGLISH LANGUAGE TEACHING

The undergraduate English Language Teaching (ELT) certificate program integrates theory and practice, with an emphasis on hands-on classroom teaching experience in a variety of contexts. It prepares students for teaching in language schools and volunteer organizations, as well as for further graduate-level study. The Franklin University Switzerland Certificate in ELT can be used as proof of in-depth training with employers all over the world. Also, students successfully completing the Franklin ELT Certificate can qualify for Advanced Entry in the MA TESOL/TFL program of the Monterey Institute of International Studies (A Graduate School of Middlebury College). Courses in the Franklin ELT Certificate Program include supervised lesson planning, teaching practice, observations of live lessons by experienced teachers and feedback. Students submit a portfolio of work including materials related to teaching practice and written materials. Teaching practice opportunities are made available through Franklin at local Lugano schools and universities, as well as international venues. Teaching experience in other international contexts may be utilized as practicums with proper professional supervision and only with prior approval.

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

Each of the following courses (6 credits)

ELT 102 Introduction to English Language Teaching

ELT 251 The English Language

Two of the following three courses (6 credits)

Each may be repeated for credit, thus this requirement can be fulfilled with the same practicum type (ELT 276, ELT 277 or ELT 279) taken twice.

ELT 276 English Language Teaching Practicum (Young Learners)

ELT 277 English Language Teaching Practicum (Adult Learners)

ELT 279 English Teaching and Service Learning Practicum (Location will vary)

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

THE ASSOCIATE OF ARTS DEGREE

REQUIREMENTS

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

FIRST YEAR SEMINAR (3 CREDITS)

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

QUANTITATIVE REASONING (3 CREDITS) (MAT 103, 104, 107, 109, 200, 201 OR HIGHER)

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

GLOBAL RESPONSIBILITY (18 CREDITS)

Two courses from each of the following Areas of Knowledge (for specific course see: www.fus.edu/content/academics/policies-procedures/core-requirements):

- Intercultural Competencies
- International Engagement
- Social Responsibility

MODERN LANGUAGES (12 CREDITS)

FRE/GER/ITA 100 Introductory Language I

FRE/GER/ITA 101 Introductory Language II

FRE/GER/ITA Intermediate Language I

FRE/GER/ITA Intermediate Language II

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

meet the modern language requirement by taking and passing a minimum of one year's work in one of the languages offered at the University (excluding English).

ACADEMIC WRITING (3 CREDITS)

WTG 100 Academic Writing

Students will develop the skills necessary to convey ideas effectively in a variety of contexts. Likewise, students will focus on clear and effective writing.

ACADEMIC TRAVEL (12 CREDITS)

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

GENERAL ELECTIVE CREDITS (9 CREDITS)

DECLARATION OF INTENTION AND GRADUATION

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

Students must make submit a graduation application to the Registrar by October 15 of the previous semester for May and August graduation, and by March 1 for December graduation. Graduation application fees apply (see Appendix B). *Note:* The Associate of Arts degree will only be awarded to students not continuing with the Bachelor of Arts degree.

THE BACHELOR OF ARTS (BA) DEGREE

STUDENT LEARNING GOALS

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

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

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

DEGREE REQUIREMENTS

The Bachelor of Arts degree requires 120 (or 125 if declared under a former catalog) credit hours. At least 60 credits must be completed at Franklin of which 30 credits must be in the major. A 2.0 average must be maintained in the major, and students must maintain a final cumulative grade point average of at least 2.0 in order to graduate.

The Bachelor of Arts consists of the following components:

- Core Requirements
- Major Requirements
- General Elective Requirements (Minor requirements count towards General Electives)

CORE REQUIREMENTS

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

The particularly distinctive features of the Franklin core curriculum include the 5-semester Modern Language requirement, the Global Responsibility component, the Academic Writing requirement, and Franklin's signature Academic Travel. Core requirements also include the First Year Seminar and a course in quantitative reasoning. All Franklin graduates are expected to have achieved proficiency in a language other than English by completing five language courses or the equivalent—typically in one of the major Swiss languages, French, German or Italian. The Global Responsibility component is designed to provide an interdisciplinary perspective in three areas of knowledge, whereas Academic Travel offers on-site field study with the opportunity for developing both language skills and cultural competency. At Franklin, we believe that the world is your classroom, and your classroom is the world.

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

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

FIRST YEAR SEMINAR (3 CREDITS)

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

QUANTITATIVE REASONING (3 CREDITS) (MAT 103, 104, 107, 109, 200, 201 OR HIGHER)

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

GLOBAL RESPONSIBILITY (18 CREDITS)

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

Global Responsibility courses can often be fulfilled with courses in the major or minor. For a current list of approved courses, see: www.fus.edu/content/academics/policies-procedures/core-requirements.

Intercultural Competencies International Engagement Social Responsibility

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

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

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

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

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

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

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

MODERN LANGUAGES: THE CLASSROOM AS OUR WORLD (15 CREDITS)

FRE/GER/ITA 100 Introductory Language I

FRE/GER/ITA 101 Introductory Language II

FRE/GER/ITA 200 Intermediate Language I

FRE/GER/ITA 201 Intermediate Language II

FRE/GER/ITA 300 Advanced Language I

Franklin expects all students to be strong, independent users of a language other than English, equivalent to B-2 or higher on the European Common Framework scale. This requirement will normally be met by successfully completing the 300 course in French, German or Italian at Franklin. Students whose home, native or secondary school language is French, German or Italian can meet this requirement by successfully completing one course in one of these languages above the 302 level. Students other than native speakers of French, German or Italian whose competency in those languages is above the 300-level can meet the modern language requirement by successfully completing one course in French, German or Italian at the 301-level or above

All students must complete at least through the 201-level in French, German, or Italian. Students can petition the University for alternative means of demonstrating B-2 competency (300-level) in a language other than English, including study at other accredited universities or through credit-bearing internships. These alternatives are strictly subject to prior approval.

Note:

1. Language courses require a prerequisite grade of “C” or better in order to continue to the next level.
2. A student who has failed to successfully complete the same modern language course after two attempts may in exceptional cases be exempted from completing the modern language requirement if so recommended by the Chair of Modern Languages and approved by the Dean. A student who has been granted a Language Waiver must choose from the approved list of culture-specific courses to substitute for the modern language courses from which he or she is exempted. (Please refer to the Franklin University website at:

<http://www.fus.edu/content/academics/policies-procedures/core-requirements> for a list of approved courses) The student should successfully complete the same number of alternative courses as the number of exempted language courses (up to a maximum of three courses). Language Waiver applications will be first be considered by the Department Chair, and subsequently referred to the Dean. Applicants for a waiver can present their rationales to the Chair twice a year during Fall and Spring registration

3. Students whose native language is not English and who have been required to enroll in EAP courses (English for Academic Purposes) at Franklin may petition the Chair of Modern Languages by completing a Language Waiver form to request a reduction in the number of language course credits normally required to fulfill the Core requirement.

ACADEMIC WRITING (12 CREDITS)

Four courses selected from the following:

- WTG 100 Academic Writing: Crossing Borders
- WTG 200 Advanced Academic Writing: Ethics at Work
- W labeled courses that can vary each semester (W)
- Capstone or equivalent in their major

(See Academic Literacies Program, page 61)

ACADEMIC TRAVEL : THE WORLD AS OUR CLASSROOM (12 CREDITS)

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

(See Academic Travel, page 62)

DECLARATION OF A MAJOR

Students who intend to earn the Bachelor of Arts degree at Franklin must declare a major. It is possible to declare a major after the student has completed his/her first semester which include credits received by transfer, advanced placement and/or advanced standing. Students with 60 credits or more earned must have declared their major. The student must be in good academic standing in order to declare a major and such declaration should be carried out by means of the form available in the Registrar's Office. Student will be able to access an online Academic Plan customized to their declared major(s) and minor(s) in order to monitor their progress toward degree completion.

SENIOR CAPSTONE

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

SENIOR THESIS

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

INTERNSHIP

Internships are available to students as an option in many majors or as elective credit and provide the opportunity for a student to integrate work and formal education with experts in his/her major field of study, to test the chosen career path, and to be involved in activities like those of full-time employees. While some competitive internship opportunities are available through the University, it is generally the student's responsibility to secure an internship site. Students should consult the *Internship Handbook* for a full description of Internship requirements.

To be eligible to enroll for a credit-bearing internship to fulfill a major requirement, the student must have earned at least 60 semester hours of university credit and have fulfilled any internship prerequisite requirements. The student must also have completed 18 credits (6 courses) within the major with a grade of C or above in each of these courses, and be in good academic standing.

The intern must meet the minimum requirement of 60 clock hours at the work site, in addition to time spent completing academic requirements assigned by the faculty supervisor. Regular tuition for the academic semester for which the intern is registered is charged for any internship experience. Internships are graded using the standard grading scale for courses at Franklin University. Students must register for the internship course by completing a Course Change form in addition to completing the Internship Application included in the *Internship Handbook*.

MAJORS

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

ART HISTORY AND VISUAL CULTURE

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

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

MAJOR REQUIREMENTS (42 CREDITS)

Required Courses (12 credits)

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

Major Electives (24 credits)

Eight of the following. A minimum of four and a maximum of six must be AHT courses (with at least two at the 300 level):

AHT 200	Psychology of Art
AHT 211	Collecting and the Art Market in the Age of Globalization
AHT 213	Art and Ideas: Exploring Vision
AHT 214	Live Art
AHT 215T	Art and Industry in England: 1800-2000

AHT 216	An Introduction to the History of Photography
AHT 231	Renaissance Art and Architecture in Italy
AHT 233	Venice and the East
AHT 234	Painting and Sculpture in France in the 19th Century
AHT 256	Women in Art
AHT 280	Contemporary Art: From the New York School to the Present
AHT 301	Towards New Forms in Twentieth Century Art
AHT 307	Ancient Art and Archeology
AHT 338	The City and Its Representation in the 20th Century
AHT 345	Picasso: His Life and Work
AHT 350	Museums and Art Galleries: Theory, History, and Practice
AHT 360	Art of Ticino, Lombardy and Piedmont
AHT 361	The Visual Culture of Disaster
AHT 362	Visual Semiotics: Signs and Symbols in Art, Architecture, Film, and Fashion
AHT 370	Etruscan Art and Archaeology
AHT 371	Topics in Art History
ARC 200	Practicum in Archaeology
LC 100	The Stories We Live By
LC 110	Reading Cultures: Approaches to Cultural Studies s
CLCS 200	Gender and Sexuality in the Global Context
CLCS 215T	The Cosmopolitan City: Vienna 1900
CLCS 220	Inventing the Past: The Uses of Memory
CLCS 241	Forbidden Acts: Queer Studies and Performance
CLCS 300	(Re)Defining Masculinity
CLCS 310	The Culture of Cities
CLCS 340	Fashion and Popular Culture
CLCS 371	Law and Culture
CLCS 372	Tales of Catastrophe
COM 105	Introduction to Communication and Media
COM 201	Fundamentals of Media Studies and Criticism
COM 202	Fundamentals of Interpersonal Communication
COM 301	Globalization, Media, and Representation
COM 302	Intercultural Communication: Theory, Research and Practice
COM 370	Topics in Communication and Media Studies
FRE 374	Introduction to French Cinema
FRE 376	French Cinema: The New Wave
GER 373	German Film as Medium of Culture
HIS 243	Worlds of Islam
HIS 357	Weimar Germany: Crisis or Crucible of Modernity?
ITA 373	Italian Film and Society
ITA 374	Italian Cinema
ITA 375	Italian Film Adaptation: From the Page to the Screen
STA 330T	Umbria: Art and the Territory (Ceramics, Mandala and Land Art, New Media)

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

Studio Art Course (3 credits)

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

Capstone Requirement (3 credits)

One of the following:

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

COMMUNICATION AND MEDIA STUDIES

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

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

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

MAJOR REQUIREMENTS (39 CREDITS)

Required Courses (21 credits)

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

One of the following:

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

One of the following:

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

Major Electives (18 credits)

Six of the following courses. At least four must be 300-level or above COM courses:

COM 220T	Symbolizing Scottish Folk: Nationalism, Tourism and Identification.
COM 300	History of Mediated Communication
COM 301	Globalization, Media, and Representation
COM 302	Intercultural Communication: Theory, Research, and Practice
COM 310	Fundamentals of Journalism
COM 320	The Art of Persuasion: Social Influence
COM 326	Digital Communication: Theory & Strategy
COM 327	Producing Digital Media: Communication and Media in Practice
COM 340	Argumentation and Media Ethics
COM 347	Organizational Communication
COM 350	Mediated Relationships
COM 352	Environmental Discourses
COM 365	Media Regulation and Policy
COM 370	Topics in Communication and Media Studies
COM 497	Senior Research Seminar in Communication and Media Studies
COM 498	Internship in Communication and Media Studies
COM 499	Thesis in Communication and Media Studies
AHT 213	Art and Ideas: Exploring Vision
AHT 216	Introduction to the History of Photography
AHT 338	The City and Its Representation in the 20 th Century
AHT 361	The Visual Culture of Disaster
AHT 362	Visual Semiotics: Signs and Symbols in Art, Architecture, Film, and Fashion
BUS 285	Integrated Marketing Communications
BUS 410	Organizational Behavior and Leadership
CLCS 200	Gender and Sexuality in a Global Context
CLCS 220	Inventing the Past: The Uses of Memory in a Changing World
CLCS 225	Music and Popular Culture
CLCS 230	Science/Fiction: Envisioning the Possible
CLCS 241	Forbidden Acts: Queer Studies and Performance
CLCS 242	Representations of Poverty in Literature, Film and Media
CLCS 243	The Cultural Politics of Sports
CLCS 300	(Re)defining Masculinity
CLCS 310	The Culture of Cities
CLCS 320	Culture, Class, and Cuisine: Questions of Taste
CLCS 330	The Politics of Mobility: Exile and Immigration
CLCS 340	Fashion and Popular Culture
CLCS 350	Culture and Human Rights
CLCS 360	Critical Race Studies in a Global Context
CLCS 371	Law and Culture

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

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

COMPARATIVE LITERARY AND CULTURAL STUDIES

The Comparative Literary and Cultural Studies (CLCS) major at Franklin offers an interdisciplinary look at the complex, dynamic workings of culture across a number of settings and contexts. We seek to understand cultural phenomena and processes as they unfold under the pressure of historical, social and economic forces, paying particular attention to the manner in which power intersects with race, gender, and class.

Our approach is both theoretical and problem-based: we study for instance how collective memory is shaped in the wake of slavery or apartheid; we seek to understand the consequences of forced or voluntary mobility; we examine the cultural significance of cuisine; and we investigate the multiple ways in which law shapes cultural processes, and culture in turn affects the making of laws. In studying these various interplays we use theory as a resource that helps us see cultural nuances and ask questions that further our understanding of contemporary challenges. Inherent in our approach to comparative literary and cultural studies, then, is an understanding of culture as an ever-evolving entity that demands continuous acts of interpretation, negotiation, and creativity.

The development of analytical, synthetic thinking and effective means of oral and written expression are central to our endeavors. To hone these capabilities we begin our studies by reading literary texts with an eye not only to their internal structure and significance but also to the way in which stories permeate our life and can be read as cultural narratives. To this end, we also take our own role as readers very seriously. The CLCS major at Franklin is designed for intellectually curious students who feel enriched by multi-disciplinary perspectives and who are eager to apply the things they have learned in the classroom to the world beyond. In this spirit, we encourage students to incorporate the lessons they learn on academic travel in their studies, and the last year in CLCS offers the opportunity to design and complete a capstone project that builds on what they have learned.

MAJOR REQUIREMENTS (42 CREDITS)

The Comparative Literary and Cultural Studies (CLCS) major currently offers twelve core courses in addition to a First Year Seminar course, two courses in the Foundations and two capstone courses both of which are shared with the Literature major. All of the courses required in the major are topic-based and explore literature and culture from multiple perspectives. Four major elective courses are selected in consultation with the student's major advisor (see description below). A minor in a modern language is recommended but not required. Students planning a major in CLCS should enroll in LC 100 or LC 110 prior to taking upper-division classes in the major.

Foundation courses (6 Credits)

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

Major Courses (18 Credits)

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

CLCS 199	First Year Seminar
CLCS 200	Gender and Sexuality in a Global Context
CLCS 215T	The Cosmopolitan City: Vienna 1900
CLCS 220	Inventing the Past: The Uses of Memory in a Changing World
CLCS 230	Science/ Fiction: Envisioning the Possible
CLCS 241	Forbidden Acts: Queer Studies and Performance
CLCS 242	Representations of Poverty in Literature, Film and the Media
CLCS 243	The Cultural Politics of Sports
CLCS 300	(Re)defining Masculinity
CLCS 310	The Culture of Cities
CLCS 320	Culture, Class, Cuisine: Questions of Taste
CLCS 330	The Politics of Mobility: Exile and Migration
CLCS 340	Fashion and Popular Culture
CLCS 350	Culture and Human Rights
CLCS 360	Critical Race Studies in Global Context
CLCS 370	Topics in Literary and Cultural Studies
CLCS 371	Law and Culture
CLCS 372	Tales of Catastrophe
LC 200T	Switzerland Unplugged: A Cultural History, Part I
LC 210T	Switzerland Unplugged: A Cultural History, Part II

Electives (12 credits)

Four additional courses (12 credits) from any discipline at or above the 200-level with at least one at or above the 300-level and at least one must be a Literature course. No more than two courses can be chosen from the same discipline. Students must select courses with themes of specific interest and related to the student's course of study in CLCS. Specific course selections must be approved by the student's academic advisor and the Department Chair, and documentation submitted to the Registrar.

Capstone Requirement (6 Credits)

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

One of the following:

LC 498 Capstone: Internship in CLCS or Literature

LC 499 Capstone: Thesis in CLCS or Literature

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

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

ENVIRONMENTAL SCIENCES AND STUDIES

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

ENVIRONMENTAL STUDIES

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

MAJOR REQUIREMENTS (45 CREDITS)

Foundation Courses (15 credits)

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

One of the following:

SCI 106	Introduction to Biology: Cell and Animal Biology
SCI 111	Introduction to Plant Biology

One additional 100-level Science course.

Lower-level Humanities and Social Sciences (9 credits)

Three of the following:

ECN 100	Principles of Macroeconomics
ECN 101	Principles of Microeconomics
COM 180	Public Speaking

HIS 104	Global History I: Traditions, Encounters, and Adaptation from the Stone Age to the 16th Century
HIS 105	Global History II: Globalization, the Emergence of the Modern State, and Coping with Change
LC 110	Reading Cultures: Approaches to Cultural Studies
POL 100	Introduction to Political Science
POL 101	Introduction to International Relations

Upper-level Science Courses (6 credits)

Two of the following:

ENV 210	Natural Disasters, Catastrophes, and the Environment
ENV 250	Quantitative Methods for Environmental Science and Geographic Information Systems
ENV 350	Swiss Environments
SCI 220	Perspectives on Freshwater Conservation
SCI 297	<i>Faculty Fellows Program</i>
SCI 301	Conservation Biology
SCI 310	Ecology
SCI 330	Epidemiology, Disease and Public Health
SCI 350	Research Methods in Environmental Science
SCI 372	Sustainability Science
SCI 380	Special Topics

Upper-level Humanities and Social Sciences (12 credits)

Four of the following:

AHT 361	The Visual Culture of Disaster
BUS 381	Sustainability and Innovation Management
CLCS 310	The Culture of Cities
CLCS 320	Culture, Class, Cuisine
CLCS 330	The Politics of Mobility
CLCS 372	Tales of Catastrophe
COM 301	Globalization, Media, and Representation
COM 310	Fundamentals of Journalism
COM 352	Environmental Discourses
ECN 256	Managerial Economics (Intermediate Microeconomics)
ECN 297	<i>Faculty Fellows Program</i>
ECN 303	Development Economics
ECN 341	International Economics
ECN 355	Political Economy: Theories and Issues
ENV 220	Nature Writing and Ecocriticism
ENV 297	<i>Faculty Fellows Program</i>
ENV 498	Internship in Environmental Studies
ENV 499	Senior Research Project in Environmental Studies
HIS 202	History of Switzerland
HIS 325	Human Rights in History

HIS 355	The World and the West in the Long 19th Century
POL 276	International Environmental Politics
POL 277	International Political Economy
POL 278	International Politics of Energy
POL 310	International Law
POL 321	International Organization

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

Capstone Course (3 credits)

ENV 497 Interdisciplinary Approaches to Environmental Issues

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

ENVIRONMENTAL STUDIES WITH AN EMPHASIS IN SCIENCE

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

MAJOR REQUIREMENTS (45 CREDITS)

Foundation Courses (18 credits)

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

One of the following:

SCI 106	Introduction to Biology: Cell and Animal Biology
SCI 111	Introduction to Plant Biology

Two additional 100-level Science courses.

Lower-level Humanities and Social Sciences (3 credits)

One of the following:

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

Upper-level Science Courses (12 credits)

Four of the following:

ENV 210	Natural Disasters, Catastrophes, and the Environment
ENV 250	Quantitative Methods for Environmental Science and Geographic Information Systems
ENV 350	Swiss Environments
SCI 220	Perspectives on Freshwater Conservation
SCI 297	<i>Faculty Fellows Summer Program</i>
SCI 301	Conservation Biology

SCI 310	Ecology
SCI 330	Epidemiology, Disease and Public Health
SCI 350	Research Methods in Environmental Science
SCI 372	Sustainability Science
SCI 380	Special Topics

Quantitative (3 credits)

One of the following:

MAT 200-level class

ENV 250	Quantitative Methods for Environmental Science and Geographic Information Systems
---------	---

Upper-level Humanities and Social Sciences (6 credits)

Two of the following:

AHT 361	The Visual Culture of Disaster
BUS 381	Sustainability and Innovation Management
CLCS 310	The Culture of Cities
CLCS 320	Culture, Class, Cuisine
CLCS 330	The Politics of Mobility
CLCS 372	Tales of Catastrophe
COM 301	Globalization, Media, and Representation
COM 310	Fundamentals of Journalism
COM 352	Environmental Discourses
ECN 256	Managerial Economics (Intermediate Microeconomics)
ECN 297	<i>Faculty Fellows Summer Program</i>
ECN 303	Development Economics
ECN 341	International Economics
ECN 355	Political Economy: Theories and Issues
ENV 220	Nature Writing and Ecocriticism
ENV 297	<i>Faculty Fellows Summer Program</i>
ENV 498	Internship in Environmental Studies
ENV 499	Senior Research Project in Environmental Studies
HIS 202	History of Switzerland
HIS 325	Human Rights in History
HIS 355	The World and the West in the Long Nineteenth Century
POL 276	International Environmental Politics
POL 277	International Political Economy
POL 278	International Politics of Energy
POL 310	International Law
POL 321	International Organization

Capstone Course (3 credits)

ENV 497	Interdisciplinary Approaches to Environmental Issues
---------	--

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

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

FRENCH STUDIES

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

MAJOR REQUIREMENTS (51 CREDITS)

Required courses (or equivalent proficiency) (18 Credits)

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

Four of the following (12 Credits)

FRE 302	Advanced French Conversation
FRE 303	French Translation
FRE 310	Paris and the Nineteenth Century
FRE 312	Travel Writing: France and French-Speaking Switzerland
FRE 320	Writing the Self: French Autobiography and Autofiction
FRE 324	Exile, Margins and Identity in Francophone Literature of North-African Origins
FRE 325	The Representation of the Shoah in French Literature and Cinema
FRE 350	French Civilization
FRE 370	Topics in French Literature
FRE 374	Introduction to French Cinema
FRE 376	French Cinema: The New Wave
FYS 399	Academic Mentoring

Major Electives (15 Credits)

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

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

Three of the following:

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

AHT 216	An Introduction to the History of Photography
AHT 234	Painting and Sculpture in France in the 19 th Century
AHT 338	The City and Its Representation in the 20 th Century
CLCS 200	Gender and Sexuality in a Global Context
CLCS 300	(Re)defining Masculinity
CLCS 320	Culture, Class, and Cuisine: Questions of Taste
HIS 202	History of Switzerland
LIT 242	Contemporary African Literature
LIT 253	Caribbean Literature
POL 202	Government and Politics of Western Europe

Senior Capstone Requirement (6 Credits)

FRE 497	Senior Seminar in French Studies
FRE 499	French Senior Thesis

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

HISTORY

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

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

MAJOR REQUIREMENTS (48 CREDITS)

Introductory History Courses (6 credits)

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

or

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

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

HIS 211 The Human in History – Biography and Life Writing

Historical Studies (21 credits)

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

HIS 199 A Brief History of Travel for Leisure / Hiroshima: Japan's Nemesis
and the World's Bomb
HIS 202 History of Switzerland
HIS 204 History of Italy from the Renaissance to the Present
HIS 215T Central Europe: An Urban History
HIS 240 History of Modern Germany
HIS 243 Worlds of Islam
HIS 245 Worlds of Judaism
HIS 260 The Holocaust
HIS 271 History of Modern France
HIS 273 History of the United States
HIS 275T History of Modern Ireland: Union and Disunion 1798-1998
HIS 257 Early Modern Europe and the European World, c 1500-1800
HIS 310 The Cold War

HIS 313	Diplomatic History of Europe Since 1815
HIS 325	Human Rights in History
HIS 330	East Asia and the Pacific, 1900 to the Present
HIS 351	Nationalism and Ethnic Conflict in Europe and the Middle East
HIS 355	The World and the West in the Long 19 th Century
HIS 357	Weimar Germany: Crisis or Crucible of Modernity?
HIS 358	Global Britishness
HIS 370	Topics in History
SEM 372	A Media History of the First World War

Interdisciplinary Studies (12 credits)

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

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

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

One of the following:

HIS 451 Nationalism and Ethnic Conflict (Capstone)

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

and

HIS 499 History Senior Thesis

INTERNATIONAL BANKING AND FINANCE

The major in International Banking and Finance is designed to promote an appreciation of the financial system and the financial decision-making process as determinants of the economic wealth of individuals, business enterprises, and nations. The program stresses both the area of financial economics (studying the behavior of traders in financial markets and the determinants of price formation) and of financial management (studying business practices useful in devising strategies to attain financial goals). In an environment of high capital mobility and integrated financial markets, an international perspective is essential to the understanding of the opportunities and risks in the global arena. Throughout the program special attention is given to the process of globalization of banking services and financial markets, the changes following the introduction of the Euro, and the causes of financial instability. This major provides the knowledge and skills for employment in the financial division of commercial and industrial businesses, or in the banking and financial services sector. It also prepares students for graduate study in business administration, economics, and finance.

MAJOR REQUIREMENTS (51 CREDITS)

Lower-level Requirements (24 credits)

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

Upper-level Requirements (27 credits)

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

Four of the following:

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

One of the following:

BUS 306 Quantitative Methods and Dynamic Forecasting

BUS 415 Country Risk Assessment

BUS 426 International Financial Management

INTERNATIONAL ECONOMICS

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

MAJOR REQUIREMENTS (45 CREDITS)

Lower-level Requirements (21 credits)

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

Upper-level Requirements (24 credits)

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

Four of the following:

ECN 305	The Economics of the European Union
ECN 320	Game Theory, Information and Contracts
ECN 350	Industrial Organization in the European Union
ECN 355	Political Economy of Growth and Distribution
ECN 387	Introduction to Econometrics
ECN 490	Senior Research Project in International Economics
ECN 492	Internship in International Economics

INTERNATIONAL ECONOMICS WITH AN EMPHASIS IN POLITICAL ECONOMY

The emphasis in Political Economy provides an opportunity for students to focus on a set of courses that analyze the complex inter-relationships between economics and politics in an increasingly globalized world. Political economy, as an interdisciplinary field of study, explores issues centered on the ways in which political institutions affect the performance of economic systems as well as the ways in which economic interests affect the form of institutions and policies. It entails a variety of approaches, to include the application of economic theories to political choice, historical analysis, and models drawn from game theory applied to political institutions.

MAJOR REQUIREMENTS (48 CREDITS)

Lower-level Requirements (24 credits)

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

Upper-level Requirements (24 credits)

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

Two of the following:

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

Two of the following (at least one from POL):

HIS 313	Diplomatic History of Modern Europe Since 1815
HIS 351	Nationalism and Ethnic Conflict in Europe
HIS 355	The World and the West in the Long 19th Century
POL 276	International Environmental Politics
POL 277	International Political Economy
POL 278	International Politics of Energy
POL 305	Dynamics of European Integration
POL 310	International Law
POL 321	International Organization

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

- ECN 325 Money, Banking, and Financial Markets
- ECN 328 International Banking and Finance
- ECN 350 Industrial Organization in the European Union
- ECN 387 Introduction to Econometrics
- ECN 490 Senior Research Project in International Economics
- ECN 492 Internship in International Economics

INTERNATIONAL MANAGEMENT

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

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

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

PREREQUISITES (9 CREDITS)

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

MAJOR REQUIREMENTS (45 CREDITS)

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

Business Electives (12 credits)

Four of the following:

BUS 285	Integrated Marketing Communications
BUS 286	Product and Services Management
BUS 373	International Entrepreneurship
BUS 374	Corporate Branding
BUS 379	Topics in International Management

BUS 381	Sustainability and Innovation Management
BUS 382	Global Sales Management
BUS 384	Global Marketing Strategies
BUS 385	Consumer Behavior in International Marketing
BUS 414	International Legal Environments
BUS 415	Country Risk Assessment
BUS 426	International Financial Management
BUS 485	Global Research Strategies
BUS 498	International Management Internship
BUS 499	International Management Thesis
ECN 365	Investment Analysis I
ECN 366	Investment Analysis II (Corporate Finance)

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

INTERNATIONAL MANAGEMENT WITH AN EMPHASIS IN FINANCE

PREREQUISITES (9 CREDITS)

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

MAJOR REQUIREMENTS (51 CREDITS)

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

Emphasis Courses (15 credits)

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

Business Electives (6 credits)

Two of the following:

BUS 285	Integrated Marketing Communications
BUS 286	Product and Services Management
BUS 373	International Entrepreneurship
BUS 374	Corporate Branding
BUS 379	Topics in International Management
BUS 381	Sustainability and Innovation Management
BUS 382	Global Sales Management
BUS 384	Global Marketing Strategies
BUS 385	Consumer Behavior in International Marketing
BUS 414	International Legal Environments
BUS 485	Global Research Strategies
BUS 498	International Management Internship (Finance experience)
BUS 499	International Management Thesis (Topic involving Finance)
ECN 366	Investment Analysis II (Corporate Finance)

INTERNATIONAL MANAGEMENT WITH AN EMPHASIS IN MARKETING

PREREQUISITES (9 CREDITS)

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

MAJOR REQUIREMENTS (45 CREDITS)

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

Emphasis Courses (12 credits)

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

Business Electives (3 credits)

One of the following:

BUS 373	International Entrepreneurship
BUS 374	Corporate Branding
BUS 379	Topics in International Management
BUS 381	Sustainability and Innovation Management
BUS 382	Global Sales Management
BUS 385	Consumer Behavior in International Marketing
BUS 414	International Legal Environments
BUS 415	Country Risk Assessment
BUS 426	International Financial Management
BUS 485	Global Research Strategies
BUS 498	International Management Internship (Marketing experience)
BUS 499	International Management Thesis (Topic involving Marketing)

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

INTERNATIONAL RELATIONS

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

In this major students undertake in-depth inter-disciplinary work in the areas of political science, economics, history, international law and organizations and modern languages. The major is organized to provide students with the instruments and techniques to analyze and comprehend the complex phenomena of today's international world.

PREREQUISITES (9 CREDITS)

One of the following:

FRE 301	Advanced French II
GER 301	Advanced German II
ITA 301	Advanced Italian II

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

or

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

MAJOR REQUIREMENTS (48 CREDITS)

Introductory Courses (15 credits)

POL 100	Introduction to Political Science
POL 101	Introduction to International Relations
POL 104	Government and Politics of the United States
ECN 100	Principles of Macroeconomics
ECN 101	Principles of Microeconomics

Area Studies Group (9 credits)

Three of the following:

POL 202	Government and Politics of Western Europe
POL 203	Government and Politics of Eastern Europe
POL 204	Government and Politics of Latin America
POL 281T	Sustainable Development in Africa: Politics, Prospects, and Practice

POL 261	International Relations of the Far East: China, Japan, and South Korea
POL 290	Government and Politics of the Middle East
POL 305	Dynamics of European Integration
POL 370	Topics in Political Science
HIS 271	History of Modern France
HIS 330	East Asia and the Pacific, 1904-2012: Empires, Revolutions, and Modernity
HIS 351	Nationalism and Ethnic Conflict in Europe
HIS 358	Global Britishness

History and Foreign Policy Group (6 credits)

Two of the following:

HIS 310	The Cold War
HIS 313	Diplomatic History of Modern Europe Since 1815
POL 253	United States Foreign Policy
POL 315	War and Contemporary Politics

International Political Economy Group (9 credits)

Three of the following:

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

International Law and Organizations Group (3 credits)

One of the following:

POL 310	International Law
POL 321	International Organization

Theory Group (3 credits)

One of the following:

POL 400	Comparative Politics
POL 401	Theories of International Relations

Senior Thesis (3 credits)

POL 499	Senior Thesis
---------	---------------

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

INTERNATIONAL RELATIONS WITH AN EMPHASIS IN POLITICAL ECONOMY

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

PREREQUISITES (9 CREDITS)

FRE 301 Advanced French II **or**
GER 301 Advanced German II **or**
ITA 301 Advanced Italian II **or**

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

or

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

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

MAJOR REQUIREMENTS (51 CREDITS)

Introductory Courses (18 credits)

ECN 100 Principles of Macroeconomics
ECN 101 Principles of Microeconomics
ECN 256 Intermediate Microeconomics
MAT 200 Calculus
POL 100 Introduction to Political Science
POL 101 Introduction to International Relations

International Political Economy Group (15 credits)

POL 277 International Political Economy
ECN 341 International Economics

Three of the following:

ECN 355 Political Economy of Growth and Distribution
POL 261 International Relations of the Far East: China, Japan, and South
Korea
POL 276 International Environmental Politics
POL 278 International Politics of Energy
POL 305 Dynamics of European Integration
POL 370 Topics in Political Science

International Economics Group (6 credits)

Two of the following:

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

International Law and International Organizations Group (6 credits)

- POL 310 International Law
- POL 321 International Organization

Theory Group (3 credits)

One of the following:

- POL 400 Comparative Politics
- POL 401 Theories of International Relations

Senior Thesis (3 credits)

- POL 499 Political Science Thesis

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

ITALIAN STUDIES

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

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

MAJOR REQUIREMENTS (48 CREDITS)

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

Italian Language (18 Credits)

Required courses (or equivalent proficiency):

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

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

At least 9 credits must be Italian Language courses

ITA 302	Advanced Italian Conversation
ITA 350	Topics in Italian Cultural Studies
ITA 360	Introduction to Italian Literature I
ITA 361	Introduction to Italian Literature II
ITA 370	Topics in Italian Literature
ITA 373	Italian Film and Society
ITA 374	Italian Cinema
ITA 375	Italian Film Adaptation: from the Page to the Screen
ITA 376	Epic Tradition in Italy: Women, Knights, Weapons, and Love
ITA 378	Switalian?: Stereotypes and Realities of Hybridity
ITA 379	Mad Love: Italian Poetry and the Feminine Phantasm

ITA 380	Italian for Business
IS 110T	A Cultural and Literary Journey: Marche, Umbria and Emilia Romagna
IS 274	Italian Cinema
IS 275	Modern Italian Poetry
IS 276	Italian Short Story
IS 277	The Italian Novel
IS 278	Italian Genre Crossings and Hybridity
IS 279	Italian Myths and Counter-Myths of America
IS 280T	Italian Cinema on Location
IS 295	Italian Culture

** Italian Studies courses are taught in English.

Major Electives (6 Credits)

Two of the following:

AHT 231	Renaissance Art and Architecture
AHT 233	Venice and the East
AHT 241	Live Art
AHT 307	Ancient Art and Archeology
ARC 200	Practicum in Archaeology
COM 105	Introduction to Communication and media
COM 201	Fundamentals of Media Studies and Criticism
LC 100	The Stories We Live By
LC 110	Reading Cultures: Approaches to Cultural Studies
CLCS 200	Gender and Sexuality in a Global Context
CLCS 320	Culture, Class, Cuisine
ENV 350	Swiss Environment
HIS 202	History of Switzerland
HIS 204	History of Italy from the Renaissance to the Present
HIS 351	Nationalism and Ethnic Conflict in Europe
LC 200T	Switzerland Unplugged: A Cultural History, Part I
LC 210T	Switzerland Unplugged: A Cultural History, Part II
LIT 201	Deception
POL 202	Government and Politics of Western Europe
SCI 220T	Freshwater Conservation: Friuli and Venice
STA 330T	Umbria: Art and the Territory (Ceramics, Mandala and Land Art, New Media)

Capstone Requirement (6 Credits)

IS 497	Senior Seminar in Italian Studies; and
--------	---

One of the following:

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

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

LITERATURE

The Literature major at Franklin University encourages students to go beyond national and disciplinary boundaries to study literatures in a comparative, transnational setting. This perspective not only traces historical literary developments across national, cultural, and linguistic boundaries, but also focuses on works of fiction and non-fiction, drama and poetry, prose and visual narrative. In this sense the work we do also asks about the meanings generated when literature is compared to other art forms such as film and digital media, and questions generated in other disciplinary inquiries such as philosophy, environmental studies and art history.

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

MAJOR REQUIREMENTS (42 CREDITS)

Foundation Courses (6 Credits)

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

Major Courses (18 Credits)

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

LIT 199	First Year Seminar
LIT 201	Deception
LIT 221T	Bloomsbury Britain: The Cultural and Literary Life of 20 th Century London
LIT 242	Contemporary African Literature
LIT 243	On Being Human
LIT 248	Literature of the Americas
LIT 253	Caribbean Literature
LIT 263	Contemporary Literature from South Asia
LIT 300	Modernism
LIT 305	Home
LIT 306	Money in Literature: Systems of Exchange
LIT 320	Elective Ties: Love, Friendship, Community

LIT 353	Advanced Studies in Postcolonial Literatures
LIT 370	Topics in Literature
LC 200T	Switzerland Unplugged: A Cultural History, Part I
LC 210T	Switzerland Unplugged: A Cultural History, Part II

Electives (12 credits)

Choose four additional courses (12 credits) from any discipline at or above the 200-level of which at least one course must be at or above the 300-level and at least one must be taken from the offerings in CLCS. No more than two courses can be chosen from the same discipline.

Students must select courses with themes of specific interest and related to the student's course of study in Literature. Specific course selections must first be approved by the student's academic advisor and by the Department Chair. Documentation of approved course selections must be submitted to the Office of the Registrar.

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

Capstone Requirement (6 Credits)

LC 497 Capstone: Comprehensive Readings in CLCS and Literature

and

One of the following:

LC 498 Capstone: Internship in CLCS or Literature

LC 499 Capstone: Thesis in CLCS or Literature

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

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

PSYCHOLOGY

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

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

The psychology major at Franklin University is completed in conjunction with a Franklin partner institution. During one semester at the partner institution, generally the spring semester of the third year, students take four to five upper-level psychology courses. Partner institutions have research laboratory experiences available and can be the gateway to service opportunities. Selection of coursework and research experiences at the partner institution is completed in conjunction with the Franklin psychology advisor and approved by the Dean of Academic Affairs. The current partner institution is Southern Methodist University (SMU) in Dallas, Texas. Students may also choose to fulfill the requirement at another institution in close consultation with the psychology advisor.

MAJOR REQUIREMENTS (42 credits)

Foundation Courses (9 credits):

PSY 100	Introduction to Psychology
PSY 215	Research Methods in Social Sciences
MAT 201	Introduction to Statistics

Required courses (9 credits):

PSY 203	Theories of Personality
PSY 220	Behavioral Neuroscience
PSY 301	Abnormal Psychology

Two of the following (6 credits):

PSY 202	Developmental Psychology
PSY 300	Health Psychology

PSY 370	Special Topics in Psychology	
{	PSY 201	Social Psychology <i>or</i>
	PSY 401	Advanced Social Psychology-Psychological Approaches to Creating Sustainable Social Change

Four or five psychology courses at a partner institution (12-15 credits):

Complete four to five upper level (300 or 400 level or above or equivalent courses, at least one at the 400 level) at a Franklin University partner institution.

Students are advised to select at least one research laboratory course. The plan for course selection and timing must be completed with the student's major advisor and approved by the Dean of Academic Affairs.

Capstone (3 credits):

One of the following:

PSY 497	Senior Research Seminar in Psychology
PSY498	Psychology Internship
PSY499	Senior Thesis in Psychology

Students interested in graduate school in psychology should maximize their supervised research experience through research laboratory courses, summer or academic year research positions (paid or volunteer), directed independent research with a Psychology Thesis, and/or more than one capstone course. Those interested in graduate school with a focus in applied psychology (e.g. clinical or counseling), or entering professions where psychology is applied should complete an internship and/or field/service experience (paid or volunteer) during the summer or academic year, and/or through clinically related lab courses at a partner institution.

VISUAL COMMUNICATION ARTS WITH AN EMPHASIS IN FASHION STUDIES

The Visual Communication Arts Major with an Emphasis in Fashion Studies offers an interdisciplinary course of study, encompassing the fine arts, graphic design, illustration, and photography, as well as courses from Communication and Media Studies, Comparative Literary and Cultural Studies, and film studies. It focuses on communication and creativity as fundamental elements of human expression and encourages students to think critically about creative expressions within the context of and across cultures, ethnicities, race, and gender. In this course of study, students engage in the evolving field of fashion studies, exploring fashion as practice, theory, object, image, and text. It focuses on studying fashion within the liberal arts curriculum, in terms of its histories, identities, and cultures in the contemporary world. This major also includes a study-abroad semester to fulfill a technical component of fashion design; students are encouraged to fulfill this component at Franklin's partner Lasell College, but may also choose another institution to fulfill the requirement in a semester abroad or a series of classes.

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

MAJOR REQUIREMENTS (42 CREDITS)

Required Courses (9 Credits)

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

Two of the following (6 Credits)

STA 105	Introduction to Sculpture
STA 106	Introduction to Printmaking
STA 107	Introduction to Digital Photography
STA 111	Introduction to Drawing
STA 115	Introduction to Painting
STA 125	Basic Design
STA 220	Heads and Bodies: the Human Head and Proportions in Art History, Theory and Practice
STA 330T	Umbria: Art and the Territory (Ceramics, Mandala and Land Art, New Media)
VCA 120T	Documentary and Street Photography on Location:

Upper-level Courses (6 Credits)

Two of the following. At least one must be at the 300- level:

AHT 216	An Introduction to the History of Photography
AHT 362	Visual Semiotics: Signs and Symbols in Art, Architecture, Film, and Fashion
CLCS 200	Gender and Sexuality in a Global Context
CLCS 300*	(Re) Defining Masculinity
CLCS 340*	Fashion and Popular culture

Major Electives (9 Credits)

Three of the following. At least one must be at the 300-level:

AHT xxx	Any course in Art History
BUS 285	Integrated Marketing Communications
BUS 286	Product and Services Management
BUS 374	Corporate Branding
BUS 385	Consumer Behavior in International Marketing
CLCS 200	Gender and Sexuality in a Global Context
CLCS 220	Inventing the Past: The Uses of Memory in a Changing World
CLCS 310	The Culture of Cities
CLCS 371	Law and Culture
COM 201	Fundamentals of Media Studies and Criticism
COM 202	Fundamentals of Interpersonal Communication
COM 295	Media Consumption, Fashion, and Identity
COM 300	History of Mediated Communication
COM 301	Globalization, Media, and Representation
COM 302	Intercultural Communication: Theory, Research, and Practice
COM 320	The Art of Persuasion: Social Influence in Theory and Practice
COM 327	Producing Digital Media: Communication and Media in Practice
COM 352	Environmental Discourses
FRE 374	Introduction to French Cinema
FRE 376	French Cinema: The New Wave
GER 373	German Film as Medium of Culture
ITA 373	Italian Film and Society
ITA 374	Italian Cinema
ITA 375	Italian Film Adaptation: From the Page to the Screen

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

Off-campus technical component (9 Credits)

The fashion design studio/technical component may be fulfilled at Franklin's partner Lasell College, in a semester abroad, ideally in the fall. Students may also choose their own institution in consultation with their major advisor to fulfill this requirement in a semester abroad or a series of technical courses. Depending on the student's interests, technical classes may include pattern drafting/making, sewing techniques, knitting, draping, textiles, etc.

Senior Capstone (3 Credits)

One of the following:

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

VISUAL COMMUNICATION ARTS WITH AN EMPHASIS IN STUDIO ART

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

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

MAJOR REQUIREMENTS (42 CREDITS)

Required Courses (9 Credits)

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

100-Level Courses (6 Credits)

Two of the following:

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

200-Level Courses (9 Credits)

Three of the following:

STA 200	Computer Graphics in Advertising
STA 205	Intermediate Sculpture
STA 206	Intermediate Printmaking
STA 207	Intermediate Digital Photography
STA 211	Intermediate Drawing
STA 215	Intermediate Painting

STA 220 Heads and Bodies: the Human Head and Proportions in Art History, Theory and Practice

Upper-Level Courses (6 Credits)

Two of the following:

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

Major Electives (9 Credits)

Three of the following. At least one must be at the 300-level:

AHT xxx Any course in Art History
BUS 285 Integrated Marketing Communications
BUS 374 Corporate Branding
LC 110 Reading Cultures: Approaches to Cultural Studies
CLCS 200 Gender and Sexuality in a Global Context
CLCS 220 Inventing the Past: The Uses of Memory in a Changing World
CLCS 300 (Re) Defining Masculinity
CLCS 310 The Culture of Cities
CLCS 340 Fashion and Popular culture
CLCS 371 Law and Culture
CLCS 372 Tales of Catastrophe
COM 201 Fundamentals of Media Studies and Criticism
COM 202 Fundamentals of Interpersonal Communication
COM 295 Media Consumption, Fashion, and Identity
COM 300 History of Mediated Communication
COM 301 Globalization, Media, and Representation
COM 302 Intercultural Communication: Theory, Research, and Practice
COM 320 The Art of Persuasion: Social Influence in Theory and Practice
COM 327 Producing Digital Media: Communication and Media in Practice
COM 352 Environmental Discourses
FRE 374 Introduction to French Cinema
FRE 376 French Cinema: The New Wave
GER 373 German Film as Medium of Culture
ITA 373 Italian Film and Society
ITA 374 Italian Cinema
ITA 375 Italian Film Adaptation: From the Page to the Screen

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

Senior Capstone (3 Credits)

One of the following:

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

COMBINED MAJORS

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

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

- Core Requirements (Refer to Bachelor of Arts introduction.)
- Major Requirements in two selected disciplines from the options below (see requirements under each discipline.)
- General Electives

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

ART HISTORY AND VISUAL CULTURE

MAJOR REQUIREMENTS (24 OR 27 CREDITS)

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

Two 200-Level Art History courses (6 Credits)

Two 300-Level Art History courses (6 Credits)

One of the following:

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

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

COMMUNICATION AND MEDIA STUDIES

MAJOR REQUIREMENTS (24 CREDITS)

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

One of the following:

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

One of the following:

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

Two COM courses at or above 300-level (6 Credits)

One of the following:

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

COMPARATIVE LITERARY AND CULTURAL STUDIES (CLCS)

Not open to majors in Literature or in History and Literature

MAJOR REQUIREMENTS (27 CREDITS)

Foundation courses:

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

Five of the following:

CLCS 199	First Year Seminar
CLCS 200	Gender and Sexuality in a Global Context
CLCS 215T	The Cosmopolitan City: Vienna 1900
CLCS 220	Inventing the Past: The Uses of Memory in a Changing World
CLCS 230	Science/ Fiction: Envisioning the Possible
CLCS 241	Forbidden Acts: Queer Studies and Performance
CLCS 242	Representations of Poverty in Literature, Film and the Media
CLCS 243	The Cultural Politics of Sports
CLCS 300	(Re)defining Masculinity
CLCS 310	The Culture of Cities
CLCS 320	Culture, Class, Cuisine: Questions of Taste

CLCS 330	The Politics of Mobility: Exile and Migration
CLCS 340	Fashion and Popular Culture
CLCS 350	Culture and Human Rights
CLCS 360	Critical Race Studies in a Global Context
CLCS 370	Topics in Literary and Cultural Studies
CLCS 371	Law and Culture
CLCS 372	Tales of Catastrophe
LC 200T	Switzerland Unplugged: A Cultural History, Part I
LC 210T	Switzerland Unplugged: A Cultural History, Part II

Capstone Requirement

LC 497	Capstone: Comprehensive Readings in CLCS and Literature
--------	---

and

One of the following:

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

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

ECONOMICS

MAJOR REQUIREMENTS (30 CREDITS)

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

Four of the following:

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

ENVIRONMENTAL SCIENCE

MAJOR REQUIREMENTS (30 CREDITS)

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

One of the following:

SCI 106	Introduction to Biology: Cell and Animal Biology
SCI 111	Introduction to Plant Biology

Two additional 100-level Science courses.

One of the following:

MAT 200-level class	
ENV 250	Quantitative Methods for Environmental Science and Geographic Information Systems

Upper-level Science

Three classes at or above the 200-level.

Capstone

ENV 499 or other thesis. (Theses must synthesize fields.)

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

FRENCH STUDIES

MAJOR REQUIREMENTS (30 CREDITS)

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

Four of the following:

FRE 302	Advanced French Conversation
FRE 303	French Translation
FRE 310	Paris and the Nineteenth Century
FRE 312	Travel Writing: France and French-speaking Switzerland
FRE 320	Writing the Self: French Autobiography and Autofiction
FRE 324	Exile, Margins and Identity in Francophone Literature of North-African Origins

FRE 350	Civilization and Culture
FRE 370	Topics in French Literature
FRE 374	Introduction to French Cinema
FRE 376	French Cinema: The New Wave

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

HISTORY

MAJOR REQUIREMENTS (24 OR 27 CREDITS)

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

HIS 101 Western Civilization II: Modern

or

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

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

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

The Writing of History I: Theory and Method

HIS 211 The Human in History – Biography and Life Writing

The Writing of History II: Capstone Requirement

One of the following:

HIS 451 Nationalism and Ethnic Conflict (Capstone)

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

and

HIS 499 History Senior Thesis*

* Students will be required to complete a Senior Thesis unless a thesis is elected in another subject area in the combined major program.

ITALIAN STUDIES

MAJOR REQUIREMENTS (30 CREDITS)

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

Four of the following:

ITA 302	Advanced Italian Conversation
ITA 350	Topics in Italian Cultural Studies
ITA 353	Italian Theater Workshop
ITA 360	Introduction to Italian Literature, Part I
ITA 361	Introduction to Italian Literature, Part II
ITA 372	Motherhood in Italian Women's Writing
ITA 374	Italian Cinema
ITA 375	Italian Film Adaptation: From the Page to the Screen
ITA 376	Epic Tradition in Italy: Women, Knights, Weapons, and Love
ITA 378	Switalian?: Stereotypes and Realities of Hybridity
IS 110T	A Cultural and Literary Journey: Marche, Umbria and Emilia Romagna
IS 199	First Year Seminar
IS 274	Italian Cinema
IS 275	Modern Italian Poetry
IS 276	The Italian Short Story
IS 277	The Italian Novel: Redefining the Canon
IS 278	Italian Genre Crossings and Hybridity
IS 279	Italian Myths and Counter-Myths of America
IS 280T	Italian Cinema on Location: Projections of the Eternal City in Italian Film and Cultural Studies
HIS 204	History of Italy from the Renaissance to the Present

LITERATURE

Not open to majors in CLCS

MAJOR REQUIREMENTS (27 CREDITS)

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

Five of the following:

LIT 199	First Year Seminar
LIT 201	Deception
LIT 221T	Bloomsbury Britain: The Cultural and Literary Life of 20th Century London
LIT 242	Contemporary African Literature
LIT 248	Literature of the Americas
LIT 253	Caribbean Literature
LIT 263	Contemporary Literature from South Asia
LIT 300	Modernism
LIT 305	Home
LIT 306	Money in Literature: Systems of Exchange
LIT 320	Elective Ties: Love, Friendship, Community
LIT 353	Advanced Studies in Postcolonial Literatures
LIT 370	Topics in Literature

Capstone

LC 497	Capstone: Comprehensive Readings in CLCS and Literature
--------	---

and

One of the following:

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

A thesis is recommended for students interested in pursuing graduate studies. An internship is recommended for students interested in entering a professional field. Students must make their choice in close consultation with their academic advisor in both areas of the combined major.

Students should take the first capstone course in their penultimate semester or in the second semester of their junior year.

MANAGEMENT

PREREQUISITES (9 CREDITS)

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

MAJOR REQUIREMENTS (27 CREDITS)

BUS 115	Financial Accounting
BUS 135	Introduction to Business Systems
BUS 136	Marketing in a Global Context
BUS 326	Managerial Finance
BUS 340	Management Science
BUS 353	Strategic Management Theory

Three of the following:

BUS 286	Product and Services Management
BUS 306	Quantitative Methods and Dynamic Forecasting
BUS 315	Managerial Accounting
BUS 357	Global Information Systems
BUS 384	Global Marketing Strategies
BUS 410	Organizational Behavior and Leadership
BUS 426	International Financial Management
BUS 455	Global Strategic Management

POLITICAL SCIENCE

PREREQUISITES (9 CREDITS)

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

MAJOR REQUIREMENTS (21 CREDITS)

POL 102	Introduction to Political Philosophy
---------	--------------------------------------

Two of the following:

POL 202	Government and Politics of Western Europe
POL 203	Government and Politics of Eastern Europe
POL 204	Government and Politics of Latin America
POL 261	International Relations of the Far East: China, Japan, and South Korea
POL 290	Government and Politics of the Middle East
POL 370	Topics in Political Science

Two of the following:

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

Senior Capstone:

- POL 400 Comparative Politics

Senior Thesis:

- POL 499 Political Science Thesis

PSYCHOLOGY

MAJOR REQUIREMENTS (27 CREDITS)

- PSY 100 Introduction to Psychology
- PSY 203 Theories of Personality
- PSY 215 Research Methods in Social Sciences
- MAT 201 Introduction to Statistics

Four of the following (12 credits):

- PSY 220 Behavioral Neuroscience
- PSY 202 Developmental Psychology
- PSY 301 Abnormal Psychology
- PSY 300 Health Psychology
- PSY 370 Special Topics in Psychology
- { PSY 201 Social Psychology **or**
- { PSY 401 Advanced Social Psychology-Psychological Approaches to Creating Sustainable Social Change

Capstone (3 credits):

One of the following:

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

Students interested in graduate school in psychology should maximize their supervised research experience through research positions (paid or volunteer), directed independent research with a Psychology Thesis, and/or more than one capstone course. Those interested in graduate school with a focus in applied psychology (e.g. clinical or counseling), or entering professions where psychology is applied should complete an internship and/or field service experience (paid or volunteer). Students must make their choice(s) in close consultation with their academic advisors in both areas of the combined major.

MINORS

In addition to the major field of study, students may select courses within one discipline to form a minor. A 2.0 average must be maintained in the minor. With the exception of a language minor, at least 12 credits in the minor must be taken at Franklin University. All 6 credits in a language minor above ITA/FRE/GER 301 must be taken at Franklin University.

Note: Courses unique to the minor are counted as electives in the major requirements.

APPLIED MATHEMATICS MINOR (18 CREDITS)

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

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

Three of the following:

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

Some courses require prerequisites not included in the minor.

ART HISTORY AND VISUAL CULTURE MINOR (18 CREDITS)

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

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

Four AHT courses at or above the 200-level, of which at least one must be at the 300-level. *Note that some AHT courses have prerequisites not included in the minor.*

COMMUNICATION AND MEDIA STUDIES MINOR (18 CREDITS)

Not open to Communication and Media Studies majors

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

Two of the following:

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

Two COM courses at or above the 300-level.

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

COMPARATIVE LITERARY AND CULTURAL STUDIES (CLCS) MINOR (18 CREDITS)

Not open to CLCS or Literature or History and Literature majors

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

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

CLCS 199	First Year Seminar
CLCS 200	Gender and Sexuality in a Global Context
CLCS 215T	The Cosmopolitan City: Vienna 1900

CLCS 220	Inventing the Past: The Uses of Memory in a Changing World
CLCS 230	Science/ Fiction: Envisioning the Possible
CLCS 241	Forbidden Acts: Queer Studies and Performance
CLCS 242	Representations of Poverty in Literature, Film and the Media
CLCS 243	The Cultural Politics of Sports
CLCS 300	(Re)defining Masculinity
CLCS 310	The Culture of Cities
CLCS 320	Culture, Class, Cuisine: Questions of Taste
CLCS 330	The Politics of Mobility: Exile and Migration
CLCS 340	Fashion and Popular Culture
CLCS 370	Topics in Literary and Cultural Studies
CLCS 371	Law and Culture
CLCS 372	Tales of Catastrophe

CREATIVE WRITING MINOR (18 CREDITS)

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

One of the following:

CRW 110T	Paris Protagonist: Lost in Translation
CRW 320	Advanced Creative Writing: Dramatic Writing
CRW 325	Advanced Creative Writing: Prose
CRW 330	Hauntings

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

ECONOMICS MINOR (18 CREDITS)

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

ECN 100	Principles of Macroeconomics
ECN 101	Principles of Microeconomics

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

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

ENVIRONMENTAL SCIENCE MINOR (21 CREDITS)

Not open to Environmental Studies majors

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

Two additional 100-level Science courses

Two Science courses at or above the 200-level.

One of the following:

MAT 201 Introduction to Statistics
ENV 250 Quantitative Methods for Environmental Science and Geographic Information Systems

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

FRENCH MINOR (9 CREDITS)

Not open to French Studies majors

FRE 301 Advanced French II

Two additional courses in French above the FRE 301 level.

GENDER STUDIES MINOR (18 CREDITS)

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

CLCS 200 Gender and Sexuality in a Global Context
CLCS 241 Forbidden Acts: Queer Studies and Performance
CLCS 300 (Re)defining Masculinity

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

AHT 256	Women in Art
CLCS 242	Representations of Poverty in Literature, Film and the Media
CLCS 243	The Cultural Politics of Sports
CLCS 330	The Politics of Mobility: Exile and Migration
CLCS 371	Law and Culture
COM 202	Fundamentals of Interpersonal Communication
COM 352	Environmental Discourses
FRE 312	Travel Writing: France and French-speaking Switzerland
FRE 320	Writing the Self: French Autobiography and Autofiction
FRE 324	Exile, Margins and Identity in Francophone Literature of North-African Origins
GER 374	Strangers in Paradise?: Historical and Cultural Texts on Immigration into Switzerland
ITA 372	Motherhood in Italian Women Writing
LIT 305	Home
STA 104	Introduction to Fashion Studies

Note: Courses may require prerequisites not included in the minor

GERMANIC STUDIES MINOR (9 CREDITS)

GER 301 Advanced German II

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

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

HISTORY MINOR (18 CREDITS)

Not open to History majors or Combined majors with History

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

or

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

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

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

INTERNATIONAL RELATIONS AND HUMAN RIGHTS MINOR (18 CREDITS)

Not open to International Relations majors in any emphasis

POL 101 Introduction to International Relations
POL 310 International Law
POL 321 International Organization
POL 399 Human Rights in International Law and Politics

Two of the following:

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

ITALIAN MINOR (9 CREDITS)

Not open to Italian Studies majors or minors

ITA 301 Advanced Italian II

Two additional courses in Italian above ITA 301 level.

ITALIAN STUDIES MINOR (9 CREDITS)

Not open to Italian Studies majors

ITA 301 Advanced Italian II

Two of the following:

HIS 204 History of Italy from the Renaissance to the Present
IS 110T A Cultural and Literary Journey: Marche, Umbria and Emilia Romagna
IS 199 First Year Seminar
IS 274 Italian Cinema
IS 275 Modern Italian Poetry
IS 276 Italian Short Story
IS 277 The Italian Novel
IS 278 Italian Genre Crossings and Hybridity
IS 279 Italian Myths and Counter-Myths of America
IS 280T Italian Cinema on Location: Projections of the Eternal City in Italian Film and Cultural Studies

LITERATURE MINOR (18 CREDITS)

Not open to Literature or CLCS or History and Literature majors

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

Four of the following:

LIT 199 First Year Seminar
LIT 201 Deception
LIT 221T Bloomsbury Britain: The Cultural and Literary Life of 20th Century London
LIT 242 Contemporary African Literature
LIT 248 Literature of the Americas
LIT 253 Caribbean Literature
LIT 263 Contemporary Literature from South Asia
LIT 300 Modernism
LIT 305 Home
LIT 306 Money in Literature: Systems of Exchange
LIT 320 Elective Ties: Love, Friendship, Community
LIT 353 Advanced Studies in Postcolonial Literatures
LIT 370 Topics in Literature

MANAGEMENT MINOR (18 CREDITS)

Not open to International Management majors in any emphasis

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

Two of the following:

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

Note: Courses may require prerequisites not included in the minor

MARKETING MINOR (18 CREDITS)

Not open to International Management majors in any emphasis

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

One of the following:

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

POLITICAL SCIENCE MINOR (18 CREDITS)

Not open to International Relations majors in any emphasis

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

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

PSYCHOLOGY MINOR (18 CREDITS)

Foundation courses

PSY 100	Introduction to Psychology
PSY 203	Theories of Personality

Three of the following:

PSY 220	Behavioral Neuroscience
PSY 202	Developmental Psychology
PSY 215	Research Methods in Social Sciences
PSY 301	Abnormal Psychology
PSY 300	Health Psychology
PSY 370	Special Topics in Psychology
{ PSY 201	Social Psychology <i>or</i>
{ PSY 401	Advanced Social Psychology-Psychological Approaches to Creating Sustainable Social Change

One of the following:

BUS 410	Organizational Behavior and Leadership
COM 202	Fundamentals of Interpersonal Communication
CLCS 200	Gender and Sexuality in a Global Context
CLCS 220	Inventing the Past: the Uses of Memory in a Changing World

Note: Courses may require prerequisites not included in the minor

STUDIO ART MINOR (18 CREDITS)

Open to Visual Communication Arts majors only by special petition.

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

SOCIAL JUSTICE AND SUSTAINABILITY MINOR (18 CREDITS)

This minor has the explicit goal of helping the next generation of leaders and public servants better understand and navigate the key issues facing our world today. The minor offers the following three tracks: environmental sustainability, cultural sustainability, and political and economic sustainability. These tracks allow students to strengthen their chosen major with an emphasis in Social Justice and Sustainability within a complementary discipline.

1. Foundation course

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

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

Track A: Environmental Sustainability

Not open to majors in Environmental Studies)

CLCS 350	Human Rights and Culture
COM 352	Environmental Discourses
ENV 200	Understanding Environmental Issues
ENV 210	Natural Disasters, Catastrophes, and the Environment
ENV 220	Nature Writing and Ecocriticism
SCI 301	Conservation Biology
SCI 372	Sustainability Science
POL 276	International Environmental Politics
POL 281	The Politics of Sustainable Development in Africa
POL 278	International Politics of Energy

Track B: Economic and Political Sustainability

Not open to majors in International Relations or Economics

BUS 381	Sustainability and Innovation Management
ECN 303	Development Economics
ECN 341	International Economics
ECN 355	Political Economy: Theories and Issues
HIS 202	History of Switzerland
HIS 325	Human Rights in History
POL 102	Political Philosophy
POL 277	International Political Economy
POL 281	The Politics of Sustainable Development in Africa
POL 278	International Politics of Energy
POL 399	Human Rights in International Law and Politics

Track C: Cultural Sustainability

Not open to majors in CLCS, Literature, Art History or History

HIS 202	History of Switzerland
HIS 325	Human Rights in History
AHT 211	Collecting and the Art Market in the Age of Globalization
AHT 361	The Visual Culture of Disaster
CLCS 241	Forbidden Acts
CLCS 242	Representations of Poverty in Literature, Film and the Media
CLCS 330	The Politics of Mobility: Exile and Immigration
CLCS 371	Law and Culture
CLCS 350	Human Rights and Culture
CLCS 360	Critical Race Studies in a Global Context
COM 301	Globalization, Media and Representation
COM 320	The Art of Persuasion: Social Influence in Theory and Practice
FRE 324	Exile, Margins and Identity in Francophone Literature
LIT 243	On Being Human

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

COURSE DESCRIPTIONS

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

ARCHEOLOGY

ARC 200 Practicum in Archaeology

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

ART HISTORY

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

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

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

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

AHT 200 Psychology of Art

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

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

The globalization of the art market and the hunt for status symbols of new collectors have driven art prices through the roof. Were these prices higher than they should have

been? Who really knows how to scientifically convert cultural into monetary value? Is the modern art market promoting the production of art for financial speculation? Do artists produce for the market or for poetic reasons? What are the implications for museums and its art-interested public? Is the art market fostering the illicit trade of stolen and looted antiquities? How will the art market react to the world financial crisis? These are some of the issues the course addresses, together with looking at collecting from a historical point of view: princely and scholarly collections in the Renaissance, the Wunderkammer, the birth of the public art museum and the invention of the private art market. Students will furthermore be encouraged to explore the museum culture of Lugano and topics such as women collectors, the Venice Biennale, and the major art fairs
Prerequisite: AHT 102 or AHT 103

AHT 213 Art and Ideas: Exploring Vision

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

AHT 214 Live Art

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

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

This course explores the relation between the visual arts and British industrial development in the course of the 19th and 20th century. It will consider the representation of a changing landscape in painting and prints, the encounter of aesthetics with the scientific innovation and spirit of the industrial age, the creation of Victorian museums, galleries and art collections within the rapidly developing industrial city. It will also discuss resistance to these changes, as exemplified by the art of the Pre-Raphaelites and the writings of John Ruskin. Secondly, the course investigates the emergence of post-industrial cultural economies in the second half of the 20th century, placing emphasis on visual and aesthetic responses. It addresses the impact of late 20th century regeneration strategies on the cultural field, putting a particular emphasis on the development of

contemporary art from the 1980s onward. Thus the course aims to further the students' knowledge of artistic developments in England and Britain during the period, while stressing these developments' interactive relation with socio-political and economic history.

AHT 216 Introduction to the History of Photography

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

Prerequisite: AHT 102 or AHT 103

AHT 231 Renaissance Art and Architecture in Italy

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

AHT 233 Venice and the East

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

Prerequisite: AHT 102 or AHT 103

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

This course sets out to chart and discuss the development of painting in France from the emergence of Romanticism in the early 19th Century to the critical recognition of post-impressionist practices at the turn of the 20th Century. It looks at the changing relations to reality that were developed by the impressionist group, leading to the emer-

gence of a new visual understanding of the world in cubists practices that resolutely abandoned the aesthetics space inherited from the Renaissance. The course considers both the continuous evolution of a classical tradition sustained by state institutions and its progressive superseding by an avant-garde relying on the growth of the private commercial sector. Throughout this course, the relationship between the visual arts and other forms of cultural expression will be highlighted.

Prerequisite: AHT 102 or AHT 103

AHT 256 Women in Art

The course will consider the topic from two distinct perspectives: the representation of women in art and successful woman painters, sculptors, and architects. Clarifying and explaining the original purposes of female representations, beginning with pre-historic fertility figures, the course will focus on some of the most important images of women created in the history of art. A division between a representation's physical and spiritual intent will be explored as well as its original social purpose and later misinterpretations in popular culture. Concepts of power, beauty, and idealism, of goodness and malevolence, of motherhood, saintliness and prostitution, of prophecy and witchcraft, of war and protection - all of which are closely associated with the power of the female image - will be part of the discussions. From the other side, the course will look at powerful women creators, from Artemisia Gentileschi to Zaha Hadid, the challenges they face(d) and superb works they produce(d). Students who have earned credit for AHT 356 may not enroll and earn credit for AHT 256.

Prerequisite: AHT 102 or AHT 103

AHT 270 Theories and Methods in Art History and Visual Culture

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

Prerequisite: AHT 102 or AHT 103

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

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

AHT 301 Towards New Forms in 20th Century Art

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

AHT 320 Anthropologies of Art

The course is taught in collaboration with the Museo delle Culture Extraeuropee di Lugano (www.mcl.lugano.ch) and takes place in the classroom and in the galleries of the museum at Villa Heleneum. It is not so much about the history of art but about the relations between artifacts and people in history. Treating topics such as the power of and in images, art and religion, art and social life, and art and communication, we will discuss how the deep structure of the human mind creates, relates to, and is reflected in artifacts of the Western world. At Villa Heleneum we will have the chance to study masks and other cult objects and their relations to the peoples from Oceania, Africa, and Asia together with museum curators. Classes will take place in front of exhibits and are structured around specific topics, including the meaning and value of the ethnical work of art, and photography and film in anthropology.

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

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

Prerequisite: AHT 102 or AHT 103

AHT 345 Picasso: His Life and Work

The course attempts to examine the work of the child prodigy through to the final works and the impact and influences of this artist on painting in the twentieth century. The course follows the evolution of Picasso's work throughout his lifetime along the lines of chronological breakdown suggested in the Penrose Biography, i.e. Origins and Youth 1881-95, Barcelona 1895-1901, the Blue Period 1901-04, the Rose Period and first Classical Period 1904-06, Les Femmes d'Alger 1906-09, the creation of Cubism 1909-14, First World War 1914-1918, Beauty must be Convulsive 1918-30, Boisgeloup

1930-36, Guernica 1936-39, Second World War, Royan and Paris 1939-45, Antibes and Vallauris 1945-54, La Californie 1954-58, Vauvenargues 1959-61, Le Mas Notre Dame de Vie 1961-70, and the Last Years 1970-73.

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

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

AHT 361 The Visual Culture of Disaster

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

Prerequisite: AHT 102 or AHT 103

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

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

Prerequisite: AHT 102 or AHT 103

AHT 497 Art History Senior Project

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

AHT 498 Art History Internship

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

AHT 499 Art History Thesis

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

BUSINESS

BUS 115 Financial Accounting

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

BUS 135 Introduction to Business Systems

The course introduces the global business system in the context of the economic, political, social and technological environments, relating business to society as a whole. Topics covered include the international scope, function, and organization of firms, and other fundamental concepts of multinational business. The course also addresses functional areas such as the value chain, production, marketing, human resources, and accounting. (Recommended ECN 101)

BUS 136 Marketing in a Global Context

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

BUS 285 Integrated Marketing Communications

This course exposes students to an integrated, global approach of two-way communication with consumers, customers and suppliers, and other stakeholders of companies and organizations. Students explore the communications process that is essential in contemporary global business cultures. Media options are explored for a range of target audiences. Discussions on the use of advertising, public relations, sales promotions, internet promotion, direct marketing and other techniques will be included. It takes a

contemporary approach to the field of integrated marketing communications, highlighting how recent changes and rapid changes in the family, business environment, technology and the world in general are forcing communications specialists and advertisers to make major changes in the way they reach their markets. The course will draw on knowledge in fields such as psychology, sociology and anthropology, as well as media studies and communications.

Prerequisite: BUS 136

BUS 286 Product and Services Management

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

Prerequisite: BUS 136

BUS 306 Quantitative Methods and Dynamic Forecasting

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

Prerequisites: ECN 100 and MAT 201

BUS 315 Managerial Accounting

This course considers the nature, concepts, techniques, and ethics of the managerial accounting function, the preparation of reports, and the uses of accounting data for internal decision-making in manufacturing, retail, service, government, and non-profit organizations. Topics include a review of financial accounting, cost definitions and measurement, job-order and process costing, models of cost behavior, break-even and cost-volume-profit-analysis, activity-based costing and management systems, flexible budgeting methods, cost variance analysis, and a consideration of output & pricing decisions throughout the entire enterprise. Prerequisites: BUS 115 and BUS 135

BUS 326 Managerial Finance

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

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

BUS 340 Management Science

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

Prerequisites: BUS 135 and MAT 201

BUS 353 Strategic Management Theory

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

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

BUS 357 Global Information Systems

This course addresses the impact of modern information technology and data management concepts at the functional levels of international business, especially in the areas of finance, marketing, accounting and resource management. The computer-based section of the course provides methodology and software tools, advanced EXCEL modeling and DBMS -FoxPro, necessary to develop and evaluate Decision Support Systems, Management Information Systems, and Transaction Processing Systems. Case-based learning is utilized to stress how international firms can gain a competitive advantage by leveraging information technology. Students are asked to complete a six-week-long project related to system analysis and design.

Prerequisite: BUS 135 (Recommended CPT 105 and BUS 326)

BUS 373 International Entrepreneurship

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

Prerequisite: BUS 353 (Recommended BUS 326)

BUS 374 Corporate Branding

Students are introduced to issues in the branding of goods and services in this course. Topics include signaling theory, customer-based brand equity, brand development strategies (including sponsorship), and brand image/ brand personality. The course fo-

cuses on how consumers use brands in the consumption decision, how companies track and measure marketplace changes in brand image, and the role of branding when developing a corporate culture.

Prerequisite: BUS 136 (May be taken concurrently.)

BUS 381 Sustainability and Innovation Management

The management of innovation is one of the most important and challenging aspects of contemporary business. Innovation is a fundamental driver of competitiveness for firms in a wide variety of sectors. Environmental sustainability is also a concern of managers in all organizations and is closely linked to the challenges of innovation. The objective of this course is to help managers deal with the issues surrounding both sustainability and innovation. The course has an international focus since innovation development and diffusion are essentially international activities that involve companies selling products and services abroad or working with foreign suppliers and partners. Students will be provided with a set of theoretical frameworks and concepts from both economics and management useful for understanding innovation processes. They will then explore some of the major challenges related to sustainability and innovation, such as the management of company and environmental resources, product development and new product diffusion, industry dynamics, green marketing and innovation systems.

Prerequisite: ECN 101

BUS 382 Global Sales Management

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

Prerequisite: BUS 136

BUS 384 Global Marketing Strategies

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

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

BUS 385 Consumer Behavior in International Marketing

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

Prerequisite: BUS 136

BUS 410 Organizational Behavior and Leadership

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

Prerequisite: BUS 353

BUS 414 International Legal Environments

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

Prerequisite: BUS 135

BUS 415 Country Risk Assessment

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

Prerequisite: BUS 306, BUS 326 and BUS 353

BUS 416 Innovation Management

The management of innovation is one of the most important and challenging aspects of contemporary business. Innovation is a fundamental driver of competitiveness for firms in a wide variety of sectors. Efficiency, productivity and sustainability are the concern of managers in all organizations. The objective of this course is to help managers deal with the issues surrounding innovation. The course has an international focus since innovation development and diffusion are essentially international activities that involve companies selling products and services abroad or working with foreign suppliers and partners. Students are provided with a set of tools to assess a firm's innovative capabilities and identify how they may be leveraged or improved. Students also explore recent advances in the academic literature on innovation management, including topics related to competitive dynamics, strategic choice, product development, technology sourcing and organizational context. Case studies are used extensively in the course in order to help students apply the conceptual frameworks presented to real-world business challenges.

BUS 426 International Financial Management

This course deals with financial problems of multinational business. Topics include sources of funds for foreign operations, capital budgeting and foreign investment decisions, foreign exchange losses, and evaluation of securities of multinational and foreign corporations. Particular emphasis is placed on international capital and financial markets.

Prerequisite: BUS 326 (Recommended: BUS 306)

BUS 455 Global Strategic Management

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

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

BUS 485 Global Research Strategies

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

Prerequisites: BUS 136, BUS 306 and MAT 201 (Recommended: BUS 385)

BUS 498 International Management Internship

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

BUS 499 International Management Thesis

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

CAREER DEVELOPMENT

CDV 299 Career Development for Global Citizens: Integrating Your International Experience (1 credit)

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

COMPARATIVE LITERARY AND CULTURAL STUDIES

CLCS 200 Gender and Sexuality in a Global Context

This course presents an interdisciplinary introduction to key concepts in gender studies. Focusing on the way in which gender operates in different cultural domains, this class investigates the manner in which race, culture, ethnicity, and class intersect with gender.

CLCS 215T The Cosmopolitan City: Vienna 1900

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

have a background in German are encouraged to do course readings and written work in the original language.

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

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

CLCS 225 Music and Popular Culture

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

Prerequisite: LC 110

CLCS 230 Science / Fiction: Envisioning the Possible

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

CLCS 241 Forbidden Acts: Queer Studies and Performance

In this course, queer solo performance and theater are playfully considered "forbidden acts" because they commonly enact a special kind of transgression. These acts give voice to and, at once, subvert a wide range of political identities conventionally defined by race, ethnicity, HIV status, class, gender, and sexual practice. Often autobiographical at their point of departure, queer performance and theater seem intent on troubling the comfort of community even as they invest in it. This rich, albeit problematic, ambiva-

lence stems from the fact that the term queer, itself, connotes primarily a locus of refusal, an unbinding and destabilizing term of defiance, of provocation via polysemy. As such, queer performance and theater seek to open up new vistas of multiple, shifting, and polymorphous identities. What political implications might these queer texts dramatize? What may be the ramifications of instilling the notion of personal identity with collective utopian aspirations? How would the students enrolled in this class spin the term queer to encompass their own sense of individual difference and empower their own vision of creative defiance? In attempting to respond to these questions, students taking this course will be invited to share their own forbidden acts: to approach theoretical reflection through performative exercises, to merge the analytical realm with the autobiographical monologue, to test the limits (if there are any) between theatrical play and ideological engagement.

Prerequisites: LC 100 or LC 110

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

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

Prerequisites: LC 100 and LC 110

CLCS 243 The Cultural Politics of Sports

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

Prerequisites: LC 110 and WTG 100

CLCS 300 (Re)Defining Masculinity

This course aims at (re)-defining masculinity, in other words at exploring what it is to be/ exist as a man in today's society. To paraphrase Simone de Beauvoir, is one born a

man or does one become a man? (Re)-defining masculinity focuses on the recent developments of gender studies, namely the study of masculinity to include male power, sexualities, intimacy, families, language, sport, rap culture, etc.

Prerequisite: CLCS 200

CLCS 310 The Culture of Cities

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

Prerequisites: LC 100 and LC 110

CLCS 320 Culture, Class, Cuisine: Questions of Taste

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

Prerequisites: LC 100 and LC 110

CLCS 330 The Politics of Mobility: Exile and Immigration

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

Prerequisites: LC 100 and LC 110

CLCS 340 Fashion and Popular Culture

The focus of postmodernity on surface phenomena and diversity, its concern with the personal, the subjective and with identity have worked to make fashion a field of studies that has gained importance in the last 15 years. Aiming at getting past the age-old belief in the essential frivolity of fashion, this course examines how fashion draws upon recurrent instabilities of men and women (masculinity vs femininity, youth vs elderliness, domesticity vs worldliness, inclusion vs exclusion etc...) to thrive and express its creativity, how its ever constant shifting nature results in the notions of gender, ethnici-

ty and class status to be ever more fluid, how it has been redefining the body and its image, in particular with the advent of the supermodel in the eighties, and last but not least, how it relates to and signifies within so many aspects of our daily life and environment, whether it be space (work vs domesticity, urban vs non-urban), photography (static vs dynamic), music (alternative vs pop) and sexuality.

Prerequisites: LC 110 or CLCS 200

CLCS 350 Culture and Human Rights

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

Prerequisites: LC 100 and LC 110

CLCS 360 Critical Race Studies in a Global Context

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

Prerequisites: LC 100 and LC 110

CLCS 371 Law and Culture

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

Prerequisites: LC 100 and LC 110

CLCS 372 Tales of Catastrophe

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

Prerequisites: LC 100 and LC 110

COMMUNICATION AND MEDIA STUDIES

COM 105 Introduction to Communication and Media Studies

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

COM 180 Public Speaking

This course provides an introduction to the key concepts and skills involved in the art of public speaking, argumentation and deliberation. In this course, students will learn how to use public speaking both as a means to argue and defend a position as well as to better understand and resolve issues of social significance. In addition to focusing on one-directional public speaking, this course also explores speaking in more dynamic situations that involve interaction and deliberation.

COM 201 Fundamentals of Media Studies and Criticism

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

COM 202 Fundamentals of Interpersonal Communication

This course introduces students to theories, concepts, and research in the study of interpersonal communication. From a scholarly perspective, students will gain a fundamental knowledge of how interpersonal communication processes work. In addition, students will develop skill in analyzing the interpersonal communication that surrounds them in their everyday life. (COM 105 recommended)

COM 203 Communication Research Methods

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

Prerequisites: COM 105 and COM 201 or COM 202

COM 220T Symbolizing Scottish Folk: Nationalism, Tourism and Identification

Concurrent with processes of "globalization," there has been a fervent, if not reactionary, revival of "folk" culture the world over. Although interest in folk culture is geographically widespread, it is particularly salient in places like Scotland where longstanding clashes over regional independence, enduring ties to local geographies and customs, and a thriving tourism industry, have sustained rich folk cultures that continue to serve both as powerful sources of identification as well as seductive expressions of national identity and culture. This course explores the significance of "folk" in Scottish representations and symbols (including tourist attractions and cultural products, film, music, poetry, story and performance, as well as ritual, lifestyle, craft, food and drink), noting its specific functions in daily life, politics, and tourism. As an Academic Travel, the course pays special attention to folk icons, legends, practices, and identities as they are lived, 'packaged,' sold, consumed and negotiated by Scots, tourist organizations and tourists alike. And, because folk is a complex and contested category, course readings and assignments tease out the inherent tensions between: permanence and change, authenticity and invention, embodiment and performance, insider and outsider, production and consumption, and heterogeneity and homogeneity. To this end, the course explores the following questions: What is folk culture and what is its relationship to globalization, nationalism and tourism? What is Scottish folk culture? What are its origins, nuances and functions for various interest groups? How can communication theory and media studies help to better understand the invention, representation, expression and transmission of Scottish folk culture? How does place feature and function in Scottish folk culture? What connections can be made between folk culture and sustainability?

COM 295 Media Consumption, Fashion, and Identity

This course examines how people, particularly young people, consume media technologies and their contents in contemporary media-saturated life. Employing essential readings on media consumption, fashion, and identity as the theoretical backbone, students will engage in active site-based research project throughout the course. By offering an opportunity to undertake field study in Milan, the course seeks to develop in-depth theoretical knowledge of the intersections of media consumption, fashion, and identity, as well as to cultivate critical reflection of students' own consumption of media technologies. (Additional fee: transportation between Lugano and Milan * 3 times)

COM 300 History of Mediated Communication

Is textual literacy fundamental to political involvement? Have cell phones changed the nature of private and public space? Has the Internet democratized the production of culture? These are the kinds of questions we will explore in this cultural and historical survey of mediated communication. Traveling through the ages, we will explore both how media technologies are culturally situated and influenced as well as their significant and lasting implications on cultures, societies, and individuals.

Prerequisite: COM 105 or COM 201

COM 301 Globalization, Media, and Representation

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

Prerequisite: COM 105 and COM 201

COM 302 Intercultural Communication: Theory, Research, and Practice

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

Prerequisites: COM 105, COM 202 and COM 203

COM 310 Fundamentals of Journalism

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

Prerequisites: COM 105 and WTG 100

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

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

Prerequisites: COM 105 and COM 201 or COM 202

COM 326 Digital Communication: Theory and Strategy

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

Prerequisites: COM 105 and COM 201

COM 327 Producing Digital Media: Communication and Media in Practice

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

Prerequisites: COM 105 and COM 201

COM 340 Argumentation and Media Ethics

This course explores the complex contours of media ethics from an argumentation perspective. In the course, students will learn what constitutes argumentation, the structural components of arguments, and the cultural dynamics of argument spheres, fields, and

strategies. With this skill set, students will investigate and articulate positions on various issues in media ethics, especially as they are complicated by our increasingly global and digital media scape.

Prerequisites: COM 105 and COM 201 or COM 202

COM 347 Organizational Communication

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

Prerequisites: COM 105, COM 202 and COM 203

COM 350 Mediated Relationships

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

Prerequisites: COM 105, COM 202 and COM 203

COM 352 Environmental Discourses

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

Prerequisites: COM 105 and COM 201

COM 365 Media Regulation and Policy

New media and the processes of globalization have profoundly altered the landscape of media regulation and policy. In an effort to better understand this new terrain, this course explores the major media systems, policy issues, legal frameworks and political institutions that govern global media policy with special attention to the growing impact

of NGOs and IGOs. In addition to learning about these processes, students will leave this course with the ability to interpret and produce media policy.

Prerequisites: COM 105 and COM 201

COM 497 Senior Research Seminar in Communication and Media Studies

This seminar provides students with a capstone experience in synthesizing their theoretical and methodological knowledge in the form of a high-quality research paper. Some of the major areas of research and theories in the field of communication and media studies will be reviewed and discussed in class as students work on their own research project. At the end of the semester, students will present their final research paper to an audience of students and professors. Students will also be encouraged to submit their paper to an appropriate conference venue around the world. (Senior status required)

COM 498 Internship in Communication and Media Studies

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

COM 499 Senior Thesis in Communication and Media Studies

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

COMPUTING

CPT 105 Introduction to Computing

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

CPT 150 Introduction to Computer Programming

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

Prerequisite: CPT 105

CREATIVE WRITING

CRW 100 Introduction to Creative Writing

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

CRW 100T Introduction to Creative Writing: Inventing Switzerland

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

CRW 110T Paris Protagonist: Lost in Translation

This creative writing course creates the occasion for an intensive hybrid scholarly/creative encounter with a mythical urban landscape which figuratively lives and breathes, as a protagonist, through French literature and film. The travel component that underscores this course will also mark the culmination of this Parisian encounter, ushering students from the realm of theory to practice with daily (on-location/site-driven) writing prompts and workshop-style events designed to address the following key questions: What forms does this protagonist assume as s/he endures through time? What voices emerge from the space of her debris? What gets lost in translation and how can the dialogue between art and cultural theory aid us in finding our way through this impasse of loss? How can the deepening of a student's cultural awareness help the City of Light avoid being subsumed by her own, distinctive, and almost irresistible, *charme fatal*? Three thematic modules will frame this exploration and create a groundwork on which to base the student's intellectual discovery and experimentation as writers/travelers: the poetry of Charles Baudelaire highlights the unique experience of Parisian space; the contribution of Surrealism which both defines and defies the peculiarities of Parisian time; the French New Wave (contrasted to foreign cinematic renderings of Paris), with a focus on the twin concepts of translation-transfiguration, allegories of Light and "Othering."

CRW 220 Creative Writing: Fiction

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

Prerequisite: CRW 100

CRW 225 Creative Writing: Poetry

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

Prerequisite: CRW 100

CRW 320 Advanced Creative Writing: Dramatic Writing

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

Prerequisite: CRW 220

CRW 325 Advanced Creative Writing: Prose

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

Prerequisite: CRW 220

CRW 330 Hauntings

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

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

ECONOMICS

ECN 100 Principles of Macroeconomics

This is an entry-level course in economics, covering fundamentals of macroeconomics and aimed at students who choose it as an elective or plan to continue their studies in economics. Together with ECN 101, it provides the necessary prerequisites for any other upper-level course in economics. It is a program requirement for the majors in International Banking and Finance, International Economics, International Management, International Relations, and Environmental Science. It is also a prerequisite for Economics as a combined major as well as a minor. This course helps students develop basic analytical skills in economics and macroeconomics. It provides the fundamental theoretical vocabulary for the study of economics with a major emphasis on macroeconomic issues. After an introductory part focused on production possibilities and opportunity cost, the course is concerned with the definition and the theory of determination of national income, employment, business fluctuations, and price level. It also introduces students to the functioning of a payment system based on bank money. The instruments and the functioning of public policy aimed to stabilize prices and maintain high levels of output and employment are discussed in the current macroeconomic context of major world economies. Selected economic news is constantly watched.

ECN 101 Principles of Microeconomics

This is an entry-level course in economics, covering fundamentals of microeconomics and aimed at students who choose it as an elective or plan to continue their studies in economics. Together with ECN 100, it provides the necessary prerequisites for any other upper-level course in economics. It is a program requirement for the majors in International Banking and Finance, International Economics, International Management, International Relations, and Environmental Science. It is also a prerequisite for Economics as a combined major as well as a minor. This course helps students develop basic analytical skills in economics and microeconomics. It provides students with a basic understanding of the market system in advanced capitalist economies. It examines the logic of constrained choice with a focus on the economic behavior of individuals and organizations. After a theoretical analysis of the determinants and the interaction of supply and demand under competitive conditions, alternative market structures will be investigated, including monopolistic and oligopolistic forms. The course examines the conditions under which markets allocate resources efficiently and identifies causes of

market failure and the appropriate government response. The introduction to the role of government includes its taxing and expenditure activities as well as regulatory policies.

ECN 204 History of Economic of Thought

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

Prerequisites: ECN 100 and ECN 101

ECN 225 Issues and Controversies in Macroeconomics (Intermediate Macroeconomics)

This intermediate-level course builds upon the introductory two-semester sequence and, in conjunction with ECN 256, prepares students to upper-level economics. It is a program requirement for the majors in International Banking and Finance and International Economics, as well as for Economics as a combined major. It is also one of the options towards Economics as a minor. It is designed to provide the student with an appreciation of current economic issues and questions in modern macroeconomics, through the recognition of economics as a controversial subject. Full employment equilibrium conditions, lack of demand problems, unemployment and inflation are discussed within mainstream as well as unorthodox theoretical frameworks. Insights are used to appraise current macroeconomic issues and discuss controversies in policy-making.

Prerequisites: ECN 100 and ECN 101 (Recommended MAT 200)

ECN 256 Managerial Economics (Intermediate Microeconomics)

This intermediate-level course builds upon the introductory two-semester sequence and, in conjunction with ECN 256, prepares students to upper-level economics. It is a program requirement for the majors in International Banking and Finance and International Economics, as well as for Economics as a combined major. It is also one of the options towards Economics as a minor. This course completes the theoretical background on microeconomics and introduces students to more advanced topics, with an emphasis on the practical relevance and application of theory. The essence of the course is, in particular, the study of the interaction between rational individual decision-making (e.g. consumers, firms, the government) and the working of economic institutions like markets, regulation and social rules. Topics covered include an introduction to game theory, strategic behavior and entry deterrence; analysis of technological

change; the internal organization of the firm; economic efficiency; public goods, externalities and information; government and business.

Prerequisites: ECN 100, ECN 101 and MAT 200

ECN 303 Development Economics

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

Prerequisites: ECN 100 and ECN 101

ECN 305 Economics of the European Union

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

Prerequisites: ECN 100 and ECN 101 (Recommended ECN 256)

ECN 320 Game Theory, Information, and Contracts

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

Prerequisites: ECN 100, ECN 101, ECN 225, and ECN 256

ECN 325 Money, Banking and Financial Markets

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

Prerequisites: ECN 100 and ECN 101 (Recommended: ECN 225 and ECN 256)

ECN 328 International Banking and Finance

This upper-level course introduces students to the major analytical and policy issues raised by international monetary and financial relations in real world economies. It is ideally the second part of a two-semester sequence including ECN 325. This course is a program requirement for the major in International Banking and Finance. This course is designed to provide the student with an appreciation of the meaning and consequence of international financial relations, the use of currencies subject to different monetary, banking and financial conditions, in the context of interrelated economic systems. The first part covers balance-of-payments and international payments issues, the causes and consequences of international financial flows, the market determination of foreign exchange rates, exchange rate arrangements and their consequences for real and financial stability. The second part covers the question of macroeconomic interdependence, the causes and consequences of international and global imbalances, and their effects on national, regional, and world economic activity. This course is ideally the second part of a two-semester sequence including ECN 325. Prerequisites: ECN 100 and ECN 101 (Recommended: ECN 225, ECN 256, ECN 325)

ECN 341 International Economics

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

Prerequisites: ECN 100, ECN 101 and ECN 256

ECN 350 Industrial Organization in the European Union

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

Prerequisites: ECN 100 and ECN 101

ECN 355 Political Economy: Theories and Issues

This course is designed to introduce students to the foundations of political economy. Political economy is the study of the economic system from a critical, historical and interdisciplinary perspective to provide a greater understanding of our current economic system. In this course, students will learn about different theories in political economy and how these theories help us understand the transformation of a pre capitalist system to the current capitalist system. Some of the approaches that students will be introduced to are Institutional, Marxian, Sraffian, Post-Keynesian and Austrian. This course will also draw from these various theories and examine their implications for different issues that arise from the current social and economic formation. Some of the issues that will be considered in this course are social and economic inequality, gender inequality, issues concerning the ecology, power relations and conflict in modern society, political economy of poverty and uneven development.

Prerequisites: ECN 100 and ECN 101

ECN 365 Investment Analysis I

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

Prerequisites: ECN 100, ECN 101 and BUS 326 (Recommended: ECN 225, ECN 256; Strongly Recommended: MAT 200)

ECN 366 Investment Analysis II (Corporate Finance)

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

Prerequisite: ECN 365

ECN 387 Introduction to Econometrics

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

Prerequisites: ECN 100, ECN 101 and MAT 201

ECN 490 Senior Research Project in International Economics

Research proposals are to be coordinated with the Department Chair.

ECN 492 Internship in International Economics

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

ECN 494 Internship in International Banking and Finance

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

ECN 495 Senior Research Project in International Banking and Finance

Research proposals are to be coordinated with the Department Chair.

ECN 497 Special Topics Research Seminar in Economics and Finance

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

ENGLISH FOR ACADEMIC PURPOSES

EAP 120 INTRODUCTION TO ACADEMIC WRITING I

Intended primarily for students for whom English is not their first language, the aim of this course is to help students to improve their written study skills, especially in the areas of information intake, organization and written expression. Particular focus is given to awareness and development of essay structure, paragraph development and sentence-level issues. This course is taken in conjunction with EAP 125.

EAP 125 ACADEMIC READING AND VOCABULARY

Intended primarily for students for whom English is not their first language, the aim of this course is to help students to improve their comprehension of texts used in academic environments, and to develop strategies for reading and vocabulary development. Special emphasis is placed on note-taking strategies and the critical analysis of academic

texts, as well as on exam-taking techniques. This course is taken in conjunction with EAP 120.

EAP 130 INTRODUCTION TO ACADEMIC WRITING II

This course provides students with a bridge to university-level academic writing. In particular, it is designed to help students develop critical writing skills. It looks at best practices for research and use of information, including evaluation and effective incorporation of outside sources through paraphrase, summary and correct citation formats, and addresses the development of structure and expression in academic writing and techniques for effectively sharing information in both written and oral forms. Upon successful completion of EAP 130, students must take WTG 100 Academic Writing, in the subsequent semester.

ENGLISH LANGUAGE TEACHING

ELT 102 Introduction to English Language Teaching

Students in this course develop the fundamental skills and knowledge for teaching English as a foreign language. In addition to course lectures and discussions on language pedagogy, students practice teaching to non-native speakers of different proficiency levels and age groups. Students teach in the context of evening classes, local schools and other opportunities for teaching practice, beginning with small segments of a lesson and working up to an entire lesson, for a total of two hours of observed teaching with feedback and assessment. Students also observe professional classroom teachers at work, utilizing observational task sheets. Students consider learning styles, factors affecting learning, teacher roles, classroom management, skills areas (reading, writing, listening, speaking) and other aspects of English language teaching. The emphasis throughout is on classroom teaching techniques and decision-making using communicative approaches.

ELT 251 The English Language

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

ELT 276 Practicum in English Language Teaching (Young Learners)

This practicum provides experience in teaching English as a foreign language to elementary and middle-school aged learners. Practicum students engage in reflective teaching, further developing their instructional skills and their knowledge of important aspects of English language pedagogy. In addition to reading, research, assignment writing and lesson preparation, students spend a minimum of 60 hours in supervised lesson planning, teaching practice, feedback on teaching, peer observation, observation of professional teachers and consultation time. Students reflect on their experience in classroom discussions and through teaching/learning diaries and other assignments, which include two short essays. Students are observed for a total of four hours of their teaching, with subsequent feedback. The practicum course will address language description and comparisons, use of reference materials, contexts and traditions for teaching and learning English at the young learner level, motivations, learning and teaching styles, lesson planning, selection and development of materials and activities, lesson planning, classroom management, error correction, assessment and resources and opportunities for further professional development.

Prerequisite: ELT 102. (Recommended ELT 251)

ELT 277 Practicum in English Language Teaching (Adult Learners)

This practicum provides experience in teaching English as a foreign language to late adolescent and adult learners. Practicum students engage in reflective teaching, further developing their instructional skills and their knowledge of important aspects of English language pedagogy. In addition to reading, research, assignment writing and lesson preparation, students spend a minimum of 60 hours in supervised lesson planning, teaching practice, feedback on teaching, peer observation, observation of professional teachers and consultation time. Students reflect on their experience in classroom discussions and through teaching/learning diaries and other assignments. The practicum course will address lesson planning, assessment, classroom management, materials development, presentation and teaching of grammar, vocabulary and other language items, error correction, and the teaching and learning of specific language skills (speaking, listening, reading and writing). A student's teaching is observed for a total of four hours for feedback and assessment. Students also observe professional classroom teachers at work, utilizing observational task sheets. Students produce a portfolio of work, including materials related to teaching practice and written assignments, including two short essays. Note: ELT 277 can be repeated for credit.

Prerequisite: ELT 102. (Recommended ELT 251)

ELT 279 English Teaching and Service Learning

Participants in this service learning experience will spend a summer or semester abroad teaching English with a pre-approved program chosen by the student in conjunction with the ELT advisor. The course will include pre-departure meetings designed to help the student prepare for life in another cultural context and for teaching in the chosen area. Students will reflect upon their experience through observations, guided diary entries and discussions with local people during the students' individual teaching and living experiences. Students will teach approximately 40 hours total, four hours of

which should be observed and assessed. Students will complete a final project for public presentation upon return to campus. Note: ELT 279 can be repeated for credit. Prerequisite: ELT 102. (Recommended ELT 251)

ENVIRONMENTAL STUDIES

ENV 200W Understanding Environmental Issues

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

ENV 200WT Understanding Environmental Issues

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

ENV 210 Natural Disasters, Catastrophes, and the Environment

As long as humans have walked the planet, they have faced dangers from the environment, such as earthquakes, floods, and volcanoes. Today's technology creates new possibilities for disasters, including climate change, killer smog, and nuclear accidents. Students in this course will study the science behind natural disasters as well as examine society's preparedness for and response to these problems from an interdisciplinary perspective. It will look at both historical and recent events and consider what disasters await us in the future. Students who have already taken SCI 110 must obtain permission to enroll.

ENV 220 Nature Writing and Ecocriticism

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

wilderness, the sublime, environmental justice and ethics. We will explore these themes using some of the basic critical tools and methodologies of ecocriticism, such as ecological discourse analysis, anthropocentrism, or how nature has been used to legitimate categories such as race and gender. Primary texts will range from the pre-romantic and romantic eras to current writers (e.g. Rousseau to Annie Dillard). This course will help students develop critical skills that enable interdisciplinary reflection about the environment and increase their own environmental literacy.

Prerequisite: WTG 100

ENV 350 Swiss Environments

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

ENV 399 Research in Environmental Studies

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

ENV 497 Senior Capstone

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

Prerequisite: MAT 201 and SCI 108 or ENV 200.

ENV 498 Internship in Environmental Studies

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

ENV 499 Senior Research Project in Environmental Studies

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

FRENCH STUDIES

FRE 100 Introductory French, Part I

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

FRE 101 Introductory French, Part II

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

Prerequisite: FRE 100 Minimum grade of C.

FRE 200 Intermediate French, Part I

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

Prerequisite: FRE 101 Minimum grade of C.

FRE 201 Intermediate French, Part II

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

Prerequisite: FRE 200 Minimum grade of C.

FRE 300 Advanced French, Part I

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

Prerequisite: FRE 201 Minimum grade of C.

FRE 301 Advanced French, Part II

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

Prerequisite: FRE 300 Minimum grade of C.

FRE 302 Advanced French Conversation

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

Prerequisite: FRE 301 Minimum grade of C.

FRE 303 French Translation

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

Prerequisite: FRE 301 Minimum grade of C.

FRE 310 Paris and the 19th Century

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

Prerequisite: FRE 301

FRE 312 Travel Writing: France and French-speaking Switzerland

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

Prerequisite: FRE 301

FRE 320 Writing the Self: French Autobiography and Autofiction

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

Prerequisite: FRE 301

FRE 324 Exile, Margins and Identity in Francophone Literature of North-African Origins

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

Prerequisite: FRE 301

FRE 325 Representation of the Shoah in French Literature and Cinema

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

Prerequisite: FRE 301

FRE 350 French Civilization

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

Prerequisite: FRE 301

FRE 374 Introduction to French Cinema

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

Prerequisite: FRE 301

FRE 376 French Cinema: The New Wave

The French New Wave was a major turning-point in the history of French Cinema. It gave birth to a new way of approaching cinematography as a whole. This course centers on New Wave film directors Chabrol, Truffaut, Resnais, Godard and Varda, and exam-

ine closely their cinematographic creed, theoretical preoccupations, similarities and differences. Movies will be partially watched outside of class.

Prerequisite: FRE 301

FRE 497 Senior Seminar in French Studies

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

FRENCH SEMESTER ABROAD

The French Studies Major advanced study option requirement can be fulfilled by taking 15 credits during a Semester Abroad in the French-speaking world.

FIRST YEAR SEMINAR

FYS 199 First Year Seminar

First Year Seminar classes are offered in many disciplines. Consult the Schedule of Classes for current seminar offerings.

FYS 399 Academic Mentoring

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

GEOGRAPHY

GEO 125T Venice as a Geographic Topos for Discovery

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

GEO 130T Eastern Germany and the Czech Republic: Blooming Landscapes?

In June 1990, FRG-chancellor Helmut Kohl (West Germany, Federal Republic of Germany) used the phrase "blooming landscapes" to describe his prediction (or maybe just vision) of the economic future of Eastern Germany, then still the German Democratic Republic but soon to be reunited with Western Germany. This phrase has been quoted often in the following years, since the economical development of Eastern Germany was not as fast as many had hoped, and the standard of living in Eastern Germany is, even now, still behind the western part. This course will focus on the economical, political, and societal changes in Eastern Germany and the Czech Republic since 1990. To understand them, history between 1920 and 1990 has also to be discussed in detail. The approaches the two countries took during this transition into democracy and market economy will be compared. The travel component of this course will start in Berlin, visiting Eastern German cities like Leipzig, Chemnitz, or Dresden before ending in Prague.

GERMAN

GER 100 Introductory German, Part I

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

GER 101 Introductory German, Part II

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

Prerequisite: GER 100 Minimum grade of C

GER 200 Intermediate German, Part I

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

Prerequisite: GER 101 Minimum grade of C

GER 201 Intermediate German, Part II

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

Prerequisite: GER 200 Minimum grade of C

GER 300 Advanced German, Part I

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

Prerequisite: GER 201 Minimum grade of C

GER 301 Advanced German, Part II

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

Prerequisite: GER 300 Minimum grade of C

GER 302 Advanced German Conversation

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

Prerequisite: GER 300

GER 370 Topics in German Literature

Topics in German literature vary from year to year. These are advanced courses for students with full comprehension of written and spoken German. Topics studied offer an overview of selected major works and periods, while also allowing the study of a unifying theme or genre in greater depth.

Prerequisite: GER 301

GER 373 German Film as Medium of Culture

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

Prerequisite: GER 301

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

This course will trace the different waves of immigration into Switzerland through the lens of cultural and political texts produced in German (or translated into German) over the last thirty years, both by those who have immigrated to Switzerland and by Swiss natives in reaction to the immigrants' presence. We will begin our examination of the various tensions immigration has engendered with Rolf Lyssy's film *Die Schweizermacher*, a comedy about the hurdles facing would-be naturalized citizens in the mid-seventies. Next, in a variety of literary, filmic and legal texts, we will look at the situation of Italians, Spaniards, Tamils, Turks, immigrants from Balkan countries, and, most recently, from Iraq. Finally, we will study the contemporary campaigns of the Swiss People's Party (SVP), and the heated debates fueled by their right-wing provocations about who does and does not belong in this "paradise" known as Switzerland. This course is taught in German.

Prerequisite: GER 301

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

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

Prerequisite: GER 300

HISTORY

HIS 100 Western Civilization I: Ancient and Medieval

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

HIS 101 Western Civilization II: Modern

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

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

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

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

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

HIS 202 History of Switzerland

Switzerland can be seen as a striking exception to the idea of a modern Western nation state: one of the oldest republics, with four official languages, neutral by tradition with at the same time a strong military tradition, a direct democracy and nevertheless one of the most stable states in the world. Hence, it has convincingly been called a "country of minorities" or just "an exception". This course analyzes the political, economic, social,

and cultural development of Switzerland as a coherent and significant part of the history of medieval and modern Europe.

HIS 204 History of Italy from the Renaissance to the Present

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

HIS 210 The Cold War

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

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

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

HIS 215T Central Europe: An Urban History

This course seeks to explore urban development and urban planning of Central European cities from Antiquity to the Present. The course investigates the specific development of cities in Central Europe, both north and south of the Alps, with an emphasis on the legacies of Roman antiquity, the Christian (and Jewish) legacy of the Middle Ages, the role of princely residences, and of bourgeois middle classes. An important part plays also the various political movements of the 20th century, including the architectural fantasies of National Socialism, and the attempts post-World War II to deal with this legacy in a democratic society. The course asks in which way the interplay of tradition and modernity over time has structured not only the physical shapes of cities, but even the mindsets of the population. The travel component of this course features day

trips to the Roman foundation of Como (Italy) and the oldest still standing structure in Switzerland in Riva San Vitale (Ticino), and a major excursion to the three most important cities in Bavaria: Nuremberg, Regensburg, and Munich (Germany).

HIS 240 History of Modern Germany

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

HIS 243 Worlds of Islam

This course is an introduction to the multifaceted civilization of Islam as both a religion and a historical phenomenon. After a survey of the background and context of the emergence of Muhammad as a spiritual leader in the Arabian peninsula, the course analyzes the rapid spread of Islam to Spain in the west and India to the east in less than a hundred years. It follows the divergent paths of the emerging different Islamic cultures in the Arabian and Mediterranean regions, in Persia, India, Turkey and Africa, and it follows also the Muslim diaspora in the Christian West. The guiding question is the relation between "normalcy" and variety as manifest in the tensions between the importance of the holy text of the Qur'an and the impact of interpretation and tradition. The course concludes with a consideration of contemporary Islam, focusing attention on both fundamentalist approaches and open-minded ones that seek a role for Muslims in peaceful relations with the West today.

HIS 245 Worlds of Judaism

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

HIS 255 America in the Sixties

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

the Civil Rights Movement, the Great Society, the New Left and the protests against the Vietnam War.

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

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

HIS 260 The Holocaust

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

HIS 271 History of Modern France

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

HIS 273 History of the United States

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

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

Ireland has undergone profound social, economic and political changes over the last two centuries. Its history has been largely defined, for better or worse, by its relationship with its larger neighbor, Britain. This course will critically examine the contours

and effects of this often troubled relationship which can largely be defined as the struggle between union and dis-union, that is, either strengthening or severing the link with Britain. Going beyond these constitutional issues it will also examine wider social and cultural changes; the famine and its legacy, the land revolution of the late nineteenth century, emigration, the 'Celtic Tiger' economy and Ireland's delayed sexual revolution.

HIS 295 The Crusades and Crusading in the Middle Ages

This course is intended to give you a solid introduction to the history and historiography of the crusading movement of the Middle Ages. In this class we will examine both the major crusading expeditions as well as the concept of Holy war as it developed prior to and following the calling of the First Crusade by Pope Urban II at the Council of Clermont in 1095. Assigned readings will cover the social and military history of the crusading expeditions as well as the intellectual background to the ideology, but the sources we will be examining also allow us insight into the experience of crusading by the participants, the massacres of Jews by the crusading armies, and the reactions to the crusaders by Byzantine and Muslim populations. Attention will also be given to the problem of defining a crusade and how the crusading era helped to set the stage for later (and indeed modern) relations between the West and the Middle East. By the conclusion of the semester students should have a solid grasp of the principal events, personalities, and texts from the main crusading era (1095-1291).

HIS 302 Intellectual History of Modern Europe Since 1600

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

HIS 310W The Cold War

This course examines the causes and effects of the confrontation between the United States and the Soviet Union with special reference to Europe between the end of the Second World War in 1945 and the fall of the Berlin Wall in 1989. Synthesizing political and intellectual history, attention is focused on connections between international and domestic affairs including consideration of science, literature, and music. (This writing-intensive course counts towards the Academic Writing requirements.)

HIS 313 Diplomatic History of Modern Europe Since 1815

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

HIS 325W Human Rights in History

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

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

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

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

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

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

The world today has been shaped to a large extent by Europe and America in the long nineteenth century between the Enlightenment and the First World War. During this period dramatic changes in social, economic, political and cultural ideas and institutions were related to changes in how people in the West conceptualized the world around them. Although Europeans and Americans exerted global influence through industrial-

zation and imperialism, in turn they were influenced by people beyond the West from Africa to the Far East. Thus globalization is not a recent phenomenon. With emphasis on Christopher Bayly's recent book *The Birth of the Modern World, 1780-1914: Global Connections and Comparisons*, among other works, this course will focus on major themes in the study of modernity such as political ideologies and the roles of science and religion as related to the development of the idea of "Europe" or "the West" with special reference to the British colonies, Egypt, the Ottoman Empire, and Japan. It is intended to provide not only a broad view of a crucial period in modern history but also a functional knowledge of themes and concepts necessary for understanding the contemporary world. Students read primary as well as secondary sources, and attention is devoted to methodological considerations and recent trends in scholarship.

HIS 357 Weimar Germany: Crisis or Crucible of Modernity?

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

HIS 358 Global Britishness

The concept of 'Global Britishness' began as loyalty to the colonial motherland on the part of Britain's white settler colonies (Canada, Australia, South Africa, New Zealand). This was transformed after the Second World War into a set of uneasy nationalisms by the 1970s. In recent years these ex-colonies have witnessed a re-identification with earlier concepts of Britishness (royal visits, war commemoration) at a time when the very concept of Britishness is perceived to be under threat from Scottish devolution (and possible independence) and the European Union. 'Global Britishness' presents a fascinating array of competing and intersecting identities across global, imperial and national lines. Students will gain a greater understanding and awareness of the processes and agencies of Britain's imperial decline, the reactions to this among the various white settler colonies, the differences and similarities between these reactions, the practices of cultural and transnational history, and the contemporary legacies of the British Empire in the settler colonial world.

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

Students in their senior year who wish to graduate with a major in History (stand alone or combined) need to take this capstone version of HIS 351 (see course description). Students in HIS 451 attend all meetings of HIS 351 and are responsible for additional and more in-depth work, to include an oral presentation and tutorials with the instructor. The additional work and the tutorials are geared towards preparing the student for

the successful completion of their Senior Thesis. Students who have earned credit for HIS 351 in a previous year may not enroll and earn credit for HIS 451.

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

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

HIS 499 History Senior Thesis

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

HONORS PROGRAM

HON 499 Honors Senior Capstone Experience Preparation Workshop

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

Prerequisite: Permission of Director of Honors Program

SEM 372 Honors Seminar

Honors seminar topics change year to year. Consult the Schedule of Classes for current seminar offerings.

INTERNSHIP

INT 498 Internship Elective

This course involves an alternative internship experience. The internship can be with a program, company, non-governmental organization, etc. anywhere in the world. Throughout the internship period, students should ensure close on site supervision. Each intern must submit a detailed written report or other equivalent product at the end of the internship period, which will be evaluated critically by the intern's academic advisor and the internship professor. (This internship may be approved for up to 6 credits.)

See individual majors for major-specific internship classes.

ITALIAN

ITA 100 Introductory Italian, Part I

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

ITA 101 Introductory Italian, Part II

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

Prerequisite: ITA 100 Minimum grade of C

ITA 200 Intermediate Italian, Part I

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

Prerequisite: ITA 101 Minimum grade of C

ITA 201 Intermediate Italian, Part II

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

Prerequisite: ITA 200 Minimum grade of C

ITA 300 Advanced Italian, Part I

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

Prerequisite: ITA 201 Minimum grade of C

ITA 301 Advanced Italian, Part II

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

Prerequisite: ITA 300 Minimum grade of C

ITA 302 Advanced Italian Conversation

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

Prerequisite: ITA 301 Minimum grade of C

ITA 350 Topics in Italian Cultural Studies

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

ITA 353 Italian Theater Workshop

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

Prerequisite: ITA 301

ITA 372 Motherhood in Italian Women's Writing

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

Prerequisite: ITA 301

ITA 373 Italian Film and Society

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

Prerequisite: ITA 301

ITA 374 Italian Cinema

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

Prerequisite: ITA 301

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

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

Prerequisite: ITA 301

ITA 376 Epic Tradition in Italy: Women, Knights, Weapons, and Love

The aim of the course is two-fold: on the one hand, it introduces students to canonical texts of the Italian Renaissance and Counter-Reformation literatures. On the other hand, it analyses some of the most famous topic episodes in the two poems in order to compare them with lesser-known epic and chivalric poems written by female authors in the same periods. A comparative analysis reveals how women writers - although inspired by the male authors' tradition - tended to revise the canon when the destinies and representations of female characters were concerned. For example, the sorceress on the island is no longer described as a dangerous and diabolic temptress who holds a captive knight on her island, but as a generous and chaste fairy that helps the hero to return to war. In duels, men do not constantly defeat female warriors and, as a general rule, the destinies of female characters seem to be revisited in a perspective of female liberation. In addition to studying canonical texts from the Italian epic and chivalric traditions, and comparing them with the lesser-known female versions of this genre, students will also discuss issues related to roles and gender in Italian culture and literature. The course will be held in Italian, but – since poems in rhymes of the sixteenth and seventeenth centuries might be difficult to understand for students whose mother tongue is not Italian - the reading of these texts will be also available in the English translation.

Prerequisite: ITA 301

ITA 378 Switalian?: Stereotypes and Realities of Hybridity

What characterizes the Italian part of Switzerland and its inhabitants? What's their "real" identity outside stereotypes and biases? Foreigners tend to categorize Swiss Italians either as Italians, or as Swiss. After living in Ticino for a while, people realize that the reality is more complex. This class will explore the most common stereotypes related to Switzerland, Italy, and Switaly, compare and contrast them, and analyze the major reasons of conflict. Students will also investigate the question of stereotypes from an intercultural perspective, comparing it with the situation their own countries, and thinking about what it means to be a foreigner in Lugano. The class will also explore the "realities" of the Swiss Italian region, introducing its peculiarity, dialect, literature, art and architectures. The class will be conducted in Italian.

Prerequisite: ITA 301

ITA 380 Italian for Business

Intended to help students acquire a good knowledge of the language applied in the business world: commercial correspondence, terminology and vocabulary, through exercises and directed composition.

Prerequisite: ITA 301

ITALIAN STUDIES

IS 110T A Cultural and Literary Journey: Marche, Umbria and Emilia Romagna

This course offers an introduction to cultural and literary expressions of the regions Umbria, Marche and Emilia Romagna in Italy. Students will be introduced to some of the main writers, poets and artists that had ties to these regions such as Dante Alighieri, Baldassarre Castiglione, Jacopone da Todi, Saint Frances, Giacomo Leopardi, Piero della Francesca, Leon Battista Alberti, Luciano Laurana, Luca Signorelli, Giotto and Raphael. They will read excerpts from some of the most important writers in Italian literature and visit places linked to their narrations. They will discover the Gradara castle located closed to the famous Riviera Romagnola, where the tragedy of Paolo and Francesca, narrated in canto V of Dante's *Inferno*, took place. In Recanati they will enter the house of another major Italian poet, Giacomo Leopardi, and will have the opportunity to observe from close some of the places described in his poetries: Silvia's house and the "Colle dell'infinito". By visiting Assisi, they will focus on the life and work of Saint Frances, author of the first literary production in Italian, while observing the cycle of frescoes inspired on his life, painted by Giotto in the Basilica. The travel will also include the visit of the cities of Rimini, Urbino, the "Museo della carta e della filigrana" in Fabriano, Gubbio, Todi, Perugia and Ravenna. Since food and wine are also an important part of Italian culture, workshops on Italian cuisine will be organized. Students who have a background in Italian are encouraged to do course readings and written work in the original language.

IS 274 Italian and Italian-American Cinema

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

IS 275 Modern Italian Poetry

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

IS 276 The Italian Short Story

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

IS 277 The Italian Novel: Redefining the Canon

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

Sayings, Dacia Maraini's *The Silent Duchess*, Anna Banti's *Artemisia*. The course will be conducted in English.

IS 278 Italian Genre Crossings and Hybridity

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

IS 279 Italian Myths and Counter-Myths of America

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

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

This course provides an introduction to classic cinematic portrayals of the city of Rome and its inhabitants, with an emphasis on 20th-century authors and filmmakers. Landmark films, such as Roberto Rossellini's *"Open City"* and Federico Fellini's *"La Dolce Vita"* will be contextualized both historically and thematically. Subsequently, students will begin crafting their own short film design; to be pitched in the form of a multimedia presentation prior to travel. Filming and production will follow in Rome, under the guidance and supervision of the professor. During the final weeks of the semester, class time will be devoted to close the discussion of contemporary readings from Italian Cultural Studies and, parallel to this, editing and completion of the student's semester-long short film project. Students enrolling in this course should have basic knowledge

of how to create and edit short films using their own digital video devices, and be familiar with the program Final Cut (or similar editing program).

IS 295 Italian Culture

"Abbiamo fatto l'Italia ora dobbiamo fare gli italiani" ("We have made Italy now we have to make Italians"). Massimo D'Azeglio In 1861 soon after the reunification of the peninsula and the birth of the "Italian" country, Mr. D'Azeglio, a Piedmontese politician, described the task the new State was about to face. Today Italians are still debating if the goal has been accomplished. After one hundred and fifty years, Italians are still asking what makes them part of the same culture. The course provides an overview of present Italian culture, and its goal is to explain why Italian culture is so unique and why so many aspects of its civilization are still incomprehensible to Americans. The course will be conducted in English.

IS 497 Senior Seminar in Italian Studies

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

IS 498 Internship in Italian Studies

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

IS 499 Thesis in Italian Studies

Thesis proposals to be coordinated with the student's Advisor, and Department Chair.

LITERATURE

LIT 201 Deception

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

Prerequisite: LC 100 or LC 110

LIT 221T Bloomsbury Britain: The Cultural and Literary Life of Twentieth-Century London

The primary thematic focus of this course is the Bloomsbury Group, a loose network of writers, artists, and intellectuals (including Virginia Woolf, E. M. Forster, John Maynard Keynes, and Roger Fry) who gathered in the Bloomsbury area of London during the first decades of the twentieth century. However, study of this group will also lead to a broader examination of London literary life in the first half of the twentieth century, a period of dramatic social and cultural change. The course will consider what it must have been like to live in this changing world. Students will visit a variety of locations associated with the Bloomsbury Group, including a selection of museums and galleries, the bookstores on Charing Cross Road, and Kew gardens; the travel will also go to other locations in southern England, including Oxford, Brighton, Sissinghurst Castle in Kent, and Charleston in Sussex.

LIT 242 Contemporary African Literature

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

LIT 243 On Being Human

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

Prerequisite: LC 100 or LC 110

LIT 248 Literature of the Americas

This course serves as an introduction to literature of the Americas, covering work from the United States, Canada, and Latin America. Throughout the course we will consider literary representations of different mythologies of America, the literature of native populations and different ethnic groups, and various literary movements such as magic realism and southern gothic. The course includes the fascinating short fiction of García Márquez, Borges, Alice Munroe, Carson McCullers and others.

Prerequisite: LC 100 or LC 110

LIT 253 Caribbean Literature

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

Prerequisite: LC 100 or LC 110

LIT 263 Contemporary Literature from South Asia

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

Prerequisite: LC 100 or LC 110

LIT 300 Modernism

This course explores the meanings of "Modernism," the artistic tendency which sprang up in a profusion of forms in the first half of the twentieth century. This was a time of sweeping social change and radical innovation in literature. As we ask, "what is modernism?" we will engage with the contingencies, complexities, and contradictions of modern literature, and acknowledge the sheer diversity of the literary responses to modern times. We will read works from a variety of modernist movements, and consider the relationship between literary modernism and developments in music and the visual arts. We will study works by such writers as Mulk Raj Anand, Virginia Woolf, T. S. Eliot, Evelyn Waugh, and Nella Larsen. As modern literature often broke with or trans-

formed traditional concepts of literary realism, some of the work that we read will be challenging; it will ask us to pay close attention to narrative innovations such as stream of consciousness, irony, and multiple point of view. We will consider various issues, including: emerging psychological theories, responses to imperialism, technological and scientific advances, the city, attitudes towards history, concepts of self and other, and changing relations between genders, cultures, and races.

LIT 305 Home

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

Prerequisite: LC 100 and LC 110

LIT 306 Money in Literature: Systems of Exchange

Literature treats the relationships among individuals, and assesses the status of those individuals within society, while adopting the privileged position of observer and commentator and translating the "ordinary" material facts of human existence into a language and system of its own. Money has a similar function, signifying as it does both value and status, promoting mobility among social classes and according value and status. And as such, money itself also functions as an important plot element within many literary genres. In this course we will look at the rise of money as a signifying form and its intersections with literature at certain key junctures. We will study plays by Aristophanes and Shakespeare, fiction by Jane Austen, Edgar Allen Poe, Balzac, Dorothy Parker and Gary Shteyngart, films by Frank Capra, Chantal Akerman and Oliver Stone, and criticism by Marx, Marc Shell and others in an attempt to trace the use of money as a signifier of value and exchange in literature and the arts.

Prerequisite: LC 100 and LC 110

LIT 320W Elective Ties: Love, Friendship, Community

E. M. Forster famously said, "if I had to choose between betraying my country and betraying my friend, I hope I should have the guts to betray my country." His words suggest that, in thinking about the communities that we live within, we might distinguish between those that we are born into and those that we form by choice. Throughout this course we consider both specific literary representations of chosen or "elective" ties and their broader cultural significance. We will be interested in examples of what can happen when elective ties clash with other concepts of community. We will consider vari-

ous philosophies of and models for friendship, including comradeship, brother/sisterhood, and loyalty. We will look not only at positive examples of elective ties but also at examples of potentially dangerous or destructive ties, such as bullying. Because one significant aspect of elective ties is the way in which they cross over national, cultural, and linguistic borders, the works that we study will also cross these borders. We will engage with a broad range of critical texts, novels and films. (This writing-intensive course counts towards the Academic Writing requirements.)

Prerequisite: LC 100 and LC 110

LIT 350 Britain in Fragments: British Literature from 1945 to the Present

In this course, students will read a broad selection of British Literature, from the post war period to the present day, thus developing an understanding of contemporary Britain's artistic and cultural history. While the modernist literature of the early twentieth century is often characterized as international in nature, in the postwar era and during the epoch of decolonization, British literature takes an apparent inward turn, becoming increasingly interested in the nature and definition of Britishness. Yet, despite this, the literature from this period is not necessary insular or parochial, but rather depicts the emergence of a complex and contested national identity as the island developed from within its own borders to become a more and more culturally diverse territory. During the course, students will examine how regional identities conflicted or overlapped with national identity considering, for example, the North/South divide and urban/rural divisions; will study the rise of various competing nationalisms within the bounds of the United Kingdom, including Scottish Nationalism; and will explore the growing impact of diverse immigrant communities on the national characters. This course will also have an important interdisciplinary component, overlapping and intersecting with the Art History course "History as visual material in Britain." Readings from fiction and poetry will thus be complemented with an awareness of other materials of cultural history. The course's emphasis will not be on British literature, art, and culture as a homogenous or singular body, but rather as a varied and sometimes contentious conglomeration. Readings may include works by: Elizabeth Bowen, Sam Selvon, Ian McEwan, Edwin Muir, Julian Barnes, Zadie Smith, Irvine Welsh, and Ali Smith.

LIT 353 Advanced Studies in Postcolonial Literatures

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

Prerequisite: LIT 253

LITERATURE AND CULTURE

LC 100W The Stories We Live By

This course is one of the two independent, introductory courses fundamental to both the Literature and CLCS majors. This class will introduce students to methods of reading, authorship, and reception. This course should introduce students with some of the classic texts of the Western tradition in a comparative context. Typically students will read two literary texts in a comparative context followed by a theoretical text that shapes their understanding of literature as a cultural form. Close attention will be paid to issues such as the shaping of identity, forms, of representation, gender, and the construction of knowledge and power. (This writing-intensive course counts towards the Academic Writing requirements.)

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

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

LC 110 Reading Cultures: Approaches to Cultural Studies

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

LC 200T Switzerland Unplugged: A Cultural History, Part I

This travel course must be taken in conjunction with LC 210T. Switzerland Unplugged is a somewhat different take on Franklin's Academic Travel: it is a six-credit summer program that consists of two consecutive classes each divided into three modules that each deal with distinct aspects of Swiss culture, ranging from the birth and continued fame of such product as chocolate, cheese and watches, to the political and cultural conceptualization of neutrality and direct democracy and the tense relationship between

the august Swiss humanitarian tradition and the controversial refugee policies of late and finally to the edgy art, music and literature scenes found in the larger cities north of the San Gottardo. Campus for us is the city of Zurich with all of its exciting possibilities, and the travel portion consists of four three-day trips to different sites in Switzerland, ranging from the Bundeshaus in Bern to a trip down the river Aare, from an open-air concert in Geneva to a remote hut in the Swiss alps, and from the Beyeler museum in Basel to a refugee camp in Chiasso. The aim of our studies and travels will be to look at Swiss culture up close and to uncover and understand some of the contradictions that make it work.

LC 210T Switzerland Unplugged: A Cultural History, Part II

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

LC 497 Capstone: Comprehensive Readings in CLCS and Literature

LC 497 is the first of two capstone courses for majors in CLCS and in LIT. LC 497 is designed for all students and will follow the trajectory of a traditional reading course. Students and the professor will choose an extensive reading list that includes fundamental, primary and theoretical texts in literature and CLCS taken largely from the courses taught in the disciplines. Students will then choose their own texts to add to the core list that represent the individual student's particular area of interest. Class sessions will be devoted to the development of the list and subsequent discussion of the chosen works. Evaluation pieces include a comprehensive exam and a proposal for the subsequent thesis (LC 499) or internship project (LC 498).

LC 498 Capstone: Internship in CLCS or Literature

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

Prerequisite: LC 497

LC 499 Capstone: Thesis in CLCS or Literature

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

Prerequisite: LC 497

MANAGEMENT (See BUSINESS)

MATHEMATICS

MAT 102 Intermediate Algebra

This course reviews basic concepts and attempts to enhance competency in problem solving. Topics include linear equations and inequalities, polynomials, factoring, exponents and radicals, fractional expressions and equations, and quadratic equations. (0 Credit)

MAT 103 College Algebra

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

Prerequisite: MAT 102 or placement test

MAT 104 Mathematics of Inequality

Among the central questions of every society are questions about poverty and wealth, and the unequal distribution of goods, income, wealth, or resources. In this course we are analyzing inequity by mathematical methods. Based on real data which we try to collect throughout the course, we construct measures of inequity, like Lorenz curve, Gini index and others. We will investigate what effect certain policies, like taxes or even marriage patterns, have on these measures, and also try to answer the question of whether inequity is increasing or decreasing within different nations and worldwide. We will also critically discuss literature and opinions on these inequality trends. We may have a glimpse on the recent modeling of inequality from "econophysics". The basics of Excel will also be taught in this class, since we will use Excel heavily for analysis and modeling. (Not open to students who have completed MAT 199).

Prerequisite: MAT 102 or placement test

MAT 107 Ideas in Mathematics

This course discusses some of the fundamental and successful ideas and concepts that evolved over the centuries in mathematics and so deeply influenced society. The topics lie in areas as logic, number theory, graphs, topology, combinatorics, and others. Mathematical concepts like abstraction, proofs, modeling, existence, and the role of technol-

ogy for mathematics will also be discussed. While the treatment will be rather non-formal, thinking and problem-solving skills will be emphasized. An attempt will be done to relate the mathematics presented to the world outside of mathematics by discussing applications of these ideas, the biographies and life circumstances of mathematicians, and influences from society to mathematics.

Prerequisite: MAT 102 or placement test

MAT 109 Introduction to Game Theory

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

Prerequisite: MAT 102 or placement test

MAT 200 Calculus

The course begins with a review of functions and their graphs, after which students are introduced to the concepts of differentiation and integration. Understanding is reinforced through extensive practical work, with a strong emphasis on applications in economics, statistics and management science.

Prerequisite: MAT 103 or placement test

MAT 201 Introduction to Statistics

Basic concepts of descriptive statistics, such as random variables, random sampling, histograms, central tendency measures, variance and standard deviation, probability rules, and correlation coefficients, are presented in this course. The most important probability distributions, binomial and normal, are introduced. Inferential statistics and sampling distributions are briefly covered in order to introduce statistical model building and linear regression analysis.

Prerequisite: MAT 103 or placement test

MAT 204 Discrete Mathematics

Discrete Mathematics approaches questions that are finite in nature. Combinatorics provides formulas for the numbers of certain mathematical "objects". An example is to find the number of different ways one can fill a given rectangle with dominos. With the rise of the computer in the second half of the last century, optimization problems became more prominent, where one is supposed to find a "best" substructure in a given discrete structure. An example is to find a shortest path from A to B in a finite network. Counting principles, from simple ones to recurrence relations and generating functions, are presented, and algorithms for optimization problems on different discrete structures, like graphs, partially ordered sets, and others, are introduced and analyzed. The roles of proofs and algorithms for these questions are discussed thoroughly. Public key cryptography is also covered.

Prerequisite: MAT 103 or MAT 107 or MAT 109 or placement test

MAT 307 Multivariable Calculus and Linear Algebra

The first half of the course gives an introduction into Linear Algebra. Vectors and vector spaces, analytical geometry, matrices and linear equations, and their rank, and also determinants are discussed. The second half of the course discusses the theory of partial and total derivatives for functions of several variables. Topics considered here are limits, partial derivatives, chain rule, gradients, and optimization with or without restrictions.

Prerequisite: MAT 200

MAT 308 Undergraduate Mathematical Research

Undergraduate research project in mathematics. The goal is to produce a research paper on a topic selected together with the instructor, and to submit it to some journal for undergraduate research in mathematics. Presentation at some conference on undergraduate research is also encouraged.

POLITICAL SCIENCE

POL 100 Introduction to Political Science

Basic concepts of the discipline are discussed in this class with a focus on the evolution of the state and the role of the individual from historical, ideological, and comparative perspectives.

POL 101 Introduction to International Relations

This lecture course is designed to equip students with the basic analytic tools necessary for the understanding of international relations. After a brief introductory discussion of the traditionalist and behaviorist approaches to the study of international relations, the course concentrates on the analysis of fundamental concepts, such as national power, foreign policy, deterrence, international organizations, international law, change, and conflict.

POL 101T Introduction to International Relations

This lecture and travel course provides the basic analytic tools necessary for the understanding of international relations. After a brief introduction to the realist and liberal approaches to the study of international relations, the course covers various fundamental concepts, such as national power, foreign policy, conflict, political economy, international trade and international organizations. The travel section of the class will vary depending on the destination for the semester.

POL 102 Introduction to Political Philosophy

A lecture-seminar course designed to familiarize students with the major currents of political thought from Plato to the present. The reading of primary sources provides the basis for in-depth class discussion of the ideas of major political philosophers and how they relate to the historical, political, economic and social developments of their times.

POL 104 Government and Politics of the United States

The structure of the American polity is examined in theory and practice. Its salient characteristics are analyzed from historical, sociological and economic standpoints with a focus on current issues.

POL 202 Governments and Politics of Western Europe

A lecture-discussion course organized around a comparative analysis of the political systems of several European states and how they have developed historically. The objective is not only to achieve a more profound understanding of contemporary politics in these countries, but also to gain insight into the fundamental problems common to most modern societies and diverse attempts to come to terms with them. Emphasis is placed on Germany, France and Italy.

(Recommended POL 100 or POL 101)

POL 203 Governments and Politics of Eastern Europe

A lecture-discussion course surveying political and economic developments in Eastern European countries since the end of World War II. Particular attention is given to economic and social changes and to the development of internal political struggles and how these are related to the international environment. This provides the perspective for understanding the radical changes of 1989-90 and moves towards joining the European Union and NATO.

(Recommended POL 100 or POL 101)

POL 204 Government and Politics of Latin America

This survey course will introduce students to the historical, cultural, social, and economic dimensions that have characterized the founding, development, and contemporary evolution of the political systems of Latin America. Special attention will be directed toward a comparative approach to the politics of Mexico, Brazil, and Argentina.

(Recommended POL 100 or POL 101)

POL 253 United States Foreign Policy

This course will describe and analyze the political, strategic and economic dimensions of American foreign policy. Special focus will be directed toward the issues that have confronted American decision makers since 1939. Examples and case studies drawn from American relations with the USSR, Europe, the Far East, the Middle East and Latin America will be studied in detail. The global implications of American influence and hegemony in the international system will be analyzed from the standpoint of trends and developments since the end of the Cold War and the attack on the Twin Towers.

(Recommended POL 100 or POL 101)

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

The aim of this course is to introduce and analyze the international relations of the Far East: China, Japan, and the Koreans. Students will be introduced to the domestic and external policies of these major states that have seen their evolution first with Japan and later China and South Korea from pre-modern societies to dynamic national entities

that are now influencing international relations and the economic configuration of the world at large. Students will examine the sources of conflict and cooperation ranging from outright war to the economic integration, especially of China, in the international economic system.

Prerequisite: POL 101

POL 276 International Environmental Politics

It has become increasingly apparent in recent years that environmental problems have been proliferating and nation-states are not able to cope with them individually. International cooperation is essential to finding and applying solutions. This course will first examine the nature and the sources of the main environmental problems affecting the lives of nations, such as climate change and its effects, including the ozone layer and the greenhouse effect, acid rain, desertification, pollution, disposal of radioactive and chemical waste material, etc. Students will look at the environmental problems connected to trade globalization and the question of sustainable development and will study how states have tried to deal with these problems and the role of international organizations such as the UN and the EU and non-governmental organizations such as Greenpeace, etc. The effectiveness of international treaties such as the Kyoto Protocol and the problems in their application will also be examined.

POL 276T International Environmental Politics

It has become increasingly apparent in recent years that environmental problems have been proliferating and nation-states are not able to cope with them individually. International cooperation is essential to finding and applying solutions. This course will first examine the nature and the sources of the main environmental problems affecting the lives of nations, such as climate change and its effects, including the ozone layer and the greenhouse effect, acid rain, desertification, pollution, disposal of radioactive and chemical waste material, etc. Students will look at the environmental problems connected to trade globalization and the question of sustainable development and will study how states have tried to deal with these problems and the role of international organizations such as the UN and the EU and non-governmental organizations such as Greenpeace, etc. The effectiveness of international treaties such as the Kyoto Protocol and the problems in their application will also be examined.

POL 277 International Political Economy

The interplay between political and economic issues has become central to the study of international relations in the modern world. This course will examine the traditional theoretical foundations of International Political Economy (the views of the liberals, the Marxists, the nationalists, etc.) and their applicability to today's world. Using an inter-disciplinary approach, the course will look at both historical background and present-day issues and conditions. The problems of development and North-South relations and the question of sustainability will be examined. International trade issues, such as the relations between trade globalization and environmental and human rights concerns and the role of institutions such as, the WTO, the IMF and G8 meetings will be studied. Finally the course will also consider new problem areas such as the internet

and its control and e-commerce and the emerging role of non-governmental organizations.

POL 278 International Politics of Energy

The Politics of energy play a fundamental role in economic processes, growth and development. Energy crises in the recent past have demonstrated very clearly that no government can afford to ignore energy issues. For that matter, guaranteeing access to energy resources at reasonable costs is of such importance today that it has also become a strategic concern directly linked to national security. This course will examine the supply, the availability, the distribution and the use of energy resources internationally and the policies that states adopt to try to assure that their needs will be met. Students will also study alternative energy sources beyond the traditional reliance on hydrocarbon fuels and how states and international organizations try to develop and promote their use. The close relations of energy policies to environmental questions and the role of non-governmental organizations in these questions will also be considered. Finally, the role of international organizations such as the OPEC, the International Energy Agency and the International Atomic Energy Agency will also be analyzed.

POL 281T Sustainable Development in Africa: Politics, Prospects, and Practice

This interdisciplinary course explores the politics and practice of sustainable development in Botswana, Malawi and Zambia (destination countries may change). Through a series of on-site explorations in the host countries, problem-based exercises, service learning and presentations by local university professors, public policy makers (to include NGOs) and experts in sustainable development, students will learn about the political, social, economic, environmental and cultural relationships that encompass the important field of sustainable development. Students will come to better understand how each country approaches sustainable development and natural resource management through participation in on-site expeditions and visits. Student research projects will include team-based case studies in the areas of sustainable agriculture, renewable energy, water and natural resource management, and sustainable housing in light of global environmental issues such as deforestation, water resource and human habitat degradation, threats to biodiversity, and conventional models of development. This three week course summer is conducted entirely in Africa.

POL 290 Government and Politics of the Middle East

This course examines the political processes that shape conflict and consensus in Middle Eastern societies. From this perspective, main regional conflicts are analyzed. The confrontation between (1)Iran and the Arab World and (2)Israel and the region at large are surveyed in light of intra-Arab antagonisms and the historical great power rivalry for hegemony in the area. Special focus is directed toward an understanding of the politics of modernization and the clash between tradition and modernity.

(Recommended POL 100 or POL 101)

POL 305 Dynamics of European Integration

A lecture-seminar course devoted to an in-depth study of the process and problems of European integration and the development of the European Union's relations with the rest of the world. The focus is the historical growth of European integration, the problems of specific policy areas of the Communities, enlargement and the development of the relations with Russia, the Middle East, and the developing states. The effects of the Maastricht Treaty are analyzed and the challenges of enlargement are assessed.

(Recommended POL 100 or POL 101)

POL 310 International Law

This lecture-seminar course introduces students to the main elements of international law. The historical origins of the system, the sources of the law, the importance of territory, jurisdiction, recognition, treaties, claims and nationality, are studied both in theory and in applications. The examination of cases is emphasized.

POL 315 War and Contemporary Politics

The relationship among strategy, defense, and the dynamics of the nation-state is examined in light of international political developments since 1939 and the consequences of armed conflict for the configuration of power in the international system.

POL 321 International Organization

The focus of this course is the development of supra-national and international agencies and entities. The United Nations, the European Union, the IMF, the World Bank, trading blocs, and other specialized agencies are studied as examples-in light of increasing economic interdependence in the international system.

Prerequisite: POL 101

POL 400 Comparative Politics

The development of the modern nation-state is analyzed from a variety of theoretical viewpoints. The approach and methods of major social theorists are examined in detail.

Prerequisite: POL 101

POL 401 Theories of International Relations

This course concentrates on the major approaches, models and theories in the study of international relations. Micro and macro theories, deductive and inductive methods are explored from historical, political and economic perspectives. The relations between the major powers in the twentieth century are examined for their relevance in the study of international politics.

Prerequisite: POL 101

POL 407 Contemporary Russian Politics

Since the end of World War II Russia has passed through and endured a series of seismic changes. Once the heart of the expansive Soviet empire, the Russian Republic that emerged in the 1990s after the breakup of the Soviet Union was beset by economic collapse, social decay and a new era of political corruption under Boris Yeltsin. Since 2000 and the rise to power of Vladimir Putin, the Russia of the 21st century is endeavoring

to restore its influence in world affairs while using its vast natural resources to revitalize its sputtering economy. This course will examine the different phases through which Russia has passed since World War II, surveying the salient political, social and economic events that have shaped Russian domestic life as well as Russia's changing relationship with other nations and regions, including the US, China and the Middle East.

POL 499 Political Science Thesis

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

PSYCHOLOGY

PSY 100 Introduction to Psychology

This introductory course is designed to provide an overview of the field of psychology, including theoretical positions, major research areas and methods of gathering data. Subtopics of psychology, such as physiological processes, developmental, abnormal behavior and social psychology are discussed.

PSY 201 Social Psychology

Introduction to major theories and research findings of social psychology in order to provide an understanding of the roles of cognitive and motivational processes in social behavior. The focus of this course is on how people's behavior, feelings and thoughts are influenced through social environment.

PSY 202 Developmental Psychology

This course surveys the major areas of developmental psychology - the science of individual human development. The overall aim is to introduce students to the fundamental questions, ideas and approaches in the psychology of development. The course emphasizes an understanding of the methods, terms, theories and findings in the field, traces human development across the entire lifespan, and explores the basic developmental theories including the biological influences on development, behavior and learning. To complete the study of human development, the course presents a multi-cultural perspective, examining the diversity of human adaptations to change across the lifespan, by cultures around the world.

PSY 203 Theories of Personality

The course addresses itself to a comprehensive in-depth study of the following question: What is personality? The major theories of personality which are prominent and important today in the field of psychology are considered individually in detail, chronologically and comparatively. These include the classical psycho-analytical theory of Freud, Jungian theory, existential/phenomenological theories, cognitive theories and behavior psychology.

PSY 215 Research Methods in Psychology and the Behavioral Sciences

The American Psychological Association defines psychology as “the study of the mind and behavior...which embraces all aspects of the human experience - from the functions of the brain to the actions of nations, from child development to care for the aged”. The study of psychology thus requires the systematic examination of behavior and its determinants. This research methods course provides a detailed discussion of, and opportunities to apply, the scientific processes specific to psychology, and includes concepts of problem definition, hypothesis generation, questionnaire development, research design, implementation, analysis, and interpretation of statistical findings.

Prerequisite: PSY 100 or PSY 101

PSY 301 Abnormal Psychology

A study of the major patterns of abnormal behavior and their description, diagnosis, interpretation, treatment, and prevention.

Prerequisite: PSY 100 or PSY 202

SCIENCE

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

An introduction to the biological sciences. Topics include the principles of genetics, evolutionary theory, ecology, and conservation biology. Course includes occasional afternoon laboratory sessions.

SCI 106 Introduction to Biology: Cell and Animal Biology

This course provides students with an introduction to the biological sciences focused on the structure and functioning of animal cells and organs. Topics include basic biochemistry, cell structure and function, cellular respiration, and animal physiology. This course will emphasize human anatomy and physiology as model systems for understanding and contrasting key principles of animal biology. This course includes both lecture and laboratory sessions. *Students can only earn credit for either SCI 100 OR SCI 106.*

SCI 110 Introduction to Physical Geography

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

SCI 120 Chemistry and the Environment

This course introduces students to the science of chemistry through the context of environmental issues such as global climate change, ozone depletion, air pollution, water quality and alternative energy. Chemical concepts covered include stoichiometry, the mole concept, the behavior of gases, liquids and solids, acids and bases, thermochemistry, electronic structure of atoms, chemical bonding, and some basic organic chemistry.

Prerequisite: MAT 103

SCI 220 Perspectives on Freshwater Conservation

This course explores the issues involved with the conservation of freshwater ecosystems. It includes an examination of the distinctive ecology of lake and river systems, the human use of these systems, existing conservation policy at the national level in different countries, and possibilities for restoration of degraded systems. This course includes several required field trips to regional lakes and rivers.

SCI 220T Perspectives on Freshwater Conservation: Friuli & Venice

This course explores various aspects of rivers, freshwater lakes, and groundwater aquifers. It provides an introduction to the distinct ecology of these three freshwater systems, their human uses, different approaches to their conservation, possibilities for restoration of degraded systems, and a look at the role that lakes and rivers in particular have had in human history. An integral part of this course is the Academic Travel to Northern Italy (Friuli and Venice), during which the class will visit and study the floodplain of the Tagliamento River (a unique system in the Alps and Europe) and practice various field data collection techniques. This course may also include day-trips to local lakes and rivers.

SCI 301 Conservation Biology

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

Prerequisites: SCI 101 and MAT 103

SCI 310 Ecology

This course examines the interactions of organisms with their environment and each other, the dynamics of populations, the structure and functions of ecosystems, the role of biogeochemical cycles, and biodiversity. Required laboratory sessions. MAT 201 and SCI 100 are strongly recommended prior to taking this course.

Prerequisites: MAT 103 and at least one introductory biology course

SCI 330 Epidemiology, Disease and Public Health

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

Prerequisite: SCI 101

SCI 350 Research Methods in Environmental Sciences

This course integrates field, laboratory, computing, and statistical methodologies commonly employed in environmental sampling. The course will also emphasize professional presentation and scientific report writing skills. It includes a mandatory weekend field trip, as well as local field trips. This course complements the material covered in other courses, such as SCI 101, SCI 220, and SCI 301.

Prerequisite: SCI 101 and MAT 201

SCI 372 Sustainability Science

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

Prerequisites: MAT 103 and SCI 101 or ENV 200

SOCIOLOGY

SOC 100 Introduction to Sociology

This course introduces students to the tools, methods and concepts used by social scientists to examine the human condition. The broad issues to be addressed are the basic questions of social science: i.e. What is "society"? What does its structure look like and how does it work? How does it change? Why does it change? How does the individual influence society and how does society, influence the individual? In attempting to answer these questions the course examines the concepts of culture, personality, socialization, stratification, social institutions and social change.

STUDIO ART

Note: Many Studio Art classes carry an additional fee for art supplies

STA 104 Introduction to Fashion Studies

The course is a broad introduction to fashion studies, looking at the production of clothing from the point of view of the designer. Students will engage in the theoretical aspects of fashion design, as well as learn how to make fashion drawings and put together a 12-piece fashion line. The course will have a significant reading component and also discuss actual topics, such as sustainability and fashion, and how fashion design can be a cultural connector.

STA 105 Introduction to Sculpture

An introductory course intended to develop the students' awareness of the third dimension. The course uses the five platonic solids as a vehicle of discovery of three dimensional space. Beginning with the construction of a "space frame" in the form of either a tetrahedron or a cube using wood doweling, the students analyze and describe the space inside the volume without the use of curved lines, using easy manageable materials. The students then move on to consider cylinders, cones and spheres, and work with curves, both simple and complex. They study natural forms that they themselves find and select to work from, starting a new project creating one or more structures from these things, giving them a basic knowledge of working in metal, plexiglas, plaster, clay, wood and glass.

STA 106 Intro to Printmaking

This experimental, introductory course will explore the creative possibilities of media that have often been considered largely mechanical and reproductive processes. Comments on the history of printing will be integrated in lessons on relief and intaglio printing processes (monoprints, linoleum cuts, wood block prints, embossing, drypoint). Visits to museums, exhibits or ateliers may be organized if possible.

STA 107 Introduction to Digital Photography

A digital camera needed. Single-lens reflex camera preferable, but compacts with the possibility of switching to manual also usable. A course in digital photography which will introduce to the beginner the elements of digital photography. The following will be the two areas of concentration: (1) Image capture and manipulation using digital imaging technology (cameras and editing software). (2) Photograph design (crafting a photograph that reflects your intention using composition, framing, lighting etc.). Throughout the course emphasis will be placed on the artistic value of photographs rather than the technicalities of digital imaging. Photography is one of the various artistic media available for self-expression and much emphasis will be put on precisely that. Students will synthesize these elements to create a portfolio of work that reflects not only their newly developed skills but also an appreciation and understanding of photography as an art medium.

STA 111 Introduction to Drawing

An introductory course aimed at mastering the rudiments of drawing (light and shadow, perspective, proportions, texture, pattern and design) and investigating the discipline of drawing as a cognitive tool. A variety of media, styles and genre will be explored, such as still life, landscape, figure drawing and abstraction. Studio sessions will be integrated with slide presentations and videos, and visits to museums, exhibits or ateliers may be organized if possible.

STA 112 Introductory Watercolor Techniques

This introductory course will explore basic watercolor painting techniques. Starting with exercises aimed at understanding the nature of the medium, students will then move on to investigate various aspects of watercolor painting (direct methods, tonal and color layering, color theory, sketching and painting en plein air, sources of inspiration). Visits to museums, exhibits or ateliers may be organized if possible.

STA 114 Drawing Related Media

The course will explore various media related to drawing, like pen and ink, charcoal, colored pencils, felt tip markers, tissue paper and glue, collage, crayons, oil and watercolor pastels, watercolor, tempera, gouache, spray paint. There is virtually no limit to the media that may be employed during the semester. At the same time, the course also reinforces the rudiments of drawing, but with primary emphasis on materials and new media rather than theoretical questions.

STA 115 Introductory Painting

This introductory course explores basic painting techniques and attempts to assist the development of visual awareness through various experiments and media, thus providing a foundation for further art study. With a combination of theory and studio practice, the course investigates the properties of color, line, point, plane and texture in an effort to free students from dead convention and at the same time encourage their creative abilities. The course will incorporate structured exercises on the nature of paint and the rudiments of color theory, while encouraging students to study the painting of past and present artists to develop their own creative identity. Visits to museums, galleries or ateliers may be organized if possible.

STA 125 Basic Design

This course is based on the experimentation of basic design exercises belonging to the tradition of schools of design such as the Bauhaus, the School of Design at the IIT, the Hochschule für Gestaltung Ulm. The course aims at developing basic knowledge useful at different scales in the process of education of a designer: theories of color, hierarchy and design of information, symbolization, visual characterization and rhetoric. During the course, notions of history of typography and graphic design, visual semiotics, information design and printing techniques are provided. Aim of the course is to produce a series of 16 pages books and an exhibition to display the results. Teaching is practice based and follows the approach "learning-by-doing".

STA 179 Photography on Location in Europe

Aimed at beginning and intermediate students exploring the countryside, towns, villages, and interiors of Ticino, this digital photography course concentrates on the dynamics of composition through the use of color and natural light.

STA 200 Computer Graphics in Advertising

An introductory course to graphic design software and to the principles and practices of advertising graphics. Once the basics have been learned, the course covers the following aspects of graphic design: the psychology of advertising, the brief from the client and the working relationship between client and designer, font styles and typographic design, the company logo, letterhead, business cards etc., house-styling, company reports, brochures, flyers, book covers, color printing and printing processes. The course requires that initial design concepts be taken from the early stages through to finished art-work, i.e. the quality of finish required for presentation to the client.

STA 205 Intermediate Sculpture

Continued exploration of basic sculptural methods, the students choose something that has particularly caught and absorbed their interest from the information touched on in the introductory course. They select a major project and investigate this chosen area much more thoroughly, developing a more substantial awareness along with more technical proficiency regarding materials. They can choose to construct, carve, or model and cast, and either to work from a personal idea or, if they prefer, using a model, they can make a portrait head and cast it in plaster: the stage at which it could be realized in bronze by a foundry. Students will be encouraged to visit exhibitions and become aware of both historical and current tendencies in art.

Prerequisite: STA 105

STA 206 Intermediate Printmaking

Intermediate course aimed at further developing the basic printing skills learned in STA 106. More techniques of printmaking may be explored (for example, silkscreen or collagraph).

Prerequisite: STA 106.

STA 207 Intermediate Digital Photography

A more intermediate course where students who have completed STA 107 may take their work further.

Prerequisite: STA 107

STA 208 Photography and Film Studies

First-hand the students will create their own "Camera obscura" through that experience and aimed knowledge the course will introduce the basic skills of photography, such as using composition, framing, lighting etc. Aimed at beginning and intermediate students exploring photography, this course concentrates on the dynamics of composition through the use of the concept of visual communication and developing the artistic value of the students' photographs, experienced in applying to professional contexts key approaches and theories of visual communication. An important part of the course

will be, the exploring of Venice as a film-sight in combination with film studies such as symbols and aesthetics, by developing and visualizing own storyboards. Throughout the course students will not only develop their own skills and create a portfolio of their own, but also understand photography as an art medium and way of visual communication.

STA 209 The Video Essay: From Conception to Projection

This is a hands-on course designed to explore key aspects of an exciting contemporary film genre known as The Video Essay: a branch of experimental cinema which stems from the contributions of avant-garde filmmakers such as Man Ray, Jean-Luc Godard, Nam June Paik, and Bill Viola. Video Art, like its celluloid counterpart in experimental film, emphasizes the artistic potential of the film medium, as opposed to cinema's more common function as an object of consumption for entertainment value. As the etymology of the name implies, the video essay is an expression of how and what we see when we try to make visual sense of the world. How do students perceive their relationship to the environment? How can that relationship be translated into a visual vocabulary? How can this vocabulary be refined through the craft of editing? Ultimately, how can the environment itself participate in facilitating the students' creative expression? Students will be evaluated on a portfolio comprised of four completed video essays, with accompanying statements of artistic intent, and one conclusive paper.

STA 211 Intermediate Drawing

Intermediate course aimed at further developing the basic skills learned in STA 111. More emphasis will be placed on developing individual projects, exploring various media and investigating problems in drawing and perception.

Prerequisite: STA 111

STA 212 Intermediate Watercolor Techniques

Intermediate course aimed at further developing the basic skills learned in STA 112. More emphasis will be placed on developing individual projects and exploring watercolor-related media.

Prerequisite: STA 112

STA 214 Drawing Related Media

Intermediate course aimed at further developing the basic skills learned in STA 114. More emphasis will be placed on developing individual projects.

Prerequisite: STA 114

STA 215 Intermediate Painting

Intermediate course aimed at further developing the basic skills learned in STA 115. More emphasis will be placed on developing individual projects and exploring different media and genre as students work towards finding a personal identity through creative experience.

Prerequisite: STA 115

STA 220 Heads and Bodies: the Human Head and Proportions in Art History, Theory and Practice

The human head is one of the most fascinating subjects in the history of art, and frequently perceived as one of the most difficult problems to tackle. The head is the basic unit of human proportions, and the key to human identity. This course will investigate the human head and human proportions in art - in painting and sculpture; in all periods and cultures. Through lectures and presentations, visits to museums or other places of interest and studio sessions, students will have the opportunity to study this subject in depth and to experiment with it using various techniques in the studio. Studio sessions and lectures will deal with the following topics: 1. Human proportions: fundamental concepts. 2. Ideal canons in the Western European tradition. 2.1 The head as basic unit. 2.2 Famous canons: the Golden Ratio, Polykleitos, Praxiteles, Vitruvian man, Leonardo, Le Corbusier. 2.3 Alignment of facial features: likeness. 2.4 Men, women and children; the ages of man. 2.5 Larger than life: comics and caricature. 2.6 The twentieth century. 3. Non-Western Ideals. 4. Beyond art and aesthetics: medicine, forensics and other applications. Studio assignments will be organized in the following media: drawing and related media, painting, clay modeling. Visits to Ticino museums will be organized according to relevance for the course (in Lugano: Museo delle Culture, Museo d'Arte, Bernasconi home museum, Museo Cantonale; Museo Vela in Ligornetto).

STA 275T Studies in Ceramics: Umbria

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

STA 279 The Video Essay and Photography on Location in Europe

Aimed at beginning and intermediate students, this digital-based media course (photography, sound and video) is designed to reveal key aspects of the production of the video essay through excursions in the Ticino region, studio work and critical discussions based on readings and screenings. The video essay is an expression of how and what we see when we try to make visual sense of the world-- a genre of experience. Through projects using photography, sound and video, students will explore this dynamic genre and how it can be used to express place and their relationship to it, with the goal of producing a personal portfolio of creative work.

STA 300 Computer Graphics in Advertising, Advanced

This course is fundamentally a follow-on from STA 200, Computer Graphics in Advertising. Throughout the semester, students are expected to complete a broad variety of projects, individually and in form of group work, and bring them to a finished state. Possible areas of concentration may include digital branding, interaction design, digital formats, innovative design, campaign design and corporate promotion.

Prerequisite: STA 200

STA 305 Higher Sculpture

The level of this course presupposes that students have already acquired some knowledge of historic and current tendencies in art which they will consider in relation to their own semester's work. The project (or projects) undertaken will be a continued exploration of sculptural methods using both additive and subtractive techniques aimed at producing well-conceived three dimensional works and experimentation with diverse materials.

Prerequisite: STA 205

STA 306 Advanced Printmaking

A higher course aimed at further developing the basic printing skills learned in STA 206. Emphasis will be placed on developing individual projects, and more techniques of printmaking may be explored (for example, silkscreen or collagraph). Prerequisite: STA 206

STA 307 Advanced Digital Photography

A more advanced course where students who have completed STA 207 may take their work further.

Prerequisite: STA207

STA 311 Advanced Drawing

A higher course aimed at further developing the basic skills learned in STA 211. More emphasis will be placed on developing individual projects, exploring various media and investigating drawing and perception.

Prerequisite: STA 211

STA 312 Advanced Watercolor Painting

A higher course aimed at further developing the basic skills learned in STA 212. More emphasis will be placed on developing individual projects and exploring watercolor-related media.

Prerequisite: STA 212

STA 314 Drawing Related Media

A higher course aimed at further developing the basic skills learned in STA 114. More emphasis will be placed on developing individual projects.

Prerequisite: STA 211 or 214

STA 315 Higher Painting

Continuation of the previous painting courses to more advanced levels.

Prerequisite: STA 215

STA 320 Heads and Bodies: the Human Head and Proportions in Art History, Theory and Practice (Advanced)

The human head is one of the most fascinating subjects in the history of art, and frequently perceived as one of the most difficult problems to tackle. The head is the basic unit of human proportions, and the key to human identity. This course will investigate the human head and human proportions in art - in painting and sculpture; in all periods and cultures. Through lectures and presentations, visits to museums or other places of interest and studio sessions, students will have the opportunity to study this subject in depth and to experiment with it using various techniques in the studio. Studio sessions and lectures will deal with the following topics: 1. Human proportions: fundamental concepts. 2. Ideal canons in the Western European tradition. 2.1 The head as basic unit. 2.2 Famous canons: the Golden Ratio, Polykleitos, Praxiteles, Vitruvian man, Leonardo, Le Corbusier. 2.3 Alignment of facial features: likeness. 2.4 Men, women and children; the ages of man. 2.5 Larger than life: comics and caricature. 2.6 The twentieth century. 3. Non-Western Ideals. 4. Beyond art and aesthetics: medicine, forensics and other applications. Studio assignments will be organized in the following media: drawing and related media, painting, clay modeling. Visits to Ticino museums will be organized according to relevance for the course (in Lugano: Museo delle Culture, Museo d'Arte, Bernasconi home museum, Museo Cantonale; Museo Vela in Ligornetto).

Prerequisite: STA 220

STA 330T Umbria: Art and the Territory (Ceramics, Mandala and Land Art, New Media)

This course is an on-location studio course, to be held at La Fratta Art House (near Perugia), where ceramist and sculptor Luca Leandri has his studio and holds courses and art events. Students will stay in an area of remarkable natural beauty (the Tiber River valley) with a cultural and artistic heritage that includes the ancient Etruscans, ancient Rome, the Gothic and the early Renaissance. These traditions have shaped a distinctive culture of the modern and a broad spectrum of contemporary art. This specially-structured course will provide an intensive workshop in age-old, yet highly contemporary art idioms: ceramics, land art, ephemeral art and other new media. The studio sessions will be integrated with lectures, films and presentations to place these media in an art historical context. Some experience in studio art is desirable.

SOCIAL JUSTICE AND SUSTAINABILITY

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

One of the fundamental questions we all face today is how to counter the urgent challenges posed by global climate change and unequal economic development. Questions coalescing around notions of ethics, justice, equality, and human rights intersect with questions of how to shape a culturally and environmentally sustainable world. Exploring a wide range of theoretical and practical perspectives on Sustainability, Social Justice and Ethics, this cross-disciplinary, introductory course will give students multiple disciplinary frameworks to think critically and productively about the intersections between the social and the natural worlds. The course provides the gateway to the program in Social Justice and Sustainability (SJS).

THEATER

THR 150 Drama Production

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

VISUAL COMMUNICATION ARTS

Note: Some Visual Communication Arts classes carry an additional fee for supplies

VCA 120T Documentary and Street Photography on Location:

Documentary and Street Photography on Location will investigate the particularities of both documentary and street photography through readings and studio projects. It will shed light on the history of photography; how the visual world communicates, studying the interaction of photography with other visual media; and will pay specific attention to the semiotic potential and challenges of photography. Students will engage in a project that relates to the location of the travel component of the class, documenting a subject of their choice.

VCA 495 Senior Project in Visual Communication Arts

Senior projects are to be coordinated with the Department Chair.

VCA 497 Visual Communication Arts Internship

Internships are to be coordinated in advance with the student's academic advisor, the Department Chair, and the Dean of Academic Affairs.

VCA 499 Visual Communication Arts Thesis

Visual Communication Arts Thesis

WRITING

WTG 100 Academic Writing: Crossing Borders

Designed as a discussion/workshop seminar about crossing borders, this core-curriculum writing course introduces students to the rigors of academic writing: what makes it different from other kinds of writing, how different assignments approach analysis and evidence, and what counts as effective communication within scholarly communities. Through the study of borders -- what they are, how they shape culture, politics and society, and why they change, the course helps students develop scholarly communication strategies for a successful college experience across the curriculum. Specifically, the course covers skills such as close reading; generating, supporting and sharing ideas in both oral and written form; and scholarly researching. Drawing from a wide selection of texts and media about cross-border and cross cultural practices -- a topic of recent interest among scholars and part of the Franklin experience -- students will explore various responses to the phenomenon of border crossing, from personal narrative to a research-based final project. (This writing-intensive course counts towards the Academic Writing requirements.)

WTG 200 Advanced Academic Writing: Ethics at Work

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

ACADEMIC TRAVEL (1-CREDIT)

TVL 200 Rome and Southern Italy

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

TVL 203 Sicily

"Without seeing Sicily one cannot get a clear idea of what Italy is," wrote Goethe. Barzini adds, "Sicily is the schoolroom model of Italy for beginners, with every Italian quality and defect magnified, exasperated and brightly colored." Most of the history of the western world took place around the shores of the Mediterranean, and each phase has passed over Sicily, leaving its mark to a greater or lesser extent. Traces of Magna Grecia can be found in places such as Agrigento, Erice, Taormina, Syracuse, Segesta, and Selinunte. Among the finest Roman monuments are the mosaics of Piazza Armerina and the amphitheater of Syracuse. Examples of cultures which followed (Arab, Norman, Swabian, French, and Spanish) can be found throughout the island, often creating a blend of styles and colors. Students are exposed to the traces of all of these cultures. They also are made aware of the socio-economic realities and contradictions of today's Sicily by visiting the major cities of Palermo and Catania, as well as some small interior towns, local schools, and by meeting with some of the outstanding people who have dedicated their lives to bringing changes and improvements to the island.

TVL 212 Romania: Multiculturalism & Identity

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

TVL 213 Geneva, Brussels, Paris, Strasbourg: International Organizations and their Role in Today's World

This program focuses on international organizations; how they are organized and operate, and how they deal with particular problems. Students are introduced to salient aspects of international politics and economics in Europe and to the political, economic and financial aspects of international integration and interdependence. These themes are underlined with visits to international organizations. Students visit Brussels and Strasbourg where the groups are hosted by the European Union Commission and Parliament and are directly informed about the progress being made towards European economic and political integration. In Brussels, a visit to N.A.T.O brings students up-to-date on the changes in strategy that this security organization is developing to cope with the changes in the international system and to maintain security and stability among the member states. Visits to Geneva and Paris in addition to Brussels and Strasbourg provide the opportunity to get to know a wide range of international organizations and their activities. In Geneva the students visit the United Nations at the Palais des Nations, the World Trade Organization, the UN High Commission for Refugees and in Paris the group visits the Organization for Economic Cooperation and Development, the most important organization for economic analysis and forecasting, and the United Nations Educational, Scientific and Cultural Organization.

TVL 216 Nice and Southern France: From Impressionism to Contemporary Art

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

TVL 218 Seville and Andalusia: From Antiquity to the Present

This Academic Travel introduces students to the history, culture, politics, and arts of Spanish civilization of Andalusia and southern Spain. Students will be based in Seville as they are introduced to the region and its cities including Grenada, Malaga, Cadiz, Cordoba, Marbella, Antequera, and Gibraltar. It is in this region the students will be introduced to the classical heritage of Spain: Roman, Visigothic, Moorish, and the Christian, Jewish, and Islamic dimensions of its past. The visit then proceeds to the coast to Malaga and surrounding area. Throughout this entire program students will be introduced to the modern and traditional aspects of Spanish culture and politics with visits to historical sites and museums.

TVL 224 Namibia

This course will focus on natural resource conservation, sustainable development and cultural encounters in various contexts. Academic focus will include an assessment of the impact of global warming on Namibia's desert ecosystems; interaction with and learning from the Himba tribe who have lived in harmony with their natural surroundings for centuries; and field studies in the Etosha National Park, Namib Desert at Sossusvlei, and Cape Cross conservation area. Lectures will be provided by the travel leader as well as by Namibian experts in the fields of sustainable development, responsible tourism, the archaeology of Twyfelfontein's ancient bushmen paintings and rock engravings, and conservation practices in the Okavango area to include sustainable animal conservation. Game drives will center on the Etosha National Park and Okavango area.

TVL 234 Morocco: Listening to Morocco, Music between Tradition and Modernity

Jazz legend Randy Weston went to Morocco in the 1960s following a tip that jazz originated from Afro-Moroccan Gnawa. He hasn't returned back home yet. Weston often speaks about preserving traditional music in Africa and shielding it from too many foreign influences. As an expressive form, music is a wonderful way of learning about how cultures negotiate the push and pull of traditions and modernity. In this Academic Travel, students will learn about how music in Morocco has evolved and survived through conquests, colonization, and globalization. The program will mainly consist of musical performances (Arabo-Andalusian, Berber, Ahidous, Gnawa, Aïssawa, Ahidous, Gnawa fusion) in public and private places. Other activities include visits of Hassan II Mosque in Casablanca, Roman archeological site in Volubilis, Medina of Fes, Bahia Palace in Marrakesh, evening with students and professors from the Cross Cultural Learning Center in Rabat, music workshop in Meknes. (Knowledge of French recommended).

TVL 237 New York/Washington: Business, Politics, Economy, History, Communication and Culture

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

TVL 273 Florence and Central Italy: From Antiquity to the Present

This Academic Travel will introduce the students to the civilization of Florence and Central Italy. Students will be studying the historical, social, political, cultural and artistic dimensions of this region. Florence will be the center and the base of this trip, while the most important cities in the area will be visited. They will include Siena, Arezzo, Volterra, Cortona, Perugia, Urbino, the Chianti region, and the Tuscan countryside.

TVL 274 Southern Germany

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

TVL 277 Turkey: The Old and the New

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

TVL 280 New York and Boston

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

United Nations and the Ellis Island Immigration Museum are also included in this Academic Travel.

TVL 285 Hamburg/Baltic Sea/Copenhagen

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

TVL 286 London: Finance and Culture

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

TVL 288 Japan: Contemporary Japanese Culture and Communication

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

TVL 291 Slovenia, Croatia and Serbia: History and Politics

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

TVL 299 Istria and Belgrade: History, Politics, Culture and Traditions

The purposes of this interdisciplinary travel program to Istria and Belgrade are twofold. The first part of the trip introduces students to the historical, political and multicultural dimensions of Istria and Croatia from different perspectives. Students are introduced to the historical origins, architecture and the developing tourist industry of Istria as well as the political and cultural life of Istria and Croatia. Related topics include analyses of the economic transition currently in evidence in Croatia as well as the Croatian educational system. The second part of the trip exposes students to the rich historical and cultural dimensions of Belgrade, the former capital of Yugoslavia and currently the capital of Serbia. Salient aspects of Serbia are stressed, to include its economic, demographic, cultural, linguistic, and political milieu as well as current transitional changes in this post-socialistic country. Students will gain on-site experience which goes far beyond the information which can be found in the print media or on the Internet. Meetings with government representatives and private business managers, interviews with ordinary people and visits to the refugee camp are planned. The itinerary will center on Pula, Opatica, Brioni, Postojna, Motovun and Belgrade.

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

We live in an epoch obsessed with memory: its specter haunts an array of activities - intellectual, creative, and political; its processes shadow our individual and collective lives. And yet, despite this ubiquity, the idea of memory remains elusive and forever mutable, for depending on the context in which it is invoked and the purpose for which it is intended it can take on a range of forms. The contexts in which we will study the workings of memory are Auschwitz, the Warsaw Ghetto and Berlin--places which in the course of the 20th and 21st centuries have come to stand for different aspects of the murderous history of the Holocaust. The questions guiding our inquiry into the often conflicted postwar politics of memory in Germany and Poland are the following: how does a nation deploy memory to create a positive identity? How do public representations work to elide, confirm or undermine the constantly shifting historical discourses? To what extent, finally, are minorities or "the other" included in, or excluded from, the business of inventing national identity? We will read, visit and analyze a wide variety of cultural texts such as literary accounts, memorials, historical sites, exhibits, architectural structures, and films in an attempt to chart the often tortured process by which a nation comes to terms with its past, and projects itself into the future. Using some of the rich scholarly literature on memory that has been produced in the wake of the Holocaust, we will examine sites in Poland and Berlin for a cultural comparison of

how our core questions are inflected by different sets of political circumstances and cultural pressures.

TVL 304 Cyprus: History, Culture, and Society

Students will be introduced to millenarian civilizations of Cyprus and will become acquainted with the Turkish and Greek cultural components on the island. This travel program will focus on the history, culture, politics, and arts of this island and its final evolution from a British colony, to a divided and segmented republic with membership in the European Union. Politics permitting, students will be visiting the main urban centers on both sides of the divide such as Larnaka, Limassol, Nicosia, and Famagusta. A particular focus will be placed on the synthesis of civilizations that have come to influence the cultural and physical landscape of the area. Emphasis will be put on salient aspects of Classical Greek civilization, its symbiosis with Roman rule, and the evolution of Byzantine imperial domination, Orthodox Christianity and Crusader rule, through Venetian hegemony, and Ottoman-Islamic control. Students will also be introduced to the modern dynamic elements of the island, shaped by a British presence that lasted almost ninety years and still persists to this day. The final aim of this Academic Travel is to gain an insight into the multifaceted historical identity of the Cypriot population.

TVL 309 Umbria: Making and Studying Art

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

TVL 311 Malawi: Sustainable Agriculture

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

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

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

TVL 321 Paris: The Visual Culture

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

TVL 325 Elbe River Environs - Czech Republic and Germany

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

TVL 326 Berlin: And the Wall Came Tumbling Down: Revisiting Unification

Berlin from a Historical, Political and Cultural Perspective. When asked where they were and what they were doing when hearing about the fall of the Berlin wall, most people who were adults at the time can tell you in fairly precise terms. In fact, the fall of the wall, and the politics and cultural upheaval surrounding it has, in geopolitical terms, had a similar effect as the moon landing or the murder of John Kennedy. And yet for today's students, toddlers at the time of this cataclysmic event, the notion of a divided Germany, of the co-existence of two separate regimes, and of the wall itself is history.

The focus of this travel is to animate this history by taking participants to the original sites of the divide, such as Checkpoint Charlie, and what remains of the wall; to study what lead up to and away from November 9, 1989, in literature, documentaries, history books and in discussion with witnesses; to explore the traces of once-divided Germany by following the debates on contemporary architectural erasures and reconstructions in former East Berlin; and by savoring DDR nostalgia, complete with the requisite DDR cuisine and Trabi ride.

TVL 328 Malawi and Mozambique

This Academic Travel experience to Malawi and Mozambique focuses on sustainable development, cultural heritage, local community enterprise and natural resource conservation. In addition to understanding the history and culture of these diverse countries, special emphasis will be devoted to exploring the feasibility of sustainable development in the broader context of development pressures. Students will visit Freedom Gardens of Lilongwe (a demonstration project in food security), a number of demonstration projects in sustainable development in Mozambique, and explore the Island of Mozambique, the capital of colonial Portuguese East Africa. Opportunities for game viewing in Malawi's Liwonde National Park will also be included in this Academic Travel.

TVL 329 Thailand: Village Culture and Service Learning

This Academic Travel is designed to 1) expose students to an East-Asian culture 2) allow students to discover and experience first-hand the socio-economic culture of Thai villagers and 3) offer students a method of using their resources to directly benefit the village people. This trip will be in collaboration with the Sainam Foundation and take place in a remote Thai village, Bad Naudom in the province of Surin, in the eastern part of the country. The group will travel directly to the village upon arrival at the Bangkok airport, and will live in local houses in groups. Depending upon the status of the foundation projects, students will be doing community service work for eight full days which could include: Helping to construct houses, clearing land for construction, working the local harvest and the organic farm, assisting with cooking. Through the Foundation, FC students work with the SAINAM village school and the surrounding village schools to plan English language classes and outdoor activities.

TVL 339 The Baltics: Observing Economic and Cultural Transition

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

their intra-regional relations. (Entry to Belarus will require a visa for students of most nationalities.)

TVL 340 Greece: Writing and Rewriting the Ancient World

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

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

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

TVL 349 Puglia: History, Culture, and Society

Students will be introduced to millenarian civilizations of Puglia and will become acquainted with the Italic, Greek, Roman, Byzantine, Renaissance, and post-Renaissance heritage of this region in southern Italy. This travel program will focus on the history, culture, politics, and arts of a territory and its final integration into the Italian nation state. Students will be visiting the main urban centers throughout Puglia including Lecce, Foggia and Bari. A particular focus will be placed on the synthesis of civilizations that have come to influence the cultural and physical landscape of the area. Emphasis will be put on salient aspects of Classical Greek civilization, its symbiosis with Roman rule, and the evolution of Byzantine imperial domination, the influence of the Levant and the Ottoman Empire. Students will also be introduced to the modern dynamic elements of the region, and the development of contrasts with other parts of the Italian Peninsula. The final aim of this Academic Travel is to gain an insight into the historical

identity of a population and a civilization that has contributed so much to that broad theme of Italian civilization.

TVL 350 Norway: Sustainability and Innovation

The management of innovation is one of the most important and challenging aspects of contemporary business. Innovation is a fundamental driver of competitiveness for firms in a wide variety of sectors. Efficiency, productivity and sustainability are the concern of managers in all organizations. This travel program will explore how one country, Norway, is dealing with the challenges of both innovation and sustainability. The program will use many different approaches to examine these challenges in order to understand how the specific characteristics of Norwegian culture, politics and geography impact the choices made by both local governments and business organizations. The group will visit and meet with business and economic leaders in both Oslo and Bergen. They will be given the opportunity to learn and debate with university students in the country. The group will also explore the rich cultural heritage of Norway.

TVL 351 Paris: Traces of Migration

Since medieval times, Paris has acted as a magnet for people on the move and today's urban texture is the result of centuries of cultural confluences. This travel will explore the cultural impact of three distinct immigrant populations: peoples from the Maghreb, from sub-Saharan Africa and from Asia. Students will prepare for this focus during the meetings before the trip by studying the demographics, history and politics of migration in France and the first activity in Paris will consist of a visit to the Cité nationale de l'histoire de l'immigration (CNHI). Against the backdrop of this larger picture, students will then consider the cultural impact of the three target groups by exploring the traces their music and literature, and their art and cuisine have left on the urban fabric. At the same time, the class will discuss how some of the major political issues associated with migration have added to the discursive imaginary of contemporary Paris.

TVL 352 London: From Wabi/Sabi to Kawaii (Japanese Aesthetics in a Contemporary European City)

This Academic Travel introduces students to some of the essential concepts in Japanese aesthetics and how those aesthetic ideals are represented and/or transformed in a contemporary European city: London. Such traditional aesthetics as wabi/sabi, yugen, iki, and mono no aware have been widely discussed by both Japanese and non-Japanese scholars. More recently, the notion of kawaii has gained a significant scholarly attention in such fields as communication and media studies, sociology, and anthropology. Prior to travel, students will learn about these basic concepts. During the travel period, they will conduct field observations (e.g., major shopping streets, stores, restaurants, museums) and reflect upon the way these aesthetic ideals are explicitly and implicitly embedded in the contemporary everyday life of a major European city. London serves as the field study site because it offers numerous observation/reflection opportunities for the course theme (e.g., British museum Japanese collection, Japanese landscape at Kew Gardens, Regent Street and its surrounding areas, where "represented Japan" can be observed, etc.). Ultimately, this travel aims to cultivate students' understanding of

what serves as an undercurrent of the Japanese culture, as well as to heighten students' awareness of how cultural ideals are re-interpreted and represented across place and time.

TVL 353 Qatar, UAE and Oman: Economic Transformation

The small states in the Arab Peninsula, also known as Trucial States, were largely underdeveloped until recently. Before the 1930s their economies were based mostly on fishing, small-scale trading and pearl diving. Geopolitically, their importance lay mostly as a staging point for British interests in the region. The discovery of large oil and gas resources changed their fortunes dramatically. Foresighted and astute leaders turned dormant cities into economic powerhouses, while at the same time creating some of the world's most comprehensive welfare systems, at least for their fortunate citizens. Building on the resource wealth, they have developed efficient service and trading industries. Qatar has hosted many important global conferences and will host the 2020 Soccer World Cup. The UAE boasts two of the biggest airports and most profitable airlines in the world, in addition to many architectural and engineering showpieces. The Sultanate of Oman has managed to hold on to more traditional lifestyles, while modernizing its infrastructure and developing its seaports. This Academic Travel will focus on the rapid transformation of these countries, paying special attention to the role of business and the difficult balance between modernity and tradition. We will visit their capitals – Doha, Abu Dhabi and Muscat—as well as hyper-dynamic Dubai and more traditional inland villages. Readings and discussions will focus on the successful development of business-friendly economies.

TVL 354 The Berlin Story: Conflict and Culture

Berlin in the 1920s was a vibrant scene: edgy, decadent, tumultuous. In the period between the end of the First World War and the beginning of Hitler's Reich, Berlin was torn by conflicting cultural movements, as the political right and left fought to win the soul of Germany by dominating its culture in the form of film, art, literature, theater and architecture. This Academic Travel explores the contentious culture of Berlin in the years of the Weimar Republic. We will consider the radicalization of specific aspects of cultural production in this period, in particular the efforts of Expressionist artists to project the world of internal conflicts directly on canvas and movie screens, and the attempts by the architects and designers of the Bauhaus to create a new vision of the building and daily objects of a new age. We will see the battle between radical writers and artists like George Grosz, Otto Dix, John Heartfield, Kurt Tucholsky, and Bertolt Brecht, who sought to expose what they saw as the hypocrisy and oppression of their era, and Nazi cultural figures, who sought to return German art to an idealized past. Besides visiting museums of relevance such as the Bauhaus-Archiv and the Neue Nationalgalerie, we will also attend plays at the Berliner Ensemble, the famous theater founded by Bertolt Brecht. To complete our travel experience, we will go on a walking tour following in the footsteps of Christopher Isherwood, a British author who moved to Berlin around this time and described his impressions of the city in *The Berlin Stories*.

TVL 355 Neo-Liberal India: Examining the Curious Case of its Development

India has been cited often as one of the developing countries that have achieved considerable economic success by following a neo-liberal agenda. However, over the last 2 years, India's growth has stagnated. Moreover, a big section of the population continues to live below the poverty line and have no access to basic services like clean water, health care, education etc. The main focus of this travel is to introduce students to various issues related to development. Students will be introduced to the flourishing IT and financial services sectors and the impact these have had on India's middle class. Students will then be introduced to the problems and issues faced in the semi urban regions of the country. This Academic Travel will allow students to observe and also potentially recognize the causes of uneven growth and the consequent impact on people's living standards. This Academic Travel will give students an opportunity to observe and understand some of the main issues that plague developing countries. Students will travel to the country's capital New Delhi where they will have an opportunity to engage with students from other universities and meet with members of local NGOs. Students will also travel to Uttarakhand, a state situated in the Himalayas where they will visit local community organizations and NGOs. By the end of this travel students will understand the shifting economic paradigm from a state-sponsored economic agenda to that of a more free market friendly development process.

TVL 356 Jordan: Service Leadership and Exploration

This course will provide students with a unique opportunity to learn about leadership and immerse themselves in a local Jordanian community through performing service. Service centered activities and projects, designed to allow for cultural interaction and mutual understanding, will take place both inside and outside the Ahliyyah School for Girls in Amman in collaboration with the school's Community Service Team. Leadership focused sessions will take place in group/class discussions, group development activities and through networking and speaking opportunities with local leaders and alumni. Various cultural experiences designed to expose students to Jordanian culture will include desert camping in Wadi Rum; tours of Petra, the Jordan River and surrounding areas; as well as a visit to the Dead Sea.

GRADUATE STUDIES

MASTER OF SCIENCE IN INTERNATIONAL MANAGEMENT (MSIM)

The M.S. in International Management is a 12-month cohort program designed to develop responsible, collaborative, and innovative global leaders of companies and organizations. The program of study and practice creatively integrates management and business concepts with international and professional experiences. The program includes a year-long leadership development experience, Academic Travel™ and a two month summer internship which begins after the completion of the coursework in late spring. Franklin University Switzerland is a signatory to the Principles for Responsible Management Education (PRME). The PRME are inspired by internationally accepted values such as the principles of the United Nations Global Compact. The MSIM curriculum and program were designed to develop a new generation of business leaders capable of managing the complex challenges faced by business and society in the 21st century.

COHORT MODEL

All students follow a fully-planned curriculum according to a common schedule. The MSIM students come to the program with diverse professional backgrounds, cultures and educational experiences— some with a prior business degree, some with a degree in liberal arts or sciences. This will mean that some are better prepared than others for each of the subjects covered in the cohort program. Students will enroll as a group in courses and modules in various subjects. Evaluation will be based for each individual on his or her overall performance in each course. The faculty will be aware of the material covered in all courses and modules, enabling each professor to tailor course content into a coherent whole. The cohort program permits flexible scheduling, with courses which vary in length.

Students gain knowledge and understanding of the functional areas of management and the skills that they will need to be effective and responsible managers and leaders. The courses, international internship, academic travel, and experiential seminars and workshops are strategically integrated in a way that will help students to acquire skills in the following areas:

- Cultural Intelligence
- Emotional Intelligence
- Personal Responsibility
- Effective Communication
- Critical and Creative Thinking
- Ethical Decision Making
- Negotiations and Conflict Resolution
- Adaptability and Flexibility
- Self-Efficacy
- Self-Reflection
- Capacity for Uncertainty
- Collaborative Mindset
- Global Mindset
- Innovative Mindset

MSIM PROGRAM OF STUDY (42 CREDITS)

MGT 500 LEADERSHIP DEVELOPMENT THROUGH ACTION LEARNING (4 CREDITS)

FOUNDATION COURSES (6 CREDITS)

- MGT 502 Marketing Management
- MGT 503 Economic Literacy
- MGT 504 Financial Accounting
- MGT 505 Finance Tools and Techniques
- MGT 506 Management Fundamentals
- MGT 507 Research for Decision-Making

CORE COURSES (24 CREDITS)

- MGT 520 The Role of Ethics in the Modern Corporation
- MGT 525 Project Management
- MGT 530 Challenges in the New Global Marketplace
- MGT 535 International Business Economics
- MGT 540 International Legal Environments
- MGT 545 Financial Management
- MGT 550 Innovation Management
- MGT 555 Seminar in Individual and Social Responsibility
- MGT 560 Global Entrepreneurship
- MGT 565 Cross-Cultural Negotiations
- MGT 570 UN Global Compact: Theory and Practice
- MGT 575 Global Strategic Management

MGT 580 ACADEMIC TRAVEL (2 CREDITS)

MGT 600 INTERNSHIP (6 CREDITS)

PRE-MASTER'S IN INTERNATIONAL MANAGEMENT PROGRAM

The Pre-Master's in International Management program (Pre-MIM) is designed to guide qualified students who wish to complete two degrees in four years. In the dual degree program, students with up to 30 credits of undergraduate advanced standing may finish the BA in the major of their choice and the M.S. in International Management within four years. For more information, please contact the Director at *cy-oung@fus.edu*

MSIM COURSE DESCRIPTIONS

MGT 500 Leadership Development through Action Learning (4 credits)

Responsible Leadership Development is the cornerstone of the MS in International Management. This year-long seminar was designed in consultation with experts in leadership development, and executive coaches who work with leaders of Fortune 100 companies. The program includes: pre- and post-assessments, behavioral simulations, case studies, reflection papers, team building exercises, and other transformative learning experiences. These experiences are designed to provide students with insights into their personalities, leadership styles, and values.

The Leadership Development through Action Learning program begins with a one week personal and professional development seminar. The seminar requires students to complete a series of leadership and personality assessments and to participate in an intensive self-leadership workshop. Students will be required to develop a professional and personal plan using the self-knowledge gained in the workshop. This plan will be discussed one on one with a leadership coach during the year. There will be individual and team leadership experiences and assignments throughout the academic year.

The Leadership Development through Action Learning program concludes with a three day capstone experience. The Capstone includes a behavioral leadership simulation and a transformational leadership workshop. During the leadership simulation students will manage a multinational food company for two days. Executive coaches facilitate the simulation and provide both individual and group feedback. The transformational workshop is the final integrative experience that gives students the opportunity to reflect on how they grew as a person and a leader during the year. The workshop is designed to have students experience their newly developed leadership skills so that they may enter the global marketplace with confidence and a commitment to being responsible, collaborative, and innovative leaders.

FOUNDATION COURSES

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

MGT 502 Marketing Management (1 credit)

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

MGT 503 Economic Literacy (1 credit)

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

MGT 504 Financial Accounting (1 credit)

This module provides students with a basic knowledge of financial accounting concepts, procedures, analysis, and internal reports as an essential part of the decision-making process. The focus is on the three basic steps of the accounting process: recording, classifying, and summarizing financial transactions.

MGT 505 Finance Tools and Techniques (1 credit)

The course is designed to provide entering graduate students with a basic knowledge of financial tools and techniques which will be applied throughout the remainder of the MSIM course curriculum. Key topics include the role of the CFO, value maximization, and the agency problem; accounting data and financial statement analysis using common-size methods, financial ratio computations and relationships, and data analytics; forecasting and pro-forma financial statement techniques involving Excel spreadsheets and related tools; and present value mathematics and the associated mechanics of discounted cash flow analysis in the context of risk.

MGT 506 Management Fundamentals (1 credit)

This module focuses on the functional and operational aspects of management with special emphasis on organizing and motivating people in order to effectively implement strategies. Topics include: organizational structures and change, human resources, group dynamics and teamwork, motivation, and multicultural management.

MGT 507 Research for Decision-Making (1 credit)

This module Basic Research, Applied Research, and Developmental Research are essential to effective decision-making. The following research methods are presented: quantitative analysis, qualitative analysis, business analysis, observations, and experiments. Cases will be used to illustrate the value of knowing what type of data is needed to make an effective and successful decision.

CORE COURSES**MGT 520 The Role of Ethics in the Modern Corporation (2 credits)**

This course explores the increasing amount of academic literature regarding the role of ethics in the modern corporation. Starting with the foundational principles of moral theory and sources of ethical principles, the course quickly branches into the applied field of ethics in business practice, looking particularly at how ethics, as perceived by the various stakeholder groups, are sustained in the corporate environment via intrinsic and extrinsic feedback. Students will have the opportunity to research an issue of their

choosing and present a major paper demonstrating the varying degrees and means that ethical principles are infused and reinforced in corporate practices today, and how they influence decisions that managers are faced with routinely.

MGT 525 Project Management (2 credits)

This course examines the concepts and applied techniques for effective management of both long-term programs and projects. Project management principles and methodology are provided with special focus on planning, budgeting, controlling, and coordinating individual and group efforts. Key topics of focus include overview of modern project management, organization strategy, financial reporting, motivating and managing people, scheduling resources, project risk analysis, and work breakdown structures. Students will be required to define a project and develop a project plan.

MGT 530 Challenges in the New Global Marketplace (2 credits)

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

MGT 535 International Business Economics (2 credits)

This course illustrates how economic analysis can help to guide the successful decision-making of managers. It provides students with an understanding of the microeconomic concepts they will need, while stressing, from a methodological point of view, on game theory. The focus on game theory provides a natural link between strategic management and economics. From the international perspective, topics such as the foundations of international macroeconomics, international trade and increasing returns to scale are introduced. The course will also consider new, post-crisis paradigms and highlight the limitations of mainstream economics or decision theory. At the end of course students are introduced to some of the findings of the relatively recent field of behavioral economics. This will include what economists have to say with respect to social interaction, altruism, trust and virtues and social business.

MGT 540 International Legal Environments (2 credits)

This course acquaints students with the fundamental concepts and principles of business law. The purpose of the course is to give students a critical understanding of legal reasoning. Specifically, the objectives of the course are to: familiarize the students with legal language and concepts, increase the understanding of the legal system and how it functions, and to develop the student's appreciation of the international legal environment in which organizations must operate, to expose students to legal reasoning. Some topics include common law and civil law legal systems, the main features of the national

legal structures (jurisdictions, sources of law, role of judges, and lawyers), contract law, and the different forms of business organizations.

MGT 545 Financial Management (2 credits)

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

MGT 550 Innovation Management (2 credits)

The management of innovation is one of the most important and challenging aspects of contemporary business. Innovation is a fundamental driver of competitiveness for firms in a wide variety of sectors. Efficiency, productivity and sustainability are the concern of managers in all organizations. The objective of this course is to help managers deal with the issues surrounding innovation. The course has an international focus since innovation development and diffusion are essentially international activities that involve companies selling products and services abroad or working with foreign suppliers and partners. Students are provided with a set of tools to assess a firm's innovative capabilities and identify how they may be leveraged or improved. Students also explore recent advances in the academic literature on innovation management, including topics related to competitive dynamics, strategic choice, product development, technology sourcing and organizational context. Case studies are used extensively in the course in order to help students apply the conceptual frameworks presented to real-world business challenges.

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

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

MGT 560 Global Entrepreneurship (2 credits)

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

and investors. Students will be required to apply the concepts by developing a business concept and plan that they will present to potential investors.

MGT 565 Cross-Cultural Negotiations (2 credits)

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

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

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

MGT 575 Global Strategic Management (2 credits)

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

MGT 580 Academic Travel (2 credits)

As a fully integrated part of the MSIM curriculum students will spend two weeks of travel led by a faculty member who is an expert in the course theme and has particular knowledge or experience of a given country or area. Each year the Academic Travel course will be developed to complement and support the interests of the incoming cohort.

MGT 600 Internship (6 credits)

The two-month internship begins in the summer when students have completed their academic course of study. The internship is a required full-time supervised practical work experience. The internship is an opportunity for students to demonstrate their

ability to apply the skills that they acquired during the course of study in the MS in International Management.

The organizational structure of the internship is a partnership between the student and the employer. This partnership is founded on a vision and a set of goals that describe what the student must accomplish by the end of his or her experience. Before the experience begins, a mutually developed, understanding of the exact parameters that will shape the experience will be agreed upon. The student will receive coaching, advising, and access to professional networks to help them in their search for an internship. It is the responsibility of the student to find an appropriate internship.

GRADUATE ADMISSIONS

The Master of Science in International Management (MSIM) has been designed for people who aspire to leadership positions in organizations or companies operating in the international sphere. They include:

- Recent graduates with a Bachelor's degree in Liberal Arts, Sciences or Business Administration;
- Entrepreneurs, who intend to launch their own business or seek to be part of a start-up or new enterprise;
- Future owners of family or privately-owned firms;
- Aspiring managers of multinational corporations;
- Aspiring managers of international agencies, non-governmental organizations (NGOs), and non-profit organizations.

APPLICATION FOR ADMISSION

Applications are accepted on a rolling basis, and the admission decision will be communicated only after all admissions materials have been received and other requirements have been met.

The following credentials must be submitted:

- Completed application form*
- Application Fee
- Personal Statement
- Bachelor's degree (or equivalent) official transcripts from an accredited institution
- Two professional recommendations
- Resume/curriculum vitae
- Evidence of English language proficiency for non-native speakers (TOEFL or IELTS)
- A personal or virtual interview with the Director

*Once an application form is received, further information may be requested.

FINANCIAL INFORMATION

EDUCATIONAL LOAN PROGRAMS FOR GRADUATE STUDENTS

US citizens and permanent residents enrolled in the Taylor Institute MSIM Graduate Program are eligible for the Federal Direct Stafford Student Loan and the Graduate PLUS Loan programs. Students may also qualify for a private loan through Sallie Mae. Following is a brief description of each loan option. Non-US students must submit the International Student Financial Aid form.

FEDERAL DIRECT LOANS (formerly known as Stafford loans)

These loans are available to all students who have filed the FAFSA (Free Application for Federal Student Aid). This application can be found on the web at www.fafsa.ed.gov. Graduate students qualify for \$20,500 annually in an Unsubsidized Federal Direct loan. The Franklin University Switzerland school code is G11683.

THE GRADUATE PLUS LOAN

This loan allows students to borrow up to cost of attendance, less any prior financial assistance such as scholarships or Direct loans. The application is available via the web at www.studentloans.gov. Upon approval of this loan the student will also have to sign a Master Promissory Note at the same website. For more information about the federal loans please contact (800) 848-0979 or (315) 738-6634 or visit www.studentaid.gov.

SALLIE MAE EDUCATION LOAN

After exhausting the opportunities available from the federal aid programs, many students will consider a private Sallie Mae education loan. This loan is a credit check loan and may require a credit-worthy co-signor. The amount of this loan follows the same guidelines as the federal PLUS loan and may not exceed cost of attendance. Interest rates will vary based on each individual. Please visit Sallie Mae at www.salliemae.com/student-loans/smart-option-student-loan for further information.

SCHOLARSHIPS AND OTHER MERIT AWARDS

Franklin University Switzerland offers some scholarships and a number of merit awards to qualified students. Students who are interested in such awards should request further information from the Graduate Admissions Office. Special scholarships are also available for Franklin graduates.

ACADEMIC POLICIES

ATTENDANCE POLICY

Students are expected to attend all classes. Continued absences will affect their grade and missing more than 20% of the total number of class meeting hours will result in an automatic grade of No Credit (Fail).

All readings and assignments should be completed before class. If a student knows that he or she will not be in class on the date when a written assignment is due, the student must let the instructor know in advance. Otherwise, late papers will be accepted only with documented evidence of a serious and last minute medical (or other serious) problem.

RESPECTING OTHERS

Franklin has a strict tardiness policy: arriving later or leaving early is disruptive and disrespectful of others in the class. Doing either without prior permission will be counted as an absence.

Additionally, Taylor Institute adheres to the Franklin University policy whereby food and drink are not authorized in the classroom unless specially sanctioned by the instructor.

All phones must be turned off before class begins. Laptops and mobile devices may be used with permission of the professor. Keep in mind, however, that classes are participatory, so a student's full attention must remain on the classroom discussion. The instructors have full discretion to require a student to close or log off of their computer, phone or tablet if they feel these are a distraction.

CORRESPONDENCE

The professor reserves the right to correspond by way of a student's Franklin University email account (possibly changing assignments, test dates, etc.). Students are responsible for checking their Franklin email on a regular basis or having it forwarded to an account that the student checks regularly.

INDEPENDENT STUDY AND INTERNSHIP

Students are expected to successfully meet all deadlines set by the Director of the program and by the director of the independent study or internship. If a student does not meet the set deadlines they risk receiving a grade of No Credit (Fail).

ACADEMIC DISHONESTY

STATEMENT ON CHEATING AND PLAGIARISM

We are all here to share knowledge – our own, that of our colleagues and professors, and that which we gain from other scholars, past and present. It is incumbent upon us all to recognize the sources of our information, whether it is in class discussion or in written work. By the same token, exams are designed to provide feedback to you and your instructors as to the degree of success achieved in the exchange of information. Failure to acknowledge sources, and the use of unauthorized information sources during exams, are both contradictory to the ideals of the Franklin University and Swiss communities. Any deemed plagiarism or attempted deception on exams will be cause for Disciplinary Probation or even removal from the Taylor Institute.

Instructors will establish guidelines for their examinations. It is within the prerogative of the instructor to take a student's paper during an exam and to ask that student to take an oral exam, or another exam, at the instructor's choice. A student found cheating on an exam may be given an "F" for the examination and, if it is a final examination, the student will fail the course. A student whose paper or assignment has clearly been plagiarized will receive a failing grade for that paper. Notification of cheating or plagiarism will be sent to the Director of the Taylor Institute. A second offense in that, or any other, course may result in dismissal from the Institute. Cases of academic dishonesty may be handled by the instructor in whose course the violation occurred if the matter is a result of student ignorance or is a first offense.

GRADES AND GRADING POLICY

GRADING POLICY

Graduate courses are graded as Pass, Pass with Distinction, and No Credit (Fail). Should the student earn a grade of No Pass, he or she will be required to re-take the course for the same number of credit hours. The student will pay additional tuition for the course(s) that they must retake. If the student fails more than two classes they will be dismissed from the program.

GRADING SYSTEM

DIST	Distinction
PASS	Pass
NOCR	No Credit
INC	Incomplete
W	Withdrawal
TR	Transfer

GRADE OF INCOMPLETE (INC)

The deadline for completion of incomplete coursework is set by the faculty member with a six-week maximum extension from the course end date. If the course is not completed by the deadline, the grade will automatically revert to a grade of No Credit.

GRADUATION AND COMMENCEMENT

Franklin University Switzerland confers the Master of Science degree in August. Graduate students who have completed all MS degree requirements, except for the internship, may participate in the Commencement ceremony held in May. Once a student has successfully completed the internship requirement, the student will officially graduate and receive their diploma at the end of August.

A Graduation Application fee will be invoiced at the time of application.

GRADUATION WITH HONORS

If a student receives the grade of “Distinction” in at least 80% of their courses, the student will graduate with honors. Graduate student honors are indicated on the transcript as “With Distinction.”

GRADUATE FEES AND DEPOSIT - ACADEMIC YEAR 2014-2015

Application Fee	75.00 Swiss Francs
Enrollment Deposit	1,100.00 Swiss Francs
Graduation Application Fee	130.00 Swiss Francs

FACULTY

More information on faculty research and publications can be found on the Franklin University website at www.fus.edu/academics/faculty/faculty-profiles

MSIM denotes faculty teaching in the MS in International Management graduate program

PAMELA ADAMS

Professor, International Management and Marketing, MSIM
(USA/Italy, 2005)

Ph.D. Yale University, USA

M.A. Yale University, USA

B.A. University of California, San Diego, USA

Pamela Adams was a member of the faculty and Director of the MBA Program at the Business School of Bocconi University. She taught undergraduate courses in International Marketing and International Strategy and managed several executive programs. She has taught in many countries including the USA, Argentina, Portugal, Spain and Norway. Her research interests include industrial policy, international marketing, integrated marketing communications and innovation studies. Her private sector experience includes Banca Intesa (Milan), Member of the Board, Illycaffè and Volendo.com, Executive VP Marketing, Omniticket (Paris) and Senior Consultant Ambrosetti, S.p.A., Milan, Italy.

NADIA BERNASCONI

Adjunct Professor, Math and Natural Sciences
(Switzerland, 2008)

Ph.D. in Natural Sciences, University of Fribourg, Fribourg, CH

M.S. in Biochemistry and Molecular Biology, University of Southern California, Los Angeles, USA

B.S. in Biological Sciences, University of Southern California, Los Angeles, USA

The early work of Nadia Bernasconi focused on the human immune system and on the analysis of the mechanisms involved in the maintenance of serological memory. In 2003 this study led to the 2002 research award from ASIRB (Swiss Italian Association for Research in Biomedicine) and Roche-Diagnostics and to publications in journals such as *Science and Blood*. During her post-doc, Dr. Bernasconi primarily worked on the isolation of human memory B cells and in the production of antibodies against malaria, viruses such as avian influenza and cytomegalovirus and bacteria such as corynebacterium diphtheriae. During her career, Dr. Bernasconi has worked in prestigious Insti-

tutes such as Norris Cancer Center in Los Angeles or the Institute of Research in Biomedicine in Bellinzona and her work has been acknowledged by publications in different journals.

PIETRO BOTTACCHI

Adjunct Lecturer, Modern Languages (Switzerland, 2010)

M.A. University of Lausanne, Switzerland

B.A. University of Lausanne, Switzerland

Pietro Bottacchi has a double master's degree in Hispano American and Spanish literature and in Italian literature and Linguistics as well as a degree in language pedagogy. Professor Bottacchi has worked, in particular, on representations of homosexuality and issues of censorship in late nineteenth- and early twentieth-century Hispanic literature and on the history and aesthetics of cinema in Italian. He spent one year at the Universidad de Sevilla (Spain) thanks to the Socrates-Erasmus program for academic exchange.

GIUSEPPE CAPIELLO

Professor Emeritus, Italian Language and Literature
(Italy/USA, 1979)

Dottore in Lettere, Università di Padova, Italy

B.A. S.U.N.Y., State University of New York, USA

Giuseppe Capiello has taught on Long Island and in New Jersey, and at Rutgers University where also completed coursework for the doctoral program. He has coordinated foreign language symposia in the US and England, and conducted special foreign language workshops at the NATO base in Vicenza, Italy in conjunction with the universities of Maryland and Boston. Certified teacher in the States of New York and New Jersey. He is a member of the following associations: AATI, MLA, ACTFL and National Honors Society for Romance Languages.

NATALIA CARRETTA

Adjunct Lecturer, Modern Languages (Italy, 2007)

Dottore in Lingue e Letterature Straniere, Università di Bologna, Italy

Natalia Carretta holds a degree in English Dialectology and has taught Italian as a Foreign Language in Italy at all levels. She also teaches in other private language schools in Lugano

GÉRALDINE CAUSSETTE

Adjunct Lecturer, Modern Languages (France, 1999)

Diploma di Laurea in Civiltà e Letteratura Italiana,
Université de Toulouse-le Mirail, France

Géraldine Caussette has taught Italian and French in Italy and France and, since 1998, French as a foreign language for the European Commission. She has also taught in a variety of instructional settings: corporations, schools, and private tutorials. In addition to her work at Franklin University, she has been teaching French and Italian at The American School In Switzerland in Montagnola since 2001.

PATRICK COGGI

Adjunct Professor, MSIM
(Switzerland, 2013)

Ph.D., University of St. Gallen, Switzerland
M.Sc., London School of Economics, UK

Patrick Coggi is responsible for the products and services of an internationally-active private bank based in Lugano. Previously, he worked as a hedge funds portfolio manager and was the head of quantitative analysis, financial engineering and product development for a major Swiss private bank in Zurich, where he was also a member of the strategic investment committee and an advisor to UHNW clients. Patrick has written articles on portfolio theory, mathematical finance and econometrics; his research interests are broad and range from real estate finance to ethics in economics.

GIUSEPPE COLANGELO

Adjunct Professor, Economics
(Italy, 1994)

Ph.D. Birkbeck College, University of London, UK
M.Sc. London School of Economics, University of London, UK
Dottore in Economia e Commercio, Università Internazionale delle Scienze Sociali,
Rome, Italy

Giuseppe Colangelo is an expert in Microeconomics and Applied Game Theory with particular focus on Industrial Economics. Author of a book and several articles published in international journals, he is currently undertaking research in the field of price discrimination, vertical relations between firms and the strategic interactions between the government and oligopolistic firms with reference to commodity taxation.

SILVANO COLETTI

Adjunct Lecturer, MSIM
(Italy/Switzerland, 2013)

Executive M.B.A., Harvard Business School, USA
Polytechnic of Milan, School of Engineering, Italy

Educated at Politecnico di Milano and Harvard Business School, Silvano Coletti's professional credentials span over 16 years of senior executive leadership and advisory position with venture backed startups, global technology corporations, venture and private equity firms, governmental agencies, leading research universities, foreign governments and industry associations. His management and technical experience includes senior executive and advisory positions with Dell Computer, Roche Pharmaceuticals, ASM Brescia, BKW, Pirelli Group, Enel Green Power, City of New York, European Environmental Agency (Copenhagen), Italian Ministry of Foreign Affairs and the Ministry of Environment in Lebanon. Mr. Coletti is the founder of Chelonia SA, the Swiss strategic advisory services boutique.

LUCA COLOMBO

Adjunct Professor, Economics, MSIM
(Italy, 1998)

Ph.D. University of Bielefeld, Germany
M.A. University of Pennsylvania, USA
Dottore in Economia, Università Cattolica, Milano, Italy

An Associate Professor of Economics at the Catholic University of Milano, Italy, Luca Columbo has an extensive publication record and is the recipient of several awards and research grants. His research interests include banking and finance, innovation and technology choices, economic dynamics, political economy and industrial organization.

ROBERTO CORDON

Executive in Residence, Professor, International Relations and Management, MSIM
(Guatemala, 2010)

Ph.D. Study (ABD) The Wharton School, University of Pennsylvania, USA
MA The Wharton School, University of Pennsylvania, USA
B.A. Princeton University, USA

Roberto Cordon is a former professor of International Business at Pontificia Universidad Católica de Chile and a lecturer at The Wharton School, University of Pennsylvania. He was previously the Manager of Training Programs and Project Development for the International Trade Center (WTO/UNCTAD) in Geneva. He is a regular consultant for UN-affiliated agencies throughout the developing world in Africa, Latin

America and Europe. His current research focuses on the interphase between politics and management, particularly concerning the effectiveness of development assistance and the work of international organizations.

POULOMI DASGUPTA

Assistant Professor, Economics
(India, 2013)

Ph.D. University of Missouri, USA
M.A. University of Mumbai, India
M.A. St. Xavier's College, Mumbai, India

Poulomi Dasgupta's doctoral dissertation was titled *National Rural Employment Guarantee Act and Long term Development in India*. She is keenly interested in developing alternative approaches to understanding development and consequently using these approaches to evaluate the impact of various developmental programs in developing countries. In her research, she uses the capability approach to evaluate the impact of an employment generation program on development in rural India. This approach involved identifying the expansion of real freedoms of the beneficiaries of this program. In order to utilize this approach, she has also conducted village level surveys in two states in India. She has taught at University of Missouri, Kansas City and St. Peters University, New Jersey and has worked for different research institutes including the Center for Full Employment and Price Stability, Kansas City and the Economic and Political Weekly Research Foundation, Mumbai

IONA DAWSON

Adjunct Lecturer, English for Academic Purposes
(United Kingdom, 2000)

MA Hons English Language and Literature, Glasgow University, Scotland
CTEFLA Newnham Language Centre, Cambridge, UK

Iona Dawson worked in various positions before coming into teaching, including commercial banking and market research. Her previous experience includes several years teaching ESL to private and business students in Italy, including the IULM, a prestigious private language university in Milan and at SUPSI and USI in Lugano. Author of 2001 British Institute Exams for Italy, she also works as a translator for various Italian translation agencies, specializing in websites and advertising copy.

CHRISTOPHER DAWSON

Adjunct Professor, Philosophy
(United Kingdom, 2005)

Ph.D. Cambridge University, UK
M.A., Cambridge University, UK

Christopher Dawson's teaching and research specializations include undergraduate instruction at Cambridge University in the areas of Plato, Hegel, Heidegger, metaphysics, epistemology, political philosophy, hermeneutics and the ontology of Hans-Georg Gadamer. A published author on Gadamer and Heidegger, Dr. Dawson also has private sector marketing and management experience in the European publishing industry, particularly with Macmillan and Mondadori of Italy, where he developed English language courses, grammars and dictionaries for Italian schools and universities.

FABRIZIO L. DELLA CORTE

Adjunct Lecturer, Computing and International Management (Switzerland/USA, 2005)

Ph.D. candidate (ABD) Università della Svizzera Italiana, Switzerland
M.B.A Golden Gate University, USA
B.S. Sonoma State University, USA

Fabrizio Della Corte has extensive cross-cultural, international experience. Before entering academia, he was director and senior manager for various international high technology companies in California and Europe. He has in-depth experience in information technology project management and new product marketing management. Current interests and experience focus on product marketing management, product strategy, entrepreneurship, innovation management, business development, international management.

OLIVIA DELLA CROCE

Adjunct Lecturer, Italian
(Switzerland, 2013)

M.A. Basel University, Switzerland
Certificate in teaching English and Italian as a Second Language, Fachhochschule Nordwestschweiz

Olivia Della Croce worked as an ESL instructor in Bozeman, Montana (USA), helping students of all levels and cultural backgrounds to gain linguistic and study skills to succeed academically. She also taught English at the Centro Professionale Commerciale in Bellizona, Switzerland. Professor Della Croce also serves as Assistant Director of the Franklin Writing and Learning Center.

PATRICK DELLA CROCE

Assistant Professor, Biology and Environmental Science
(Switzerland, 2013)

Ph.D., Montana State University, United States

M.S. Swiss Institute of Technology in Zurich, Switzerland
Basel University, Switzerland
Certificate in teaching English and Italian as a Second Language, Fachhochschule Nordwestschweiz

Patrick Della Croce received his PhD in 2014 from Montana State University in Bozeman (Montana, U.S.), where he developed a simulation model aimed at investigating the spread of introgressive hybridization across river networks. He studied Environmental Sciences at the Swiss Institute of Technology in Zurich (Switzerland), where he specialized in Biology of Aquatic Systems. In November 2007 he earned his M.S. in Environmental Sciences after completing his master project at the Swiss Federal Institute of Aquatic Science and Technology (Eawag) on the effects of river restoration on river-groundwater interactions and on groundwater fauna. His research interests include the development and the use of computer simulation models in ecological studies, fish biology, fisheries management, and biology / ecology of invasive species.

SANJA DUDUKOVIC

Professor, Quantitative Methods
(Yugoslavia/ Switzerland, 1991)

Ph.D. University of Belgrade, Yugoslavia

M.S. University of Belgrade, Yugoslavia

B.S. University of Belgrade, Yugoslavia

Since 1991, Sanja Dudukovic has taught a number of business courses, including Management Science, Quantitative Methods and Dynamic Forecasting, Management Information Systems and Statistics. Her degrees include a B.S. in Technology, an M.S. in Economics and a Ph.D. in Statistics. Long term research interest includes Non Gaussian Time Series Modeling. Since 1997 her research interest has covered the fields of Financial Modeling, Credit Spread Modeling and Causality Testing in Financial Economics. Dr. Dudukovic has had numerous publications in Time Series Analysis and Causality Testing and considerable private sector experience in Management Information System Development. She is a member of the Bernoulli Society for Mathematical Statistics, the American Statistical Association, and the IIEEC Computer Society.

JOHANNA FASSL

Associate Professor, Art History and Visual Communication
(Germany, 2007)

Ph.D. Columbia University, USA
M.Phil. Columbia University, USA
M.A. Columbia University, USA
B.A. University of Toronto, Canada

Johanna Fassel is Associate Professor of Art History and Visual Communication and department chair at Franklin University Switzerland, in addition to being the director of Casa Muraro: Columbia University's Study Center in Venice. Since receiving her PhD (with distinction) she has been the recipient of numerous fellowships, including a Mellon and Getty Postdoctoral Fellowship for her research. Her areas of specialization include the art and architecture of Venice. Her book *Sacred Eloquence: Giambattista Tiepolo and the Rhetoric of the Altarpiece* was published in 2010. Her research investigates the mental processes behind the creation and reception of art. Current projects include notions of visuality in Enlightenment art, science, and philosophy with respect to how Newton's discoveries of white light, space, and gravity translate into an early modern psychology of perception; and a study examining the representation of trauma in the art of veterans from the ongoing conflicts in the Middle East, including Afghanistan, Iraq, and Syria. She curated the exhibition "Syria: Facing the Revolution" at Franklin in 2013 and is the co-editor of the second volume of *Intervalla: platform for intellectual exchange*, dedicated to "Trauma, Abstraction, and Creativity."

FABIO FERRARI

Associate Professor, Italian and Comparative Literary and Cultural Studies
(Italy/USA, 2007)

Ph.D., The University of Chicago
M.A. The University of Chicago
B.A., Connecticut College

Fabio Ferrari is Chair of Modern Languages. He has taught undergraduate courses in language and culture at The University of Chicago, DePaul University, Columbia College, L'Università del Sacro Cuore, and L'Università degli Studi di Milano. Research interests include the study of narrative constructs of nation and nationalisms, film, gender, *entre-deux-guerres* European international relations, and 20th-century Italian and French poetry and prose.

ANN GARDINER

Director, Writing and Learning Center
(USA, 2008)

Ph.D. New York University, USA

M.A. University of Paris III (Sorbonne Nouvelle), France

B.A. University of Massachusetts, Amherst, USA

Ann Gardiner joined Franklin after teaching and research positions in Germany and in the United States. As Director of the Writing and Learning Center at Franklin, she coordinates the Academic Literacies Program and is affiliated with the Department of Literature and Culture as well as with the Center for Sustainability Initiatives. Her dissertation on cosmopolitanism, literary salons and the public sphere led to research opportunities in the USA, France, Germany and Switzerland, including fellowships from the Mellon Foundation, the Institut für Europäische Geschichte, Mainz, and the Freie Universität, Berlin. She has published numerous articles on the connections between cosmopolitanism and travel in the 18th-19th centuries. Her newest research endeavors involve the connections between literature and the environment, sustainability in the curriculum, writing pedagogy, and border theory.

GABRIEL N. GEE

Assistant Professor, Art History
(France/United Kingdom, 2011)

Ph.D. University Paris X, France

M.A. University of Paris X, France

B.A. University of Paris X, France

Gabriel Gee earned his Ph.D. with a thesis devoted to contemporary art in the North of England. He has published extensively on contemporary art and artists in Great Britain, Ireland and France. A former postgraduate researcher at the École Normale Supérieure in Lyon, Professor Gee's research and teaching interests include painting and photography in the 20th Century as well as the relation between art and industrial change in the 20th and 21st centuries. He is currently writing an updated study on "Art in the North of England, 1979-2008", soon to be published by Ashgate. He has just co-edited a special issue of the IJTA on the topic of "Constructing interstitial heritage: architecture, vision, experience", and coordinated the organization of an International Exploratory Workshop supported by the Swiss National Research Fund on the theme of "The representation of nature in the trans-industrial city, 1970-present", held at Franklin University in May 2014. He is a co-founder of the TETI research group (Textures and Experiences of Transindustriality).

DARIA GIANELLA

Adjunct Professor, Psychology

Ph.D. University of Fribourg, Switzerland

M.A. University of Navarra, Spain

M.A. University of Geneva, Switzerland

Daria Gianella is a psychologist and psychotherapist FSP (Swiss Federation of Psychologists). As a doctoral student she worked with the AMHC Study (Access to Mental Health in Children) University of Zurich on a research project funded by the Swiss National Science Foundation, aimed at reaching a better understanding of mental health's concepts and needs and of the existing barriers to children's mental healthcare. She then worked in a psychiatric service for children and adolescents, Fribourg, while continuing her education in humanistic psychotherapy and hypnotherapy. Professor Gianella is currently working as a psychotherapist at Centro Luvini, a medical interdisciplinary center in Lugano.

SARA GIULIVI

Adjunct Professor, Italian

(Italy, 2012)

Ph.D. University of Florence, Italy

Laurea quadriennale, University of Siena, Italy

Sara Giulivi received her Ph.D. in Linguistics and Italian Linguistics at the University of Florence, where she carried out research in the field of child language acquisition. During and after graduate school, she collaborated with Haskins Laboratories (Yale University) where she worked on the phonetic and phonological aspects of language development in infants. After her Ph.D., she carried out research on the same themes at the Department of Linguistics and Oriental Studies (DSL0) of the University of Bologna. Her research interests include to Second/Foreign language learning and its relation to specific learning disabilities. She started a collaboration with the Department of Teaching and Learning of SUPSI (Locarno, Switzerland), where she is currently working at EU funded projects on dyslexia, second/foreign language learning and multilingualism. She has taught English and Italian at undergraduate level and she holds the ITALS Master programme in "Didattica e promozione della lingua e cultura italiana a stranieri", at Università Ca' Foscari, Venice (Italy).

MARGARET GLASS (ARTIST'S NAME: P.M. MACKWORTH-PRAED)

Adjunct Associate Professor, Studio Art and Sculpture
(Great Britain/Switzerland, 1982)

Diploma, Epsom School of Art and Design, UK

Margaret Glass has studied at Wimbledon, Falmouth and Epsom Schools of Art and Design. She has had one-person and group exhibitions in museums and galleries throughout Europe. Her sculpture works can be found in museum and public collections in: Bulgaria, Germany and Switzerland, and in private collections in Bulgaria, Canada, France, Germany, Japan, Great Britain, Italy, Switzerland and the USA.

BRACK W. HALE

Associate Professor, Biology and Environmental Science, MSIM
(USA, 2006)

Ph.D. University of Wisconsin-Madison, USA
M.E.M. Duke University, USA
B.A. Duke University, USA

Co-director of the Center for Sustainability Initiatives (CSI) at Franklin, Brack Hale taught courses in environmental studies and river conservation at Duke University and organismal biology at UW-Madison prior to coming to Franklin. His scholarly publications span a wide range of topics, including river conservation, ecosystem management, climate change, sustainability, and environmental health. His research has involved field experiences in the U.S., Switzerland, Germany, Sweden, and the Caribbean (Puerto Rico). His current research interests include the ecology and conservation of riparian and freshwater systems, the role of sustainability in higher education (particularly educational travel), and invasive species and natural heritage. Additional areas of interests include environmental health and environmental justice. He is a member of the Ecological Society of America, National Association of Science Teachers, the Association for Environmental Studies and Sciences, and the Società Ticinese di Scienze Naturali.

BRIGITTE HARTZELL CAZEBONNE

Adjunct Lecturer, Modern Languages
(France, 2006)

M.Phil. University of Cambridge, England
B.A. New England Conservatory, USA

Brigitte Hartzell Cazebonne started teaching French as a Foreign Language in the USA in 1977. She has taught English as a Second Language and French literature at The American School in Switzerland since 1993. Her previous professional experience includes performing as a classical guitarist and being a language consultant for Arco Oil

and Gas Co. in Texas. Her research interests include gendered attitudes and motivation in second language learning. Member of the American Association of Teachers of French (AATF).

FINTAN HOEY

Assistant Professor, History
(Ireland, 2012)

Ph.D. University College Dublin, Ireland
M.A. University College Dublin, Ireland
B.A. University College Dublin, Ireland

Fintan Hoey completed his Ph.D. dissertation on U.S.-Japanese diplomatic and security relations during the tenure of Satō Eisaku, Prime Minister of Japan, 1964-1972 at University College Dublin, Ireland. Using recently released material from the Japanese Foreign Ministry Archive as well as U.S. archival material and Satō's diary, this work, now being prepared for publication, presents a more informed and nuanced account of U.S.-Japanese security relations in this period and argues that Satō's foreign policy was not motivated by a slavish adherence to Washington but from a realist appraisal of Japan's security needs. Professor Hoey's research interests include Asian (particularly Japanese) history, international relations, U.S.-Japanese relations, the Cold War in Asia and American diplomatic history. Further teaching interests include Australian history, modern Ireland and the concept of 'Global Britishness'. He has held teaching appointments at Queen's University Belfast and National University of Ireland, Maynooth and research positions at Rikkyō University, Tokyo and the University of Kyoto.

LAURA LAZZARI

Assistant Professor, Italian Studies, Italian Coordinator
(Switzerland/Italy, 2011)

Ph.D. Université de Lausanne
M.St. Oxford University
M.A. Université de Lausanne
B.A. Université de Lausanne
Diploma d'insegnamento dell'italiano per le scuole di maturità, ASP Locarno Diplôme d'aptitude à l'enseignement du français comme langue étrangère, Université de Lausanne

Laura Lazzari earned her Ph.D. in Italian Studies from the Université de Lausanne and her M.St. in Women's Studies from Oxford. Her recent book, *Poesia epica e scrittura femminile nel Seicento: "L'Enrico" di Lucrezia Marinelli*, appeared in 2010. She has published scholarly articles on Lucrezia Marinelli, Elsa Morante, Benvenuto Cellini and authors from Italian-speaking Switzerland. Her teaching and research interests include Italian language and literature, Swiss-Italian literature, and women's writing in the Italian-

speaking world. Prior to joining Franklin University, she taught Italian to undergraduates and postgraduate at the Universities of Lausanne and Fribourg.

TRACIE MACKENZIE

Director, English for Academic Purposes
(USA, 1996)

M.A. Monterey Institute of International Studies
B.A. University of California, Los Angeles, USA

Tracie MacKenzie is a lecturer in both the undergraduate and post-graduate programs at IULM University in Milan, Italy. She formerly served as English Language Coordinator for the Foreign Language Modules in the Faculty of Public Relations and Communications at IULM University, Milan. She has taught English at Bocconi University in Milan, the Politecnico of Milan, Mills College, and the University of California, Berkeley. She also taught Italian at Monterey Peninsula College in California.

VALENTINA MINI

Adjunct Lecturer, Economics
(Italy, 2011)

Ph.D. University of Ferrara, Italy
M.Sc. University of Manchester, UK
M.A. University of Ferrara, Italy

Valentina Mini has been a post-doc researcher at the Institute for Economic Research - IRE- (Università della Svizzera Italiana) since October 2009. Currently, she is the Project Manager of the Observatory of Economic Policy (O-POL). She completed her PhD in Economics from the University of Ferrara (Italy), after a visiting experience at the University of California, Los Angeles (USA). She has worked in various international contexts, collaborating with the United Nations (UNIDO) and the Organization for Economic Cooperation and Development (OECD). Her research interests revolve around methods and policy implications of regional economic competitiveness.

GIULIA MINIERO

Adjunct Lecturer, Marketing
(Italy, 2013)

Ph.D. Bocconi University, Milan, Italy
M.A. B.A., Bocconi University, Milan, Italy

The research interests of Giulia Miniero are in the realm of marketing, specifically consumer behavior and branding. Currently she is affiliate to the marketing area of SDA

Bocconi School of Management where she teaches at both the undergraduate, graduate and executive level. Her research works deal with consumers' choices and in particular she focuses on individual traits that influence the way individuals make decisions and are persuaded by communication messages. She also applies these theories in the realm of mass customization and product personalization processes.

PETER MORAN

Adjunct Professor, MSIM
(South Africa/Switzerland, 2013)

Ph.D. Brown University, USA.
M.Sc. Brown University, USA
B.Sc. University of Cape Town, South Africa

Peter Moran is currently the Managing Director and Principal Consultant at VorteQ Consulting. He is an experienced technology entrepreneur and manager. Peter was co-founder and CTO of Singular ID, which develops magneto-optic anti-counterfeiting systems. He scaled-up the products from lab to mass-production for customers such as Sanden International. The company won numerous international awards. In 2007, Singular ID was acquired by Bilcare Ltd, the world's largest pharmaceutical packaging company. He was retained as Chief Scientific Officer to lead their innovation and patent strategy. Prior to starting Singular ID, Peter was head of a micro- and nano-systems research group in Singapore comprising more than 50 scientists from 17 countries engaged in R&D projects for companies such as Sony.

LUCA MOSCATELLI

Adjunct Lecturer, Italian and French
(Switzerland, 1990)

Dip. Phil 1 (Romanistik), Universität Zürich, Switzerland
Specializzazione, (CMC2, CHQ, INT3), Istituto Universitario Federale per la Formazione Professionale

Luca Moscatelli is an expert in Italian literature, Italian communication, French language and contemporary history acquisition. He is an associate professor at the Scuola Specializzata Superiore di Tecnica and at the Scuola d'Arti e Mestieri di Bellinzona, Switzerland as well as Coordinator for French Language and Literature for the Dipartimento Istruzione e Cultura, section Maturità Professionale Tecnica, Ticino, Switzerland. He is a former journalist for the Swiss Television Broadcasting Corporation

MORRIS MOTTALE

Professor, Political Science
(USA, 1986)

Ph.D. York University, Canada
M.A. San Diego State University, USA
B.A. San Diego State University, USA

Morris Mottale's main teaching and research interests are in international relations, comparative politics, Middle Eastern politics, international political economy, strategic studies, energy, and mass communication. He has taught in the United States, Canada and England, and has been a research scholar at universities in North America, Europe and the Middle East, including the Harvard Center for Middle Eastern Studies. Publications include several articles and reviews on international and Middle Eastern politics, and several monographs and books.

LAURA OREGGIONI

Adjunct Instructor, German and Italian
(Italy, 2013)

Ph.D. (ABD), Indiana University Bloomington, U.S.A.
M.A., Indiana University Bloomington, U.S.A.
B.A., Università di Bergamo, Italy

Laura Oreggioni graduated in Modern German Literature and Culture at Indiana University Bloomington. She is the recipient of a Fulbright Scholarship, an E.O. Wooley Scholarship, a Women in Science Travel Grant Award, an Academic Exchange Fellowship with the Freie Universität Berlin, and a A.T. Kearney Scholarship of the Falling Walls Foundation in Berlin. Her current research interests focus on the boundaries between literary and philosophical discourse, on Modernist literature and aesthetics, on Nietzsche's philosophy, and on the figure of the genius.

ALEXANDRA PEAT

Assistant Professor, Literature
(Great Britain, 2011)

Ph.D. University of Toronto, Canada
M.A. University of Aberdeen, UK
B.A. University of Aberdeen, UK

The research and teaching interests of Alexandra Peat include modernism, postcolonial literature, travel fiction, and narrative theory. Her most current research looks to transnational and transcultural elements in modernism, specifically as embodied in travelling exhibitions and world fairs. She participates regularly in the conferences of the Modern-

ist Studies Association, the International Society for the Study of Narrative, and the International Virginia Woolf Society; she was a keynote speaker at a conference on "Moving Dangerously: Women and Travel, 1850-1950" in Newcastle and has been invited to speak at the English Language and Literature Association of Korea's 60th Anniversary conference, "Travelling Con/Texts: Cosmopolitanisms Old and New, East and West." Her book, *Travel and Modernist Literature: Sacred and Ethical Journeys*, appeared with Routledge in 2010. She is also, along with Melba Cuddy-Keane (University of Toronto) and Adam Hammond, a co-writer of *Modernism: Keywords* (Wiley-Blackwell, 2014). Unlike standard dictionaries and encyclopedias, this collaboratively researched and written book does not aim to sum up, but rather documents disagreements, debates, and changes in actual usages of keywords in order to better understand the character and thought of the modernist era.

ERICH PRISNER

Associate Professor, Mathematics and Computing
(Germany, 2002)

Habilitation, Universität Hamburg, Germany
Ph.D. Universität Hamburg, Germany
Diploma (M.A.), Universität Hamburg, Germany

Erich Prisner's teaching and research experience includes the University of Louisville, the University of Maryland University College (Schwäbisch Gmünd), the Technical University of Cottbus (Germany), the Technical University of Berlin, and Franklin University. Dr. Prisner has published extensively on intersection graphs and graph-theoretic operators, to include a book on graph dynamics. A recipient of numerous research awards and grants, he also has been particularly active in integrating information technology in his teaching. He recently published a textbook on Game Theory.

MARCUS PYKA

Associate Professor, History
(Germany, 2007)

Ph.D. Ludwigs Maximilians Universität München, Germany
M.A. Rheinische Friedrich Wilhelms Universität Bonn, Germany

Marcus Pyka's research interests focus on questions of identity building. In his book *Heinrich Graetz – Jewish Identity and Historiography* (Vandenhoeck & Ruprecht Publishers, 2008), he addressed the construction of Jewish identity by means of historiography in 19th century Germany. He has received research fellowships from the German National Academic Foundation, the Institute for European History (Mainz/Germany), and Harvard University, among others. Current research focuses on the use of morality and of religious values for identity politics, both with regard to modern Bourgeoisie and the modern understanding of "Europe". His teaching experience includes world history

and world religions, with a focus on Judaism from the Biblical Times onwards, the Islamic world, India, and the West.

GEORGES ROCOURT

Executive in Residence, International Management, MSIM (USA, 2003)

Ph.D. study (ABD) Johns Hopkins University Baltimore, Maryland USA

B.A. Northwestern University, Evanston, Illinois USA

Georges Rocourt was formerly Adjunct Professor, Economics and Finance, Andreas School of Business, Barry University, Miami, Florida 1991-2003. His past academic appointments also include Towson University (Maryland), Loyola College of Baltimore, and The Maryland Bankers School (University of Maryland). He currently serves as Assistant Program Director of Forum/Nexus Study Abroad, a market leader in European summer study-travel programs for more than two decades. He is also President of GRE Services, Inc., an economics and capital markets consulting firm. Past private sector experience includes positions as Chief Economist, Mercantile Safe Deposit and Trust Company, in Baltimore; and Vice President Economics and Investment Strategy, Ganz Capital Management, in North Miami Beach. Research interests include financial theory, multinational corporate financial strategy and corporate exchange rate hedging.

PATRICK SAVEAU

Professor, French

(France, 2000)

Ph.D. New York University, USA

M.A. University of Oregon, USA

Maitrise d'anglais Université Jean Moulin, Lyon, France

Patrick Saveau is a specialist of Serge Doubrovsky, the first open practitioner of autofiction. In the numerous articles he has published on this writer, he has explored topics as varied as autofiction as a genre, judeity, memory and trauma, masculinity and sexuality. His recent book is entitled *Serge Doubrovsky ou l'écriture d'une survie* focuses on the haunting presence of this dark period of French history in all of this author's autofictions. He teaches in both the French and in the Comparative Literary and Cultural Studies (CLCS) departments. He is a member of the Women in French (WIF) organization and the Société d'Étude de la Littérature Française du XXème siècle.

MELVIN SCHLEIN

Professor Emeritus, Political Science and History
(USA, 1973)

Ph.D. Rutgers University, USA
M.A. Johns Hopkins University, USA
B.A. Rutgers University, USA

Melvin Schlein was Assistant Director of the Bologna Center of the School of Advanced International Studies of Johns Hopkins University from 1969 to 1973. His areas of specialization include: European politics, international relations, international law, and political theory. He organized and participated in conferences for U.S.I.S. throughout Italy and has lectured for the Milan city government on US foreign policy. An active member of the European Union movement since 1969, he holds professional membership in the International Political Science Association, and the American Society of International Law.

FORD SHANAHAN

Adjunct Lecturer, International Management, MSIM
(USA, 2008)

J.D. University of Denver, USA
M.B.A. University of Denver, USA

Ford Shanahan holds a Juris Doctor in Law and a Masters of Business Administration from the University of Denver (USA). He is currently an associate at the law firm of Schwab Flaherty et Associés in Genève Switzerland, practicing commercial and administrative law. He teaches courses in business ethics and commercial law, and has recently published articles on reputation risk, and the role of virtue in corporate ethos.

BRIAN STANFORD

Professor Emeritus, Art History and Studio Art
(Great Britain, 1970)

M.C.S.D. (Chartered Designer), The Chartered Society of Designers, UK
A.T.D. University of Southampton Institute of Education, UK
National Diploma in Design (Special Level), Beckenham School of Art, London, UK

Brian Stanford's previous positions include: Head of Art Department at St. John's College, Hampshire, Lecturer Hampshire Further Education Committee, Professor, Fleming College, Switzerland. He has been with Franklin University since its inception in 1970. He was formerly Director of Summer Programs in St. Ives, Cornwall, England. A practicing painter, he has had one-man exhibitions in Britain, Switzerland, Italy and the USA, including, in 1990, an exhibition with Suzanne Bollag in Zürich. Commissioned

to design eight sets for a Swiss television production (TSI) entitled “Writers in America” directed by Matteo Bellinelli. Professor Stanford’s main academic interest is the illusion of identity in modernist painting. His works can be found in private collections in Switzerland, Italy, Great Britain, United States, Holland, Belgium, Saudi Arabia and Brazil.

SARA STEINERT BORELLA

Dean of Academic Affairs and Professor, Comparative Literary and Cultural Studies (USA, 2005)

Ph.D. Brandeis University, Massachusetts, USA

B.A. Bates College, Maine, USA

Sara Steinert Borella teaches in the Department of Literature and Culture and in French on a variety of topics such as migration, cuisine, travel and deception. She is the recipient of research fellowships from Brandeis University, Pacific University, the canton of Ticino and Pro-Helvetia and has been recognized for excellence in teaching, including the Pacific Northwest Conferences for Languages Award. She served as the book review editor for *Women-in-French Studies* from 2006-2011. Her research interests include travel writing and women travelers in Switzerland and Europe, feminism, and law and culture in their Swiss and European contexts. Her publications include *The Travel Narratives of Ella Maillart: (En)Gendering the Quest* (Peter Lang in 2006) and, together with Caroline Wiedmer and Priska Gisler, *The Intersections of Law and Culture* (Palgrave MacMillan, 2012). She is now at work on a study of human rights, travel and migration in Switzerland. She currently serves as Dean of Academic Affairs.

SATOMI SUGIYAMA

Associate Professor, Communication and Media Studies (Japan, 2006)

Ph.D. Rutgers University, USA

M.A. Wake Forest University, USA

B.A. Sophia University, Tokyo, Japan

The research interests of Satomi Sugiyama include communication technology (particularly mobile technology), culture, and fashion theory. She has been conducting research on the way young people perceive and use mobile technology in various cultural contexts. Her work has appeared in several edited books as well as academic journals including *New Media and Society*. Sugiyama received MacArthur and National Endowment for the Humanities fellowships at Colgate University while completing her Ph.D. at Rutgers University. In recent years, she has also served as a thesis jury member and a guest lecturer for the Master of Advanced Studies in Interaction Design, SUPSI, Lugano, Switzerland. In 2010, she received an international exploratory workshop grant from the Swiss National Science Foundation in order to initiate collaborative work ex-

ploring the notion of social robots and information and communication technologies. The workshop outcome has been published in *intervalla: platform for intellectual exchange*, and also, led to the COST (European Cooperation in Science and Technology) workshop on social robotics in 2013. In this endeavor, she has been exploring the idea of a mobile/smart phone as a "quasi-social robot." She is on the editorial board of *SAGE Open* as well as *intervalla: platform for intellectual exchange*.

ANDREA TERZI

Professor, Economics
(Italy, 1986)

Ph.D. Rutgers University, USA
M.A. Rutgers University, USA
Dottore in Economia Politica, Università Bocconi, Milan, Italy

Andrea Terzi has taught at Rutgers University, the Institute for International Studies in Florence, the European College of Parma, and the Catholic University in Milan, and has been Jean Monnet Fellow at the European University Institute. He has published in both American and European scholarly journals, and is the author of a book on money and co-author and coeditor of a book on Euroland and the World Economy: Global Player or Global Drag? (Palgrave Macmillan, 2007). His areas of interest include macroeconomics, monetary theory, central banking, and financial instability. Current research topics include systemic liquidity crises and international financial regulation.

LUCA TRIACCA

Communication and Media Studies/Visual Communication Arts
(Switzerland, 2007)

Ph.D. Università della Svizzera Italiana, Switzerland
M.Sc. Università della Svizzera Italiana, Switzerland

Luca Triacca is a partner and founder of Your Interface SA, a full-service digital communication agency. As a communication practitioner, his primary interest is to help companies and organization to improve their communication effectiveness using the digital media. His early research focused on the development of methodologies for improving the user experience for interactive and digital applications (e.g. information intensive websites). He has published his work in an academic journal *Studies in Communication Sciences* as well as numerous conference proceedings. His current research fields include the brand design and the intercultural and international communication.

ALISON VOGELAAR

Assistant Professor, Communication and Media Studies
(USA, 2008)

Ph.D. University of Colorado, USA
M.A. San Diego State University, USA
B.A. Colorado State University, USA

Alison Vogelaar's research emphases include rhetorical theory and criticism, critical-cultural studies, strategic communication, activism and social influence, the discourses of biotechnology and bioethics, and science and technology studies and policy. She has taught at Georgetown University, The George Washington University, San Diego State University and the University of Colorado. Her academic awards include Top Paper Awards of the National Communication Association and a fellowship from the University of Colorado. She is currently working on a manuscript on the climate change controversy and the rhetorics of graphic display.

P. GREGORY WARDEN

President, Franklin University Switzerland
(USA/Italy, 2012)

Ph.D. Bryn Mawr College, USA
M.A. Bryn Mawr College, USA
B.A. University of Pennsylvania, USA

P. Gregory Warden is the fourth president of Franklin University Switzerland. He has taught at Bowdoin College, the University of Pennsylvania, and SMU, where he was University Distinguished Professor and was also named Meadows Foundation Distinguished Teaching Professor and Altshuler Distinguished Teaching Professor. He has authored or co-authored five books as well as over seventy articles and reviews on Greek, Etruscan, and Roman art and archaeology. In 2009 he coordinated *From the Temple and the Tomb. Etruscan Treasures from Tuscany*, the largest and most comprehensive exhibit on the Etruscans in North America. He is the former Editor and current Executive Editor of *Etruscan Studies*, a trustee of the Etruscan Foundation, Consulting Scholar at the University of Pennsylvania Museum of Archaeology, and an elected member of the Istituto di Studi Etruschi e Italici. Warden is the founder and Principal Investigator of the Mugello Valley Archaeological Project, which since 1995 has trained students from over 70 universities and includes scholars from seven countries. The project has been featured in the *New York Times*, the *International Herald Tribune*, in the European media, as well as on the Discovery Channel. In 2012 the Republic of Italy awarded Warden the title of Cavaliere of the Order of Italian Solidarity for his sustained contributions to Italian culture.

CAROLINE WIEDMER

Professor, Comparative Literary and Cultural Studies, MSIM
(Switzerland, 2005)

Ph.D. Princeton University, USA

M.A. Princeton University, USA

B.A. University of North Carolina at Chapel Hill, USA

Caroline Wiedmer is the author and editor of a number of books, including *The Claims of Memory: Representations of the Holocaust in Contemporary Germany and France* (Cornell University Press, 1999), *Inventing the Past: Memory Work in Culture and History* (Schwabe Verlag Basel, 2005 together with Otto Heim), *Motherhood and Space: Configurations of the Maternal in Politics, Art and the Everyday* (Palgrave Macmillan, 2005, with Sarah Hardy) and *The Intersections of Law and Culture* (Palgrave MacMillan, 2012, with Priska Gisler and Sara Steinert Borella). She has received research fellowships from the University of London, the Center for Gender Studies of the University of Basel, Princeton University, Stanford University, the Collegium Helveticum at the ETH in Zürich and the Center for Advanced German and European Studies of the Freie Universität of Berlin. In the Department of Literature and Culture she teaches classes on memory, poverty, law and culture, catastrophe, and urban studies. Her classes in German Studies focus on Swiss-German Film and Migration. Her research interests include memory studies, gender, film, law and culture, spatiality, and the workings of narrative in multiple domains of cultural and intellectual life. Professor Wiedmer is currently at work on a study of street newspapers and the construction of public space.

CORINNE B. YOUNG

Director of the Taylor Institute and Professor, International Management, MSIM
(USA, 2013)

Ph.D., Tulane University, USA

M.B.A., Loyola University, USA

B.S. Florida State University, USA

From 1993-2003, Corinne Young was a tenured faculty member at the University of Tampa. While at UT, she directed the Office of International Programs; the Center for Leadership; the Institute for World Commerce Education; and served as Associate Dean of the College of Business. Since leaving UT, she has served as the Director of Marketing and Corporate Relations for the Graduate School of Business at Florida International University; the Director of the Center for Leadership Development at the Crummer Graduate School of Business at Rollins College; and Director of the Center for Social Medicine and Global Health Equity in the Miller School of Medicine at the University of Miami. In Fall 2008 she joined Saint Leo University as full-time faculty member in the School of Business where she led a cross-college faculty team in the development of a BA program in Global Studies. In 2011 Dr. Young was a Research Fellow at the University for Peace in Costa Rica where she continues to teach Self-

Management and Transformational Leadership. In 2012, she was named the Visiting Global Presidential Scholar at Husson University in Bangor, Maine. She led a Task Force that worked with university stakeholders to develop a comprehensive internationalization plan.

ARMANDO L. ZANECCHIA

Professor, International Management, MSIM
(USA, 1998)

Ph.D. University of Oregon, USA
M.A. Old Dominion University, USA
B.S. Old Dominion University, USA

Armando Zanicchia's prior institutional affiliations include: Berkshire Community College, University of Oregon, Old Dominion University, and Golden Gate University; Summer Fellow at the Cooperative Institutes of Moscow, Gomel (Belarus), and Poltava (Ukraine); scholarly and consulting work in Europe, Central America and Asia; research and training in the former Soviet Republics and Nepal. His research interests include financing sustainable, community-based economic development, international organizational analysis, institutional strategic planning, and issues of labor and capital mobility in global markets. Grant recipient from the Massachusetts Department of Food and Agriculture, National Endowment for the Humanities, the Eurasia Foundation, and the US Department of Education to conduct research and training seminars abroad. He has served on a number of foundation, NGO and private investment company advisory boards.

CLARICE ZDANSKI

Artist in Residence, Art History and Studio Art
(USA, 1995)

Ph.D. The University of Chicago, USA
M.A. The University of Chicago, USA
B.F.A. The University of North Carolina at Greensboro, USA
Dottore, Istituto Universitario di Lingue Moderne, Feltre, Belluno, Italy
Diploma Conservatorio di Novara, Italy

Clarice Zdanski has many translations and publications in art history (Venetian Renaissance and late nineteenth century travel literature) as well as publications on techniques of translation. Her prior institutional affiliations include Università degli Studi, Milan and IULM, Milan. She is a practicing painter and musician, with frequent concerts and one-man exhibitions in Milan; she also has many works in private collections in Milan. Her current academic interest is travel literature and the historiography of art history.

TRUSTEES

Denise H. Alfeld (Alumni Trustee)
Simsbury, Connecticut
U.S.A.

Kim Hildebrant
Banco
Switzerland

Peter Aschenbrenner,
Redwood City, California
U.S.A.

Nina Kaletsch
West Cornwall, Connecticut
U.S.A.

Laurent Belet
Lugano
Switzerland

Otto A. Kaletsch (Chairman Emeritus)
West Cornwall, Connecticut
U.S.A.

Richard H. Bell, II (Trustee Emeritus)
Lewes, Delaware
U.S.A.

Deirdre Kinney-Brennan
New York, New York
U.S.A.

Jennifer Berg
New York, New York
U.S.A.

B. John Lindahl, Jr.
Crystal Bay, Minnesota
U.S.A.

Timothy Darrin
Napa, California
U.S.A.

Paul C. Lowerre
New York, New York
U.S.A.

Frank M. Dwiggin (Trustee Emeritus)
Redding, California
U.S.A.

Kevin W. McNeely
Sonoma, California
U.S.A.

Angela W. Fowler (Vice Chair)
New York, New York
U.S.A.

Margaret Osmer McQuade
New York, New York
U.S.A.

Lucius L. Fowler
Langdon, New Hampshire
U.S.A.

Scott I. Oakford
Darien, Connecticut
U.S.A.

Lorraine Grace (Trustee Emeritus)
New York, New York
U.S.A.

Tommie Pegues (Alumni Trustee)
New York, New York
U.S.A.

Paolo Grassi
New York, New York
U.S.A.

Fulvio Pelli
Lugano
Switzerland

Jeffrey Reimer
El Cerrito, California
U.S.A.

Philip Renaud
London
Great Britain

John Read Taylor
New York, New York
U.S.A.

Pascal F. Tone (Chairman)
Laurel Hollow, New York
U.S.A.

Jay Tucker
New York, New York
U.S.A.

P. Gregory Warden
President of Franklin University
Switzerland
Sorengo
Switzerland

Cabell Goolsby West
Richmond, Virginia
U.S.A.

FOUNDATION FRANKLIN UNIVERSITY SWIT- ZERLAND

Paolo Grassi
New York, New York
U.S.A.

Paul C. Lowerre
New York, New York
U.S.A.

Fulvio Pelli
Lugano
Switzerland

Franco Polloni
Lugano
Switzerland

Fabio Soldati
Lugano
Switzerland

John Read Taylor
New York, New York
U.S.A.

Pascal F. Tone (President)
Laurel Hollow, New York
U.S.A.

P. Gregory Warden (CEO)
Sorengo
Switzerland

ADMINISTRATION

ACADEMIC AFFAIRS

PRESIDENT

P. GREGORY WARDEN

(USA/Italy, 2012)

Ph.D. Bryn Mawr College, USA

M.A. Bryn Mawr College, USA

B.A. University of Pennsylvania, USA

P. Gregory Warden is the fourth president of Franklin University Switzerland. He has taught at Bowdoin College, the University of Pennsylvania, and SMU, where he was University Distinguished Professor and was also named Meadows Foundation Distinguished Teaching Professor and Altshuler Distinguished Teaching Professor. He has authored or co-authored five books as well as over seventy articles and reviews on Greek, Etruscan, and Roman art and archaeology. In 2009 he coordinated *From the Temple and the Tomb. Etruscan Treasures from Tuscany*, the largest and most comprehensive exhibit on the Etruscans in North America. He is the former Editor and current Executive Editor of *Etruscan Studies*, a trustee of the Etruscan Foundation, Consulting Scholar at the University of Pennsylvania Museum of Archaeology, and an elected member of the Istituto di Studi Etruschi e Italici. Warden is the founder and Principal Investigator of the Mugello Valley Archaeological Project, which since 1995 has trained students from over 70 universities and includes scholars from seven countries. The project has been featured in the *New York Times*, the *International Herald Tribune*, in the European media, as well as on the Discovery Channel. In 2012 the Republic of Italy awarded Warden the title of Cavaliere of the Order of Italian Solidarity for his sustained contributions to Italian culture.

DEAN OF ACADEMIC AFFAIRS

SARA STEINERT BORELLA

Professor, Comparative Literary and Cultural Studies

(USA, 2005)

Ph.D. Brandeis University, Massachusetts, USA

B.A. Bates College, Maine, USA

Sara Steinert Borella teaches in the Department of Literature and Culture and in French on a variety of topics such as migration, cuisine, travel and deception. She is the recipient of research fellowships from Brandeis University, Pacific University, the canton of Ticino and Pro-Helvetia and has been recognized for excellence in teaching, including the Pacific Northwest Conferences for Languages Award. She served as the book review editor for *Women-in-French Studies* from 2006-2011. Her research interests include travel writing and women travelers in Switzerland and Europe, feminism, and law and culture in their Swiss and European contexts. Her publications include *The Travel Narra-*

tives of Ella Maillart: (En)Gendering the Quest (Peter Lang in 2006) and, together with Caroline Wiedmer and Priska Gisler, *The Intersections of Law and Culture* (Palgrave MacMillan, 2012). She is now at work on a study of human rights, travel and migration in Switzerland.

**DIRECTOR OF THE TAYLOR INSTITUTE
CORINNE YOUNG**

Professor, International Management, MSIM
(USA, 2013)

Ph.D. Tulane University, USA

M.B.A. Loyola University, USA

B.S. Florida State University, USA

From 1993-2003, Corinne Young was a tenured faculty member at the University of Tampa. While at UT, she directed the Office of International Programs; the Center for Leadership; the Institute for World Commerce Education; and served as Associate Dean of the College of Business. Since leaving UT, she has served as the Director of Marketing and Corporate Relations for the Graduate School of Business at Florida International University; the Director of the Center for Leadership Development at the Crummer Graduate School of Business at Rollins College; and Director of the Center for Social Medicine and Global Health Equity in the Miller School of Medicine at the University of Miami. In Fall 2008 she joined Saint Leo University as full-time faculty member in the School of Business where she led a cross-college faculty team in the development of a BA program in Global Studies. In the spring of 2011 Dr. Young was a Research Fellow at the University for Peace in Costa Rica where she continues to teach Self-Management and Transformational Leadership. In 2012, she was named the Visiting Global Presidential Scholar at Husson University in Bangor, Maine. She led a task force that worked with university stakeholders to develop a comprehensive internationalization plan.

**DIRECTOR, WRITING AND LEARNING CENTER
ANN GARDINER**

(USA, 2008)

Ph.D. New York University, USA

M.A. University of Paris III (Sorbonne Nouvelle), France

B.A. University of Massachusetts, Amherst, USA

Ann Gardiner joined Franklin after teaching and research positions in Germany and in the United States. At Franklin, she coordinates the Academic Literacies Program through the Writing and Learning Center and is affiliated with the Department of Literature and Culture as well as with the Center for Sustainability Initiatives. Her dissertation on cosmopolitanism, literary salons and the public sphere led to research opportunities in the USA, France, Germany and Switzerland, including fellowships from the

Mellon Foundation, the Institut für Europäische Geschichte, Mainz, and the Freie Universität, Berlin. She has published numerous articles on the connections between cosmopolitanism and travel in the 18th-19th centuries. Her newest research endeavors involve the connections between literature and the environment, sustainability in the curriculum, and border theory

REGISTRAR

CAROLE WELLINGTON

(UK, 2012)

M.Ed. University of Maryland College Park, USA

B.A. University of Maryland University College, USA

Carole Wellington previously worked for University of Maryland University College's European Division in Heidelberg, Germany in various administrative positions including Assistant Director of the graduate counseling program, and Administrative Director and Interim Director of Graduate Programs. She also worked in undergraduate programs administration at UMUC for several years. Her teaching experience includes undergraduate classes in management and counseling, and in English as a second language.

ACADEMIC AFFAIRS ANALYST

LINDA REY-DELLA CORTE

(USA/Switzerland, 2005)

B.A. San Francisco State University, California, USA

Linda Rey-Della Corte was previously an analyst/programmer at Sonoma State University, California, playing a lead role in the implementation of the PeopleSoft Student Administration System and in developing user-friendly reporting capabilities against administrative databases. Other previous experience includes Bechtel Corporation, San Francisco, California, serving as project team lead for developing Oracle-based strategic reports for financial and operational decision making, with responsibility for defining and monitoring project milestones, implementation of application design, resolving faults with software vendors and delivering technical and end-user training.

STUDENT LIFE

DEAN OF STUDENT LIFE AND ENGAGEMENT

LESLIE GUGGIARI

(USA/Switzerland, 2003)

M.A. SIT Graduate Institute, Brattleboro, USA

B.A. Skidmore College, USA

Leslie Guggiari's previous positions at Franklin include Dean of Student Services and adjunct faculty in Intercultural Communications. She was a consultant for 15 years designing and implementing cross-cultural courses, seminars and workshops for individuals, groups, schools and companies. She also has experience as: ESL Teacher and facilitator of ESL teacher training workshops on cultural awareness; lecturer and presenter of seminars for intercultural and transracial adoption services; founding member of the Society for Intercultural Education, Training and Research (SIETAR) Europa.

ASSISTANT DEAN OF STUDENT LIFE

EBONIE RAYFORD

(USA, 2010)

M. Ed. Miami University, Ohio USA

B.A. Kentucky State University USA

Ebonie Rayford was previously Assistant Resident Dean at the University of California, San Diego (John Muir College), and Resident Director for the Institute for Shipboard Education (Semester at Sea). She has extensive experience in residence life, judicial affairs, educational leadership, and student development programming. She is also certified to conduct Myers Briggs Type Indicator and other inventories for career counseling.

FINANCE AND ADMINISTRATION

VICE PRESIDENT FOR FINANCE AND ADMINISTRATION

TOMASO RIZZI

(Italy, 2000)

Dottore in Lettere, Università di Milano, Italy

M.B.A., Università della Svizzera Italiana, Switzerland

Tomaso Rizzi has previous experience as trade analyst and chief accountant in the private industry and for accounting, auditing and consulting firms in Italy and Switzerland, and as a lecturer in accounting and statistics in Italy.

BURSAR**NEELA RAFFAELLI**

(UK, 2005)

Certification and Fellow Member of the Association of Accounting Technicians (FMAAT)

Neela Raffaelli gained her previous experience within the UK corporate banking sector while working for American, Japanese and Italian investment banks. She held positions in the Financial Control departments dealing with financial reporting, management accounting and SWAPS administration. Prior to joining Franklin University, she worked as Finance and Administration Director for the Milan office of a Lugano based financial services company. While in Milan she earned CELTA qualification (British Council Milan).

DIRECTOR OF INFORMATION TECHNOLOGY SERVICES**SEAN ESSUE**

(USA, 2002)

B.S. University of Maryland University College

Sean Essue was formerly IT Manager at the University of Maryland University College Schwäbisch Gmünd campus, where his responsibilities included management of the campus network, email, web mail and technical support. He has extensive knowledge and experience in network security, programming languages, relational databases, operating systems, web design, and computer applications. His experience also includes user training, LAN architecture, and product testing and evaluation for the academic environment.

DIRECTOR OF PHYSICAL PLANT**DOMENICO LA GAMBA**

(Italy, 1999)

Domenico La Gamba's past experience includes working as the engine maintenance supervisor on a luxury cruise-ship and as a security supervisor at an Italian hospital.

ADVANCEMENT

VICE PRESIDENT FOR ADVANCEMENT

ROBERT L. PALLONE

(USA, 2009)

A.M. University of Pennsylvania, USA

A.B. University of Pennsylvania, USA

Robert Pallone previously served as Director of Corporate and Foundation Relations and Advancement Services, Bates College, Lewiston Maine, where he also held an appointment as lecturer in Sociology. Prior to that he worked at the University of Pennsylvania, where he held positions as Director of Development and Alumni Relations Services; Analyst in the Office of Planning and Analysis in the School of Arts and Sciences; and Teaching and Research Fellow . Other former experience includes as Marketing Director and Consulting Analyst at Planning Data Systems in Philadelphia, PA. Pallone maintains affiliations with the Association of Fundraising Professionals and the Council for Advancement and Support of Education for which he has been an invited speaker at conferences and workshops.

DIRECTOR OF ALUMNI AND PARENT RELATIONS

LAURA MARSALA PETERSON

(USA, 2014)

B.A. Franklin University Switzerland

M.S. Minnesota State University, USA

Laura Marsala Peterson graduated from Franklin University Switzerland in 2006 and immediately migrated to sub-Saharan Africa to work in sustainable development and guide educational safaris throughout Malawi, Zambia, Botswana and Mozambique. She then moved back to the United States to achieve a Master's of Science in Experiential Education with an emphasis in International Education from Minnesota State University, Mankato. After completing her master's in 2008 she worked as the Assistant Director of Admissions for Franklin until 2012 when she returned to Minnesota State University to become the International Recruitment and Retention Coordinator and an Adjunct Professor. In 2014 she returned to Franklin University Switzerland to take on the role of Director of Alumni and Parent Relations. She is a proud Franklin alumna and believes in Franklin's role in making a positive impact and change throughout the globe.

MARKETING AND ENROLLMENT MANAGEMENT

DIRECTOR OF MARKETING AND COMMUNICATIONS

ANDREA BARDELLI DANIELLI

(Italy/Switzerland, 2014)

Dottore in Discipline dell'Arte, University of Bologna, Italy

Ph.D. University of Manchester, UK

Prior to joining Franklin, Andrea Bardelli Danieli worked as a Communications Consultant for the Swiss Coalition of Development Organizations (now known as Alliance Sud), Web Support Officer and External Affairs Manager at the University of Manchester (UK), and Head of Communications and Conferences at COST – European Cooperation in Science and Technology, in Brussels. He has extensive experience of marketing, communications and admissions in international higher education and research contexts. His doctoral research and his involvement in international higher education work led to him to live and work extensively in developing countries - in particular in Sub-Saharan Africa. He is an Honorary Research Fellow at the Institute for Development Policy and Management of the University of Manchester (UK), where he also taught at the postgraduate level during the course of his doctoral studies.

DIRECTOR OF ADMISSIONS

PETER DORTHE

(USA/Switzerland, 2013)

M.B.A. University of London, UK

B.A. Bowdoin College, USA

Peter Dorthé's previous experience includes research positions at Harvard Medical School-BWH (Boston), CHUV (Lausanne) and a Fulbright Teaching position in Germany before entering the admissions profession. He helped to develop the admissions office at Jacobs University Bremen from 2001-2012. He has been a member of NACAC, OACAC, CIS and participated in conferences and events with the EUC, ACO, EHEF, DAAD and NAFSA.

DIRECTOR OF PUBLIC RELATIONS

CONSUELO GRIECO

(Switzerland, 2009)

M.A. Università della Svizzera Italiana, Switzerland

B.A. Franklin University Switzerland, Switzerland

A 2002 graduate of Franklin University Switzerland, Consuelo Grieco was formerly a media planner responsible for the strategic planning of advertising campaigns in the Spanish market for clients such as Haribo, Kao Brands, Media Markt, and Zurich Connect. She has previous marketing and PR experience with a Swiss consultancy agency.

APPENDIX A

ACADEMIC CALENDAR 2014-2015

For current academic calendar information, please see www.fus.edu/content/academics/academic-calendar

	FALL 2014	SPRING 2015
New Students Arrive	August 19	January 15
Orientation	August 19 - 24	January 15 - 18
Returning Students Arrive	August 22 (noon)	January 16 (noon)
New Student Registration	August 23 (Sat)	January 17 (Sat)
Classes Begin	August 25	January 19
Deadline for Schedule Changes (Drop/Add)	August 29 (noon)	January 23 (noon)
February Break	n/a	February 20 (Fri)
Academic Travel	October 18 – November 1	March 7 - 22
Advising and Registration	November 3 – 14	March 24 – Apr 3
SpringForward – Campus Event	n/a	April 15 (Wed)
Withdrawal Deadline	November 21 (Fri)	April 24 (Fri)
Thanksgiving/Easter Breaks	November 28 (Fri)	April 6 (Mon)
Last Day of Classes	December 5	May 8
Reading Days	December 6 - 7	May 9 - 10
Final Exams*	December 8 - 12	May 11 - 15
Offices Closed for Holidays/ Commencement Ceremony	Dec 22, 2014 Jan 2, 2015	May 17 (Sun)

** Students are obligated to remain on campus through their last scheduled exam, final assessment, or make-up exam. Early departures from campus are not permitted.*

APPENDIX B

DEPOSIT AND FEES – ACADEMIC YEAR 2014 – 2015

For current information please see www.fus.edu/content/admissions/tuition-fees

	CURRENCY	
	Swiss Francs	U.S. Dollars
Application Fees		
Fall 2014	90.00	90.00
Spring 2015	90.00	90.00
Summer 2015	40.00	40.00
Enrollment and Confirmation/Leave of Absence Deposit	500.00	500.00
Registration Fees		
Fall Enrollment Deposit	500.00	500.00
Spring Enrollment Deposit	500.00	500.00
Audit Fee	400.00	400.00
Continuing Enrollment Fee	800.00	800.00
Deferred Payment Plan Fee	650.00	650.00
Late Withdrawal Fee	500.00	500.00
Housing		
Reservation Deposit	1,000.00	1,000.00
Damage Deposit	400.00	400.00
Health Insurance Refundable	800.00	800.00
Long-Term Deposit		
Graduation Application Fees		
Associate of Arts and Bachelor of Arts Graduation Application Fee	130.00	130.00
Late Graduation Application Fee	75.00	75.00
Transcript Fees (sent via UPS)	60.00	60.00
Late Payment Fee	200.00	200.00
Subsequent Late Payment Fee	100.00	100.00

INDEX

Academic	
Advising	38
Advisor.....	38
Calendar	38, 276
Degrees	57
Departments and Centers.....	55
Dismissal.....	30
Dismissal.....	52
Learning Disability	15
Policies and Procedures	38
Probation	52
Standing	52
Warning.....	52
Academic and Leadership Awards.....	54
Academic Dishonesty	42
Academic Leadership.....	14
Academic Literacies Program.....	61
Academic Travel.....	36, 38, 52, 62, 66, 68, 135, 219, 276
Guidelines for Conduct	63
Visas	63
Academic Travel Courses (1 credit).....	219
Academic Year at Franklin.....	29
Advanced Track.....	30
Bridge Track.....	29
Accreditation.....	2, 11
Address	
E-mail.....	1
Switzerland Campus.....	1, 31, 33
Tel. and Fax.....	2, 31
U.S. Admissions Office	1, 31, 33
Website.....	1, 31
Administration.....	269
Admissions	
Application	25
Early Action	26
General Information	25
Interviews	31
Readmission	30, 52
Study Abroad	28
Advanced Placement (AP).....	26
Advanced Standing.....	26
Advancement.....	2, 23
Alumni Association and Alumni Council.....	23

American College Testing (ACT).....	26
Appeal Process	
Dismissal.....	52
Final Course Grades.....	50
Application - See Admissions.....	25
Archaeology Courses.....	135
Art History and Visual Culture Major.....	73
Art History Courses.....	135
Associate of Arts Degree.....	65
Attendance Policy.....	45
Auditing a Course.....	41
Bachelor of Arts Degree.....	67
Bursar.....	2
Business Courses.....	141
Calendar.....	276
Campus.....	12
Career Services.....	22
Code of Conduct.....	43, 44
Violations.....	43, 47
Combined Major Programs.....	115
Communication and Media Studies Courses.....	152
Communication and Media Studies Major.....	76
Comparative Literary and Cultural Studies Courses.....	147, 269
Comparative Literary and Cultural Studies Major.....	79, 269
Computer Resources.....	16
Computing Courses.....	157
Continuing Enrollment Policy.....	72
Core Requirements.....	68
Academic Travel.....	66, 71
Academic Writing.....	71
First Year Seminar.....	68
Global Responsibility.....	69
Modern Languages.....	70
Quantitative Reasoning.....	69
Course Descriptions.....	135
Courses	
Auditing.....	62
Continuing Enrollment Policy.....	72
Course Load.....	40
Descriptions.....	135
Independent Study.....	41
Prerequisites.....	40
Residency Requirement.....	40
Creative Writing Courses.....	158
Declaration of a Major.....	71
Deferred Payment Plan.....	34

Degree Requirements	
Associate of Arts (A.A.).....	65
Bachelor of Arts (B.A.).....	67
Deposits	
Enrollment.....	39
Leave of Absence	30, 46, 277
Development	2, 23
Dining Facilities.....	20
Disability Services.....	15
Disciplinary Action	18, 43, 47
Dismissal	
Academic	52
Disciplinary.....	42
Double Major.....	58
EAP courses.....	61
Economics Courses	160
English for Academic Purposes	61
English for Academic Purposes Courses.....	165
English Language Teaching (ELT), Certificate in	57, 64
English Language Teaching Courses.....	166
Enrollment Deposit	26, 277
Environmental Studies Courses	168
Environmental Studies Major.....	81, 84
Faculty.....	54, 244
Family Educational Rights and Privacy Act (FERPA).....	50
Fees	
Application for Admission.....	25
Continuing Enrollment.....	72
Deferred payment plan	34, 36
Financial Information	33, 35
Graduation Application.....	53, 277
Late Payment.....	36
Financial Aid	2, 33, 40
Loans	35
Renewal.....	33
Scholarships.....	2, 23
Self-Supporting Students	34
First Year Seminar.....	60, 173
Franklin Family Association	23
Franklin Fund	23
Franklin University Foundation	268
French Courses.....	170
French Studies Major.....	86
Freshman Admission.....	25
General Information.....	2
Geography Courses.....	174

German Courses.....	174
Global Responsibility.....	69
Grades and Grading Policy.....	48, 72
Graduate Studies	
Master of Science in International Management (MSIM).....	232
Academic Policies.....	241
Admissions.....	2, 239
Financial Information.....	240
Graduation and Commencement.....	243
MSIM Course Descriptions.....	234
MSIM Program of Study.....	233
Pre-MIM Program.....	233
Graduation and Commencement.....	53
Graduation with Distinction.....	54
Health Care and Health Insurance.....	22
Health Services.....	22
Counselor.....	22
Nurse.....	22
History Courses.....	177
History Major.....	88
History of Franklin University.....	11
Honors Program.....	54, 59, 184
International Baccalaureate (IB).....	27
International Banking and Finance Major.....	90
International Economics Major.....	92, 93
International Management Major.....	95, 97, 98
International Relations Major.....	99, 101
Internships.....	72, 184
Italian Courses.....	185, 189
Italian Studies Major.....	103
Late Arrivals.....	45
Leave of Absence Requests.....	30, 46, 277
Library.....	12, 13
Literature and Culture Courses.....	197
Literature Courses.....	192
Literature Major.....	105
Loans to Students.....	35
Location.....	12
Majors.....	57, 73
Marketing and Public Relations.....	2
Mathematics Courses.....	199
Minors.....	58
Modern Language Placement.....	27
New Student Orientation.....	22, 27, 276
New Student Registration.....	276
Non-Degree Students.....	29

Parent Loans	35
Philosophy of Franklin University	11
Placement Tests	
Modern Languages	27
Writing Sample	27
Political Science Courses	201
Practicum	64
Probation (Academic and Disciplinary)	40, 42, 50, 52
Psychology Courses	206
Psychology Major	107
Refund Policy	36, 45, 46, 47
Registrar	2, 38, 50
Registration	
Academic Advising	38
Course Changes	39
Late Payment Fee	34, 36
New Students	39
Returning Students	39
Residences	17
Residency Requirement	40, 67
Sanctions for Behavioral Violations	43
Scholarships	31
Green Leaves Fund	32
Life-Long Learning	31
Merit Scholarships	31
Scholastic Aptitude Test (SAT)	26
Science Courses	207
Self Supporting Students	34
Social Justice Courses	217
Sociology Courses	209
Sports and Recreation	18
Student ID Card	19
Student Learning Goals	67
Student Life	2, 17, 18, 20, 47, 51, 54
Student Loan Programs	35
Student Privacy (FERPA)	50
Studio Art Courses	210
Telephone and Fax	1, 2, 31
Theater Courses	217
TOEFL Requirement	26, 28
Transcripts	2, 28, 50, 54
Transfer Credit	28, 30
Trustees	267
Tuition and Fees	2, 26, 35, 36, 39, 53, 66, 277
Tutorial Assistance	15
Visual Communication Arts Courses	217

Visual Communication Arts Major.....	109, 112
Withdrawal Policies	
Academic Travel.....	63
Administrative.....	45
Course.....	45
Withdrawal from the University.....	46, 47
Writing and Learning Center.....	13
Writing Courses.....	218